

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE MEDIATION ROLE OF TRANSFORMATIONAL LEADERSHIP IN
ABATING INCIVILITY TO IMPROVE EMPLOYEE PERFORMANCE IN
THE JORDANIAN PRIVATE EDUCATION SECTOR**

MASTER'S THESIS

Amani AIMOMANI

**Department of Business
Business Administration Program**

JULY, 2022

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**Amani AIMOMANI
(Y1912.130064)**

**Department of Business
Business Administration Program**

Thesis advisor: Associate Professor Salvatore Joseph Terregrossa

JULY, 2022

APPROVAL PAGE

DECLARATION

I hereby declare that this master's thesis titled "The mediation role of Transformational leadership in abating incivility to improve employee performance in the Jordanian private education sector" written by me following the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honor. (.... / / 20....)

Amani ALMOMANI

FOREWORD

Above all, I am grateful to God for giving me the strength to get my degree. I would like to express my deepest respect and thanks to my thesis supervisor Prof. Dr. Salvatore Joseph Terregrossa, who encouraged, guided and supported me from the beginning to the end of my dissertation. I also thank Defense Committee in my thesis for their important comments and for taking their time.

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Amani ALMOMANI

THE MEDIATION ROLE OF TRANSFORMATIONAL LEADERSHIP IN ABATING INCIVILITY TO IMPROVE EMPLOYEE PERFORMANCE IN THE JORDANIAN PRIVATE EDUCATION SECTOR

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 was 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, which demonstrated 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 on incivility in the workplace.

Keywords: Leader, Leadership, Transformational Leadership, Mediation effect, Incivility, Employee performance.

ÜRDÜN ÖZEL EĞİTİM SEKTÖRÜNDE ÇALIŞAN PERFORMANSINI İYİLEŞTİRME NEZAKETSİZLİK AZALTMADA DÖNÜŞÜMSSEL LİDERLİĞİN ARACILIK ROLÜ

ÖZET

Bu çalışma, Zarqa'daki (Ürdün) özel eğitim okullarında edepsizliği azaltarak çalışan performansının iyileştirilmesi ile dönüşümcü liderlik boyutları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Kullanılan merkezi metodoloji anket analizidir. Nicel veriler elektronik bir anket sistemi kullanılarak toplanmıştır (kullanım kolaylığı ve uygulama hızı için kullanılmıştır). Çalışma, Zarqa özel okullarında çalışan 238 katılımcıdan veri topladı.

Çalışma, çoklu doğrusal regresyon analizi, Pearson katsayısı, Cronbach's alpha testi ve diğerleri dahil olmak üzere anket sonuçlarının istatistiksel bir analizini yaptı ve bunlar, çalışan performansını iyileştirmede dönüşümcü liderlik boyutlarının açık bir pozitif etkisini gösterdi. Çalışma ayrıca, dönüşümcü liderliğin işyerindeki kabalığı azaltarak çalışan performansını iyileştirdiği ters aracılık etkisini de göstermiştir.

Anahtar Kelimeler: lider, liderlik, dönüşümcü liderlik, aracılık etkisi, kabalık, çalışan performansı

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I. INTRODUCTION

Employees spending a lot of time together in the workplace contributed to the development of relationships among them (Guzel, 2019: 2), since the employee is the main element in the production process, leaders take care of what matters to the employee for the benefit of the organization (Jiménez, et al, 2015: 1937).

But with the emergence of rapid development in commercial life as a result of competition between companies for productivity and excellence in the fields of goods and services (Guzel, 2019: 1), incivility behaviors have increased and its negative impact on the work environment and employees has increased also (Schilpzand, 2016: S79), negative behaviors hinder work and reduce productivity (Howladar, et al, 2018:167), but when employees' satisfaction increases, their happiness increases, which builds bridges of communication between the leader and employees, and increases their feeling that the work meets all their needs, which increases the organizational commitment and the level of loyalty among the followers, then the company can improve its performance while reducing the expenses that arise from employee turnover (Atmojo, 2012: 127).

An organizational leader is the primary influencer on employee behavior and commitment (Rogers, 2017: 1). Effective leadership is a major basis for the success of a work place because of its impact on the performance of employees (Bommer, et al, 2005: 748). However, the onus of organizational management does not fall on the top management only, but on managers and employees at all levels. Therefore, cooperation between all members of the work place, and knowing the way in which each manager can best influence their employees and engineer high productivity, is an urgent need in order to improve organization performance and productivity (Korejan & Shahbazi, 2016: 453).

The concept of leadership has changed over time due to the different theories among researchers about the characteristics of each type of leadership, but recently the concept of transformational leadership has emerged (Hussein, 2017: 49). Transformational leadership has four main axes: (1) ideal influence; (2) intellectual

stimulation; (3) inspiring motivation; (4) individual understanding (Arnold, et al, 2007: 193).

The transformational driving dimensions are:

Firstly, idealism in influence, which is when the leaders do a good deed and therefore leads to respect for their followers and their trust in them.

Secondly, intellectual stimulation when the leaders encourage their followers to challenge work difficulties and is able to answer their questions.

Third dimension is inspirational motivation which is when the leaders are inspiring Motivates the follower, and encourages them to achieve more than expected.

The final dimension is that the leaders are individually understood for each employee, which to allocate the time required for employees to motivate them, train them and show appreciation for their achievement (Arnold, et al, 2007: 193).

The transformational leader has the ability to 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: 1937). 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 organization level (Lale& Arzu, 2009: 461).

The more a transformational leader is able to understand the needs of the employees, and the tasks are in line with the desires of the followers, the higher the level of employee satisfaction with their workplace (Atmojo, 2012: 126).

Transformational leadership has a clear positive impact on teachers' performance, improving educational outcomes, and raising their standards (Komariah, 2016: 239), participants in (Kreiness, 2020: 122) study emphasized the extent to which transformational leadership is able to positively transform teachers' thinking and direct them towards growth and improvement, which leads to improved levels of satisfaction, work climate and school culture.

This study will contribute to an increased understanding of the role of transformational leadership in reducing incivility behavior and its negative impact in private education sector schools in Jordan and raising the level of teacher performance in them. Therefore, questionnaires were distributed to teachers working in the private education sector in the Zarqa district in Jordan.

This study included five chapters: After the introductory chapter, the second chapter "Literature review" presents theoretical information collected using secondary data with a conceptual framework for transformational leadership behaviors and the obstacles it encounters such as incivility in the work environment that can negatively affect performance.

Chapter 3 contains a methodology covering the procedures that were sampled, data collection, the structure of the questionnaire, and the measures that were used for the regression analysis. In the fourth chapter: Descriptive statistics and the reliability and validity of the measurements were presented, with clarification of the relationship between variables and hypothesis testing.

Finally, the test results and the limitations of this study were discussed, results and recommendations that could benefit researchers in the future were presented in Chapter 5, and then came the lists of references and appendices.

A. Research Objectives

This study tried to provide a better understanding of the advantages of transformational leadership in the Jordanian private education sector, and in turn, lead to an improvement in the level of teacher performance and obtain better educational outcomes. Therefore, generally, the aims of the study were:

- 1) To examine the extent to which transformational leadership is applied in the Jordanian private education sector.
- 2) To examine the effect of transformational leadership on the incivility behavior of teachers in the Jordanian private education sector.
- 3) To examine the effect of incivility behavior on the performance of teachers in the Jordanian private education sector.
- 4) To test the effect of transformational leadership on incivility behavior

positively with the objective of improving teachers' performance in the Jordanian private education sector.

B. Research Questions

1) Is Transformational leadership applied in the Jordanian private education sector?

2) Is there an effect of Transformational leadership on the incivility behavior of teachers in the Jordanian private education sector?

3) Is there an effect of incivility behavior on the performance of teachers in the Jordanian private education sector?

4) Is Transformational leadership effected on incivility behavior positively?, and Is the objective to improving teachers' performance in the Jordanian private education sector?

C. Research Importance

Organizations have become in need of transformation leaders now, for their ability to move the organization to the future and understand the necessary needs for work, which requires the ability to facilitate the variables surrounding the work environment and understand the needs of employees at the same time, which 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: 453).

With regard to the education sector, transformational leadership is important 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: 79). The results of a study (Serhan, 2016: 161) 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 (Samer, et al, 2012: 503) 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 that 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 is able to reduce incivility behavior and therefore 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; and to shed light on the causes of negative behavior (i.e. incivility), and how transformational leadership can reform negative behavior into positive behavior(or at least with a neutral impact) to generate improved employee performance.

D. Temporal and Spatial Search Limits

The study was conducted on teachers from the Jordanian private education sector in the city of Zarqa currently.

- Location: in the Jordanian private education sector in Zarqa
- Time: During the spring semester of 2022.

II. LITERATURE REVIEW

A. Leadership

1. Concept and Definition of Leadership

With the development of human civilization and the emergence of collective action teams to meet human needs (Al- Dlaimi, 2018: 12), increased attention to human resources support performance, innovation, and employee development (Guzel, 2019: 1), Therefore, the term leader and leadership has become an urgent and necessary need, which would direct the efforts of individuals towards achieving a general goal for the organization (Al- Dlaimi, 2018: 12).

Researchers differed on the definition of leadership, Leadership can be defined as an art and science in the first place (Hussein, 2017: 40), Another study (AL-Dlaimi, 2018: 12) 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, and study (Hussein, 2017: 41) indicated that leadership is a process in which one person influences others in order to understand what to do and to agree on how to do the work, Another definition says that leadership is a process by which a person sets a certain direction or purpose and makes other employees move towards it with efficiency and commitment.

The concept of leadership is a changing structure, as it reflects the variables and challenges that are the source of the need for leadership. Therefore, the concept of leadership is sometimes characterized by a lack of clarity, which disturbs many researchers (Al- Dlaimi, 2018: 12).

(Hussein, 2017: 41) There are important components that combine definitions:

- Leadership is a process of influence.
- The leader must understand and know what to do.
- Leadership is a process of engaging followers.

- There must be communication channels, whether verbal or non-verbal.
- A common goal must be set between leaders and subordinates.

(Al- Dlaimi, 2018: 13) 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:

-First: Influence process whose goal is to obtain effective results between leaders and subordinates;

-Second: 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;

-Third: Leadership is a beneficial process for everyone, as it does not depend on a particular characteristic.

The importance of leaders' influence on employees increases over time, and the concept of effective leadership appears by being the basis of the general benefit of the organization through organizational change (Bommer, et al, 2005: 748), The words and actions of the leader have a strong influence on the followers, when the leader being with employees and does not live in isolation from them, it creates a feeling that they are supported and followed by the management (Bass & Avolio, 1994: 45).

Some people are born leaders, but with training and development they can develop their leadership strategies, which help them achieve the goals and vision of the organization (Hussein, 2017: 40), so we cannot deny the importance of the impact of the personal characteristics of the employees, as each personality has a specific quality and style of leadership and these characteristics can be known by developing procedures for the recruitment process and considering the personal characteristics of the potential leader and employees (Yasuo, et al, 2018: 22).

The leader has an effective role either in increasing creativity and growth or limiting and stifling creativity (Sharifirad, 2014: 214), Good leaders do not know the meaning of comfort and have the ability to continue to improve and develop their leadership skills, Given the importance of leadership for growth and development, the country's situation is determined by the type of leadership prevailing in it, either

positive leadership working to bring about positive changes, or negative leadership working to discourage the performance of tasks and decline the level of the organization (Hussein, 2017: 40), so anxious or nervous leader deal with problems recklessly, and good leaders have a key role in helping their team in cases of dealing with stress, so leaders will become an example for their group in this matter (Bass & Riggo, 2008: 5).

2. Leadership Theories

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, and here is a summary of these theories (Hussein, 2017: 49).

a. Traits theory

This theory emphasizes that leadership is an innate quality that is born with people and makes them distinct from others (Al- Dlaimi, 2018: 16), This theory developed in the period between the thirties and the forties of the twentieth century, i.e. after World War I, and researchers here believe that people are either born as leaders, or they carry distinctive qualities that prepare them to become distinguished leaders such as intelligence or excellence in physical and mental characteristics and others, or they are characterized by carrying qualities such as ambition, perseverance, knowledge, self-confidence, desire to lead and achieve, all make persons able to take on leadership tasks, with they sometimes need for training programs (Hussein, 2017: 50).

The focus of research in this theory was on distinguished leaders rather than on how to manage the organization effectively. The argument of the defenders of this theory was that people who occupied effective leadership positions had innate qualities that distinguished them from other leaders. Opponents responded that this theory promotes centralization and bureaucracy And that the origin of the relationship between the leader and the subordinate is the same as the relationship between the master and the servant (Al- Dlaimi, 2018: 16), and the weak point of the theory lies in the neglect of circumstantial and environmental factors in the

organization, which often play a distinctive role in determining the effectiveness of the leader (Al- Dlaimi, 2018: 16).

b. Behavioral theory

This theory was a response to the previous theory, so the interest here was in behavior, and not in innate qualities (Hussein, 2017: 50), The theory dates back to the fifties of the last century and focuses on studying the nature of the relationship between the leader and subordinates, and how to distinguish the effective leader from the ineffective leader, and most importantly is the use of training to create leaders who are able to influence subordinates for the benefit of the organization (Al- Dlaimi, 2018: 16).

This theory focuses on the behaviors of successful leaders and establishes leadership patterns accordingly (Hussein, 2017: 51), Advocates emphasized that distinguished leaders are made, that is, systematic methods of training can be used to help modify the behavior of the leaders and turn them into an effective leaders. The opponents responded there are other behaviors in the organization that can affect the relationship between the leaders and subordinates other than the behavior of the leaders theirselves (Al- Dlaimi, 2018: 17).

c. Contingency theory

Here the focus of attention is on two factors; the first is the responsibility of the leader, and the second is the position in which this leader moves (Al- Dlaimi, 2018: 18).

This theory developed in the sixties, that is, during the Second World War, and it focuses on the fact that there is no specific way to lead, but there is a leadership style in dealing with situations, and from here this theory was a response to the trait theory, it said that attitudes create leaders and not the other way around (Hussein, 2017: 51).

(Al- Dlaimi, 2018: 18) indicate that researchers used here the situational approach, where Edward Fiedler emphasized in his book (The Contingency Model for Leadership Effectiveness) that leadership is linked to the situation it addresses, and Fiedler's basic idea was that performance in the group depends on three factors, namely: (1) the task structure, (2) the atmosphere of the group, and (3) Contextual variables (situational). The leader should also pay attention here to the level of

readiness of the followers, the duty to change behaviors, and the relationship between the leader and the followers according to their condition and their rational level (Al- Dlaimi, 2018: 19).

The argument for this theory's advocates is that a model of criteria has been developed that a leader can use depending on the situation, but opponents feel a lack of internal unity and conceptual considerations (Al- Dlaimi, 2018: 20).

d. Functional theory

The theory is based on addressing the behavior of the leader and its effectiveness to contribute to the organizational unit. There are several points that the theory is concerned with, such as environmental monitoring, attention to secondary activities, training and motivating subordinates, and appropriate intervention in the work of the group, all of these matters control the behavior of the leaders and their evaluation (Hussein, 2017: 52).

e. Transactional theory

This theory is concerned with some factors such as the role of supervision, organizational changes, group performance, reward, and punishment system, and everything that happens between the leader and subordinates (Al- Dlaimi, 2018: 20), This theory is sometimes called the transformational theory, despite the similarities between them, but there is a fundamental difference, which is that the transformational theory is concerned with the influence of leaders through informal channels with subordinates, while the transactional theory is concerned with the influence of leaders through formal channels, meaning that laws and regulations are what govern this interaction. However, they are similar in effective participation between the leader and the subordinate, in order to achieve the objectives of the organization in the best way (Hussein, 2017: 52).

The transactional theory was also based on the concept of leaders who are able to build a structure in which they clearly explain the functions of the followers and the results they will obtain in return. Therefore, Leaders must have the ability to make organizational changes according to the job entrusted to them and lead the organization successfully (Al- Dlaimi, 2018: 20), This theory also focuses on leaders rewarding their subordinates when they successfully achieve the desired goals, and in return, it also includes punishing the subordinates who did not achieve the standard

required of them, so Burns considered it as a method of exchanging cost benefits between the leader and subordinates (Al- Dlaimi, 2018: 21).

(Hussein, 2017: 46) With the multiplicity of theories and the viewpoints of researchers, different types of leaders have developed, such as:

- Dictatorship (autocratic) leadership: This type of leadership focuses on the fact that power remains in the hands of the supreme authority only. They take decisions and work on planning for the organization without involving the followers, the leader is solely responsible for planning, and subordinates are responsible for obedience only, meaning they have no right to choose.

- Democratic leadership: In this type, leaders and subordinates participate in decision-making, and the existence of personal relationships and understanding among members of the organization is encouraged. Democratic leadership focuses on three factors: Establishing human relations, participation of subordinates in decision-making, and delegation of authority.

- Free (successful) leadership: It is a type that combines the two previous leaderships in order to direct the efforts of individuals in the interest of work, while democratic leadership focuses on subordinates, and authoritarian leadership focuses on production, free leadership focuses on attention to individual work to improve the performance of the company in general (Hussein, 2017: 47).

- Transactional leadership: the focus is on the method of communication between the leader and subordinates, and here the leader often relies on the principle of incentives and the use of rational strategies in order to obtain better performance (Hussein, 2017: 47).

- Transformational leadership: This type of leadership is used to make a change. It works to build a distinctive relationship between the leader and subordinates of a directive nature. The leader's duty here is to formulate visions and then use and implement change strategies in order to stimulate innovation and increase the performance of people in the group (Hussein, 2017: 47).

3. The Difference between Leadership and Management

Many confuse the definition of a leader with the definition of a manager. The definitions are similar, but there is a fundamental difference in meaning. The

managers derive their strength from the center of authority delegated to them from their position as president, and their primary function is to implement instructions and orders from the head of the organization. As for leaders, the main source of their strength is the group itself, where leaders are the source of inspiration for the members of the group and is interested in bringing about a change in values and emotions away from the use of authoritarian methods (Al- Dlaimi, 2018: 14).

MANAGER	LEADER
ADMINISTERS	INNOVATES
IS A COPY	IS AN ORIGINAL
MAINTAINS	DEVELOPS
FOCUSSES ON SYSTEMS AND STRUCTURE	FOCUSSES ON PEOPLE
RELIES ON CONTROL	INSPIRES TRUST
SHORT RANGE VIEW	LONG RANGE PERSPECTIVE
ASKS "HOW" AND "WHEN"	ASKS "WHAT" AND "WHY"
EYE ON THE BOTTOM LINE	EYE ON THE HORIZON
IMITATES	ORIGINATES
ACCEPTS THE STATUS QUO	CHALLENGES THE STATUS QUO
CLASSIC GOOD SOLDIER	IS THEIR OWN PERSON
DOES THINGS RIGHT	DOES THE RIGHT THING

Figure 1 The difference between a manager and a leader

(Hussein, 2017: 43) The points of similarity and difference between a manager and a leader are summarized in the following points:

*The similarities between a manager and a leader:

- They are required to work among the employees.
- They have a clear influence on subordinates.
- They are concerned with achieving the goals of the organization.

* Differences between a manager and a leader:

- The leader has more emotion than the manager does, so the manager works with the employees, but with a minimum amount of emotion.
- The leader forms new ideas instead of following the ideas of others.
- The leader works to increase the alternatives and solutions to deal with others.

- Managers work to change the behavior of employees, while leaders are the ones who change their behavior.

Despite the differences between the leader and the manager, any organization needs the two systems together, because each complements the work of the other. Therefore, in order to create a successful and effective organization, they must be used side by side in the administrative centers (Al- Dlaimi, 2018: 14). For better management, a process of integration must be carried out between the two styles of leadership and management. Managers work in the tasks of organizing, planning, controlling, and staffing, while leaders work to deal with changes that determine the direction and future of the company by providing incentives and creating innovation among employees (Hussein, 2017: 43).

B. Transformational Leadership

1. What is Transformational Leadership?

Transformational leadership is a type of transactional leadership (Hussein, 2017: 53), The term transformational leadership appeared in the late seventies, which advocates describe as leadership capable of changing the thinking and actions of followers, which helps the success of organizations and individuals (Dina & Alina, 2020: 3).

(Hussein, 2017: 54) defined transformational leadership as a type of leadership in which the individual behavior of the group as a whole is affected. Transformational leadership is a form of leadership in which the leader has the ability to transform the values and standards of followers to achieve the desired goals of the organization (Al- Dlaimi, 2018: 25), It also focuses on the emotions and values that bind the leader to the followers. Therefore, the leaders's success are judged by their ability or behaviors through which they can overcome the difficulties and challenges facing the company in cooperation with subordinates, which leads to the achievement of the company's goals in the best way. The transformational a leader is a role model for followers to improve the general outputs of the organization, the purpose of transformational leadership is change and modification, so it is used to bring about change and develop the company's image from the traditional image(which leadership was based on issuing orders from the leader to subordinates and its

application without any discussion) to the modern system(which allows the leader and followers to participate to serve the general goal of the organization with the development and training of individuals and considering the individual needs and differences of members) (Hussein, 2017: 53).

The transformational leaders focuses on building a positive relationship between them and their subordinates so that they strengthens followers in order to achieve the goals and objectives of the organization, simply here, the mission of the followers is redefined and their commitment to the company's system renewed, and when transformational leadership is applied, increased productivity and successful organizational development are expected (Al- Dlaimi, 2018: 25).

2. Dimensions of Transformational Leadership

The current time is witnessing changes and a diversity of tools that we did not expect in the past, and with the increase in competition at the local and global levels in developing or developed countries, which led to the existence of an unstable environment for organizations and businesses, and for this environment there is an urgent need for leaders capable of adapting with Continuous and turbulent changes in it, so transformational leadership arose, which if we could apply it well could turn into a competitive environment for the company, which will contribute significantly to achieving required returns in the short and long term (Korejan & Shahbazi, 2016: 455).

A previous study (Arnold, et al, 2007: 193) postulates that transformational leadership has four main axes: (1) Ideal effect (2) inspirational motivation (3) intellectual stimulation (4) individual understanding.

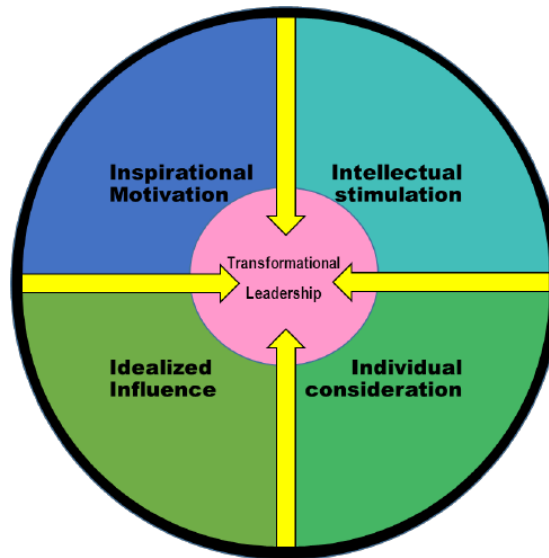


Figure 2 Component of Transformational leadership

a. The ideal influence

Where the ideal influence is an indicator of the leaders who represent a role model for their subordinates in terms of moral behavior, pride, trust, and respect, this dimension includes instilling pride in the followers and giving importance to the interest of the group before the individual interest (Kieres & Gutmore, 2014: 181).

The need for subordinates lies in the leader being a role model for them, not only in words but also in actions and behaviors, if the leader establishes a relationship with followers that is free from bullying and possessive behaviors, the team will feel proud, respect and trust (Al- Dlaimi, 2018: 27),

Transformational leaders have a special charisma that works to influence the people around them, and this influence appears by changing the behaviors of the followers when they are trying to imitate the leader, the leaders have a set of values and morals that make them able to take appropriate measures in order to follow them and their organization (Hussein, 2017: 59).

The study indicated that there is a strong and direct relationship between transformational leadership and teacher creativity, through the four dimensions in general and the ideal influence in particular, where the ideal effect showed a strong impact on demonstrating creativity and encouraging teachers (Ahmad, et al, 2020: 4648).

b. Inspirational motivation

It represents the main factor in this leadership, and it is part of the charismatic leadership, in which the leader influences the workers by paying attention to the emotional aspects of the workers and offering them affection and hope, and the leader has the ability to motivate workers by inciting creativity, and thus anticipation and communicative dependency escalate (Al- Dlaimi, 2018: 27).

The transformational leadership style can be observed when the leader inspires the followers and changes their expectations and perceptions towards working as a team (Dina & Alina, 2020: 3). Inspiration and motivation are the most important characteristics of a transformational leader towards his followers and require a high ability from him to communicate skills with others to release their positive energies (Hussein, 2017: 60).

c. 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, especially if the leader is able to remove fear from the hearts of followers and enhance the level of using discussion in resolving conflicts (Al- Dlaimi, 2018: 28).

Creativity and independence among followers are among the points that transformational leadership focuses on, so that the leaders work to involve everyone in the decision-making process, and accept ideas and criticisms, which help them to develop the company's vision and increase the chance of success when applied (Hussein, 2017: 60).

d. Individual considerations

It is the extent to which the leaders are a good listeners to the opinions and needs of their followers as a coaches and a mentor at the same time, which leads to the continuity of the relationship between the leader and subordinates, and contributes to the success of participatory management (Kieres & Gutmore, 2014: 181), individual considerations help in promote followers and monitor their own needs (Hussein, 2017: 54). Here the leader plays the role of the advisor to focus on the success of the work and raise performance, as it requires special consideration for the needs of the members of the special group, which works to get them to know

more about the followers and increase the ability to motivate and support them (Al-Dlaimi, 2018: 28).

Hussein also mentioned some principles that may help the transformational leaders in spreading positive energy among their group and their followers, including:

- The principle of simplification: the transformational leader has the ability to bring a simple, clear vision, goals, and practical at the same time, and gather the efforts of everyone in order to implement this vision (Hussein, 2017: 55).

- The principle of determination: The leaders have the strength and determination to accomplish the task required of them with the best results, so that they develop psychological and emotional dimensions, and make goals an issue and a basis for their work (Hussein, 2017: 56).

- The principle of facilitation: It is the ability to facilitate educational programs for the transformational leaders, which help their followers to face challenges and difficulties at work (Hussein, 2017: 55).

- The principle of mobilization: Preparing the employees and delegating the necessary powers to them to achieve the goals of the organization, through the transformational leader adopting steps that will attract the members of the group (Hussein, 2017: 56).

- Innovation principle: The transformational leader creates the right conditions for innovation, and tries to direct outstanding talents for the sake of work and team strength (Hussein, 2017: 55).

- The principle of preparation: The transformational leader must follow up on the group members and provide them with the necessary skills for the purposes of achieving work, through educational courses, or direct and continuous observations, thus changing undesirable behaviors in the workplace (Hussein, 2017: 56).

- The principle of motivation: the transformational leader can create new energies in the followers, by involving them in the decision-making process, and increasing their participation in the programs necessary to implement the common vision for them (Hussein, 2017: 55).

The strong influence of individual consideration and intellectual stimulation

on transformational leadership appeared. When the leaders share with their followers the organizational goals, the organization's vision and mission, the level of emotional commitment of employees increases and they feel a true belonging to the organization, which improves the performance level of individuals (Al- Dlaimi, 2018: 34), the study (Barbara, et al, 2018: 12) showed that there is a clear impact of transformational leadership on the followers' vision of organizational goals and identifying the important features of these goals. The leader directs the tasks of the employees toward a specific goal and provides the necessary rewards to those who successfully achieve these goals, which leads to increased satisfaction among the followers and achieving organizational commitment.

3. Characteristics of a Transformational Leader

Transformational leadership is one of the leadership styles that has emerged recently. Transformational leadership is concerned with the skills and ability of the leader to develop both training and development strategies, in order to motivate the followers to adhere to the values and goals of the organization, and the transformational leader has the ability to inspire, taking into account the needs of the followers, the leader may have Charisma, but it is not one of the main qualities of an ideal leader (Al- Dlaimi, 2018: 23).

The study (Hussein, 2017: 57) indicated the main characteristics of a transformational leader, some of which are listed below:

Motivation and Self-Management, transformational leaders use internal motivation to run the company. According to Bill Hogg, the most powerful type of motivation is when you love your work, and when the organization's values align with yours.

The ability to make difficult decisions is an important part of transformational leadership tasks in order to meet challenges in order to achieve the interest of the organization.

Transformational leaders can control their egos, by keeping them in check because the company's interest come first, helping followers to do their best for the company's success.

Transformational leaders expect to be exposed to risks frequently, so they are

always prepared to take risks by taking precautions to avoid them.

Transformational leaders have the ability to match their goals with the goals of the organization, make the organization a foundation in their lives, and do not see it as just a job.

Transformational leaders are able to adapt to the most difficult changing circumstances and are always trying to make new discoveries to make them able to adapt to the changing work environment so that they exceed their competitors in the market.

Transformational leaders welcome new ideas and seek to engage in discussion with followers to come up with new solutions by uniting the energy of all.

Transformational leaders have the ability to inspire their team, not just to motivate them to act, but also to encourage the team to inspire others. So proactivity and the ability to make innovative decisions are one of the traits any transformational leader must possess.

(Gachunga, 2014: 16) the study confirmed that a leader who has the ability to share decisions encourages employees to take responsibility, which raises the efficiency of work in the organization, and activities are implemented better.

(Hussein, 2017: 58) The study mention realism, which is the most important characteristic of transformational leadership, as the vision and evaluation of reality, must be practical and appropriate to the culture of the company.

Also, training, guidance, and treating individuals according to their needs and qualifications are among the basic aspects of transformational leadership, as it deals with individuals differently, according to the talents and knowledge of each individual, which helps them to reach high levels of achievement and self-realization (Gachunga, 2014: 16), an important to the transformational leader when enables employees to achieve unexpected results, by granting workers autonomy in their jobs and delegating the power to make decisions to those who are able to (Hira, et al, 2020: 10), the transformational leader can also use the episodic reward system in order to increase the process of employee motivation and an exceptional increase in performance (Kieres & Gutmore, 2014: 181). (Hira, et al, 2020: 10) the study indicated the need to design leadership training programs in order to develop the transformational leadership style and focus on communication, brainstorming, and

motivation programs for employees, to be more visible and inspiring to their followers.

C. Incivility in Work Environment

Ethics is one of the most important standards that indicate the manifestations of civility, which require us to deal with others as we would like to receive treatment, and it is a right for others as it is a right for ourselves (Hüner, 2019: 8). The rules of personal relationships help us to live together or with strangers, so the importance of defining civility and incivility in any contemporary civil society has emerged (Muğan, 2009: 15).

As research and studies on incivility at work increase and its negative impact on performance and production is observed, we need to increase our knowledge of these behaviors and their effects on work and workers (Schilpzand, 2016: S79).

1. Definition of Incivility

Performance at work is any contribution that an individual makes to achieve the goals of the business plan in a particular organization. It includes a set of behaviors such as customer service, organizational citizenship, and teamwork, which are not necessary to accomplish the individual's mission as much as important to improving the performance of teams and organizations (Md. Uddin, et al, 2014: 3), and due to the length of time that many people spend in the workplace, a person becomes vulnerable to various behaviors of individuals, which may vary in the degree of impact on others (Erdas, 2016: 5), if the individuals in the working team know each other, will play a special role in the success of organizations and in strengthening the relationships between its members (Onaran, 2020: 9).

The interaction of employees with each other in the workplace results in positive and negative behaviors, may negative behavior of employee result due to fatigue, or there may be an intention for people to change their workplaces, and there are other causes such as job ostracization or job stress (Mahfouz, et al, 2017:398).

Civil behavior is when an individual deals with others in a manner that preserves their dignity and rights according to social norms, therefore, uncivil behavior is defined as any negative behavior that is intended to harm others (Guzel,

2019: 10), Civility was defined in (Muğan, 2009: 15) study they are implicit societal rules that control the behavior and relationships of individuals and control social interaction, which helps to raise the efficiency of human interactions, civility appears in verbal and nonverbal communication, to the extent that it appears in the appearance of the person himself, and in his physical interaction with the variables in his community environment, and civility appears in several indications, including manifestations of respect for others, expressions of courtesy and moderate speech, the use of pleasant words for people, and building appropriate relationships with individuals in the surrounding community (Muğan, 2009: 16).

Negative behavior defines as a violation by individuals and groups of the rules of a particular organization and endangers everyone in this organization (Md. Uddin, et al, 2014: 3), also negative behavior is any behavior specific to individuals that would hinder work and reduce production, so leaders must use positive strategies that work to address these behaviors by motivating workers and improving their performance (Howladar, et al, 2018: 167).

The study (Guzel, 2019: 2) indicated that there are negative behaviors of individuals that are easy to detect, such as bullying and violence, and there are negative behaviors that are difficult to detect, such as incivility in the workplace.

The definition of incivility and its effects varies from one societal culture to another, as it is greatly affected by interpretations, 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: 18).

(Erdas, 2016: 6) the study mentioned that it is possible to distinguish incivility from mistreatment by two things:

- The intent: because 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.

- 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: 7).

Incivility is also classified as a chronic daily problem of low intensity, due to its nature, but in the end, it can cause much psychological and physical damage to those around those who incite this incivility (Erdas, 2016: 7).

(Erdas, 2016: 8) The study indicated there are many measures of incivility, and they focused on three dimensions:

- The first dimension is the degree of antagonism: such as raising the voice or using an inappropriate way of speaking.

- The second dimension is the violation of privacy: such as someone opening the messages of others, or answering someone's calls without anyone asking him to do so.

- The third dimension is exclusionary behavior: such as when an employee makes a decision without consulting anyone who is interested in this decision, or not communicating important information to someone.

- The fourth dimension is gossip: such as when someone publishes information on a subject in which absolute confidentiality is required, or publishes bad comments about a particular subject.

2. Negative Consequences of Incivility

When observing the rules of societal civility, members of society feel equal and tolerant, and it works to increase trust and reduce differences between them (Muğan, 2009: 18), although the term incivility is relatively new, which it appeared in the late nineties, it has become a term used to distinguish between what is acceptable and what is not acceptable in the work environment (Hüner, 2019: 9), where incivility can be defined as the opposite of civility, and it symbolizes for every behavior contrary to social rules, and has a lack of respect for others (Muğan, 2009: 19).

The behavior of incivility does not involve physical contact, but this behavior is characterized by ambiguity, and we cannot confirm the purpose behind it, that is, is it intended to harm others or is it caused by ignorance due to haste or negligence (Guzel, 2019: 11).

An incivility is passive behavior and has costly and widespread consequences at work (Schilpzand, et al, 2016: S84), from an initial point of view, incivility behavior sees as harmless behavior, but when looking at the long-term, you see that it has bad effects such as a feeling of not belonging, raising the level of stress, increasing the level of emotional exhaustion, and reducing creativity in the workplace, so that it can increase the rate of employee turnover, which It leads to financial losses for this organization (Hüner, 2019: 9), incivility increases the risk of burnout and turnover, which threatens work and its quality (Jiménez, et al, 2015: 1937), incivility greatly affects the creativity of the team (Sharifirad, 2014: 213), Therefore, policies and measures should be taken to limit the emergence of these negative behaviors (Schilpzand, et al, 2016: S84).

The workplace climate is no less important than the rest of the employees' concerns such as salaries, incentives, and other organizational facilities, where the employee expects to provide a safe and appropriate atmosphere for work (Guzel, 2019: 7), and as we know the third law of motion of the Isaac Newton that for every action there is a reaction, and this law applies here, that is, for any deviant behavior there will be a response from the corresponding employee, so always arises a spiral of deviant behavior in the workplace (Guzel, 2019: 14).

(Erdas, 2016: 158) study proved that incivility threatens an individual's basic needs, such as the need for control (because of a feeling of helplessness), affiliation (because of feeling undesirable in the workplace), and self-esteem (when the individual feels that he has no value among others). Therefore, when the basic needs of individuals are threatened, the response is directed toward destructive responses, such as that the individual tends toward low-performance or low-production behaviors, and it may be inciting to incivility, Which from an individual's point of view may be just self-defense, but it may develop and become aggression, frankly, it would become a great danger to everyone in the organization (Erdas, 2016: 3), Therefore, managers must identify the employee's negative behavior that leads to impeding performance and then try to correct this behavior by using non-repetitive methods, i.e. not using the same punishment multiple times, and when dealing with the situation in a positive way, it works to modify the behavior of employees and motivate them for the better (Howladar, et al, 2018: 167).

Incivility behavior increases the trend towards a lack of job commitment, which reduces the efforts of employees and increases the percentage of their job turnover intention, which costs the company a lot of money because of their need to train and qualify new employees (Guzel, 2019: 1), Job satisfaction is also affected by negative relationships in the workplace and increases with feelings of isolation, alienation, and repeated exposure to incivility, which may lead to an increase in depression symptoms among employees, as the American Psychiatric Association (2013) indicated that depression is the most common and dangerous disease, due to Its negative impact on our actions, thoughts, and lives in all areas, which may lose us pleasure, interest in different activities, and the ability to accomplish at work (Alper, 2021: 8).

Even if the incivility does not involve physical aggression against people, the harm of physical problems can occur to people who are exposed to this behavior by increasing the chances of heart disease, ulcers, migraines, and some psychological and mental problems, and it may presence of insomnia problems or drug and alcohol abuse (Guzel, 2019: 17), incivility can turn into more dangerous deviant behavior such as violence, as a result of employees feeling a state of anger and revenge, and thus the behavior moves from low intensity to high-intensity physical aggression, which leads to serious consequences in the workplace (Guzel, 2019: 15).

One of the things that cannot be ignored is that witnessing incivility in the workplace may also lead to negative feelings, especially in creative professions, as employees become more susceptible to dysfunctional thoughts (Kegeci, 2017: 20), Negative feelings can also be transmitted from the workplace to society, and negatively affect all those who witness social relations with them, including parents and children (Erdas, 2016: 13).

Table 1 Antecedents and Outcomes of Incivility in the Workplace

ANTECEDENTS	OUTCOMES
Instigator	Target
Justification of incivility	Decreased satisfaction
Negative affectivity	Increased negative mood
Neuroticism	Increased distraction
Passion for work	Increased withdrawal
Status	Increased negative emotions like fear, anger and sadness
	Decreased personal health and wellbeing
Target	Organization
Neuroticism	Decreased commitment
Agreeableness	Decreased productivity
Extraversion	Decreased engagement
Gender	Decreased citizenship behaviors
Organization	
Workplace climate and leader	
Stress	
Technology	

3. Types of Incivility

A distinctive feature of the modern era is an intense competition based on product differentiation, efficient development, and using modern technologies (Guzel, 2019: 1), despite the importance of modern technologies in transmitting information, they have many negative consequences, the most important is increase of incivility in the workplace, and help interfere in the lives of others greatly due to the private information that provided by these technologies (Mugan, 2009: 26).

(Guzel, 2019:2) the study indicated that more than 70% of the 1,180 employees in the public sector were exposed to incivility behavior in the workplace and 2013 statistics showed that when thousands of employees were asked, more than 98% of them were exposed to incivility. The types and severity of incivility vary according to their sources (Guzel, 2019:14), and in this study, some of those sources will be mentioned, which are:

a. The manager's incivility

Often the management style is the main instigator of incivility in the workplace, especially when some employees feel that they are not being treated similarly, that is, there is no equality in the workplace, which leads to uncivil

responses and actions, but often the management reaches to a solution that satisfies all parties so that no one feels that they need to resort to incivility to prove their right, which help to reduce negative behaviors.

Leadership is considered the first responsible for controlling the standards of incivility in the workplace (Erdas, 2016: 11), (Kegeci, 2017: 15) The study mentioned that leaders are working to determine the style of work in organizations, as subordinates aspire to investigate the acceptable behavior of their superiors at work, by monitoring the violating or punishing acts, which clarifies the work standards required in the organization, but some superiors who have absolute authority may abuse this authority, and they emit behaviors that subordinates may be sensitive to and respond to with uncivil behavior (Erdas, 2016: 11).

(Kegeci, 2017: 15) The study indicated the importance of the leader's role in determining the behavior of incivility, as mentioned in the study by Harold and Holtz (2015) that negative leadership is less able to predict the behavior of employees and this prevents them from taking the necessary measures to prevent negative behaviors, so leaders must not be lenient in punishing anyone who conducts uncivil behavior, Otherwise, the leader will not be able to reduce negative behaviors and things will get out of control, and incivility will spread in the workplace.

b. Incivility of supervision

Some supervisors use incivility as a tool or means to impose control over those under their command (Kegeci, 2017: 20), When we mention abusive supervision and incivility, we notice that the two concepts are closely related, as arbitrary supervision is done by showing deviant behavior against an employee, and this behavior, whether verbal or non-verbal, is practiced by employees against those who are less than them in positions (Guzel, 2019:13). From the logic of power, supervisors become a source of incivility, and are less prone to incivility, especially for those who are lower than them in positions thoughts (Kegeci, 2017: 20).

Even employees who are subjected to harsh remarks from their abusive supervisor may try to avoid the supervisor or waste their work time, due to anxiety, fear, depression, sadness, disappointment, anger, sometimes the person who has been abused chooses to withdraw or ignore, and they may have a feeling to try to respond to the abuse, which create a spiral of incivility (Guzel, 2019:17), (Alper, 2021: 9) the

study confirmed that employees who were subjected to arbitrary supervision had increased feelings of anxiety and depression, and they had a decreased sense of self-esteem.

(Onaran, 2020: 10) The study showed that arbitrary supervision has great damage to the work environment and employees, but it is not necessary to lead to the spread of incivility in the workplace, but if there is arbitrary supervision with strong emotional commitment among employees, the level of interdependence between group members will increase as a result of their exposure to the same abuse from supervisors, (Erdas, 2016: 13) The study proved that the incivility of the supervisor at work can be observed more clearly than the incivility of the co-worker, and therefore it is considered a threat to the individual identity, as well as to the existence of the individuals within their groups.

c. Incivility of co-workers

Incivility occurs when an individual in society is not interested in other individuals and does not have a sense of responsibility towards those who around (Mugan, 2009: 22), the coworker's incivility appears in the workplace in many ways, for example, when employees interrupts their colleague's speech while talking about work decisions, when someone speaks loudly, or when there is verbal or non-verbal abuse that indicates a lack of respect for others (Guzel, 2019: 11).

(Erdas, 2016: 9) The study indicated that there are several reasons that can increase incivility among employees, such as when there are people with low compatibility with other people, members of the organization may consider them provocative, also gender and race may play a role in increasing incivility, women are more prone to incivility than men.

Even the passion for work can be one of the generators of incivility, as scientists confirm the existence of two types of work passion: obsessive passion, and harmonious passion, If persons love their work in a balanced manner, they can win the love and respect of others, but if persons become obsessed with work, behaviors that incite incivility may appear (Kegeci, 2017: 11).

In addition, one of the strong influencers on incivility is "collectivism" when employees have a high level of collectivism, will reduce incivility, and vice versa, that is, the lower collectivism will increase the levels of incivility among employees

(Kegeci, 2017: 17).

When incivility is entrenched in the workplace, it becomes most of the company's culture, which results in negative feelings such as paranoia, nervousness, and psychological stress, which will lead to increased absenteeism and reduce the level of job commitment in the organization, and the result is a decline in the productivity of the entire organization (Kegeci, 2017: 18).

d. Customer incivility

Customer incivility is any rude behavior of a customer to an employee with the intent to harm them by violating public standards of respect (Hüner, 2019: 10), It is known to everyone that customers are one of the most important assets of the company, which makes the relationship between customers and employees unequal (Hüner, 2019: 66), there are many forms of harassment such as yelling at the employee, with holding important information on them, and it can be due to misinterpretation by the target person, or hypersensitivity to some subject (Kegeci, 2017: 9).

The employees who receive the most incivility from the customer are the customer service employees, as the focus of the work of these workers is to deal with customers and strangers, if there is no internal feeling from employees that they have to bear the different personalities, which they deal with on a daily basis, they will not be able to bear any moral misconduct from the clients, so that employees sometimes feel that the client is their second boss at work (Hüner, 2019: 12), (Hüner, 2019: 67) the study proved that bad behaviors from customers directly affect the intention of job turnover for some employees, study also indicated that conducted on a group of American workers showed that incivility from customers negatively affects workers more than incivility from supervisors or other employees (Hüner, 2019: 11).

The factors that lead to incivility vary, including individual factors such as personality, gender, stress, and the individual's social status, and there are organizational factors such as work climate, leadership, technology, and others (Guzel, 2019:16), pollution and environmental chaos increase incivility in the workplace, such as unpleasant odors, garbage, etc., and the absence of some services may help to increase incivilities, such as the lack of parking spaces and others (Mugan, 2009: 23).

Therefore, the concept of incivility is a broad and comprehensive concept because it expresses any bad behavior that is practiced by employees or supervisors of others in the workplace (Guzel, 2019:13), (Guzel, 2019:110) Study proved that interpersonal relationships actually affect the rate of job turnover, and given the harmful effects of turnover on the organizational climate and the competitiveness of individuals, managers should focus on reducing incivility between individuals before it turns into dangerous behaviors that are difficult to treat, but when creating positive relationships and links between individuals and the places in which they live, emotional and social ties increase, which works to reduce incivility and crimes in the workplace, which benefits the individual and the organization (Mugan, 2009: 28).

D. Transformational Leadership and Its Impact on Modifying Individual Behaviors

Many organizations focus on creativity in human resource management, to improve employee performance, organizational commitment, and employee job satisfaction (Guzel, 2019:1), Job satisfaction is defined as a positive emotional state that indicates the extent to which individuals are able to achieve the objectives of the profession required of them (Alper, 2021: 5), the factors affecting job satisfaction vary, some of them are related to personal factors (such as needs, desires, and emotions), and others are related to organizational factors (such as material and social conditions, decision-sharing, management style, promotion opportunities, etc).

Negative relationships and frequent incivility significantly affects personal and organizational factors, which proves their direct impact on employee job satisfaction (Alper, 2021: 6), there is a strong relationship between transformational leadership and job satisfaction (Abdul Wahab, 2014: 46), Transformational leaders work to evaluate followers and evaluate their performance and their ability to perform their job tasks, and this leadership shows behaviors that focus on individuals in terms of training or provide appropriate counseling to them and even care about personal matters for employees, and provide intellectual stimulation to them which leads to improving their skills that they need to meet Job requirements (Nai- Wen Chi & Su- Ying Pan, 2011: 52), but (Daniel, et al, 2018: 527) study proved that women have a high level of job satisfaction when using the transformational leadership style, in contrast to the case of men where they show a lower level of

satisfaction with the transformational leadership.

Successful leaders are able to reduce incivility in the workplace and reduce negative behaviors by creating an environment filled with respect and affection that increases positive behaviors (Jiménez, et al, 2015: 1937), And when treating employees individually and allocating the time necessary for them, to train them and understand their problems, they may prevent employees from performing unwanted behaviors, which lead to improving their performance and increasing their production (Howladar, et al, 2018: 168), so a good leader can transform a group of individuals who are different in education, attitudes, and even beliefs into an integrated group with high effectiveness aimed at improving their performance for the benefit of the organization (Bass & Avolio, 1994: 48).

By applying the four dimensions of transformational leadership, senior employees can make important business decisions (Abdul Wahab, 2014: 46), this leadership raises the level of performance of individuals by motivating them to be a source of inspiration for them and others in the workplace (Rogers, 2017: 2).

Transformational leadership has a positive effect of encouraging employees to change, so a transformational leader is the best approach for every organization if the change requires (Bommer, et al, 2005: 748), transformational leaders motivate others to accomplish 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, 2014,3).

Hope and optimism are two foundations of transformational leadership because the transformational leader who enjoys hope can achieve continuous development and thus be more able to face problems and solve them (Peterson, et al, 2008:4), transformational leaders who have hope have positive feelings, as optimists enjoy high self-confidence, which lead them to self-control and the ability to control the situation and thus are less likely to respond to negative behaviors (Peterson, et al, 2008: 4), the transformational leaders do not give hasty decisions, but rather can find long-term solutions, and motivate their employees to innovate and develop solutions to business problems (Bass & Riggo, 2008: 5), The leaders can change the language or images and use that to influence the distinct and perceived basic levels, so that they communicates the meaning at work but it should not replace the good enrichment (Piccolo & Colquitt, 2006: 337).

Transformational leaders create an environment for learning and education that ensures that employees are helped and encourage increased organizational commitment and job satisfaction in the company (Al- Dlaimi, 2018: 29), Transformational leadership facilitates the exchange of experiences and information between followers and enhances communication between them (Haixin & Guiquan, 2018: 8), transformational leadership also has a clear ability to improve and encourage the transfer of information among employees and increase knowledge sharing, which helps increase the level of production and improve performance (Birasnav, et al, 2013: 73).

Collaborative work and social contacts can increase mutual trust and understanding between the human networks in the organization (Rogers, 2017: 2), (Deepak & Rajni, 2021: 13) study confirmed that transformational leadership has the ability to enhance team performance in organizations, in order to ensure the success of the work of any organization, management personnel can be directed to follow the transformational leadership style, which would raise the level of ethics in the workplace and bypass the temptation of special individual needs, which enhances positive interaction and improves team performance.

Transformational leadership has affected on the employees performance by developing organizational culture (Nur & Eva, 2019: 9), Perhaps one of the strongest characteristics of transformational leadership is the presence of a positive relationship between the behaviors of the transformational leader and the organizational commitment of subordinates (Al- Dlaimi, 2018: 33), and (Hong Yun, et al, 2020: 7) study proved that there is a positive impact of transformational leadership on employee retention by influencing the organizational citizenship behavior of individuals, and the results expanded to confirm the leader's ability to formulate and express a convincing vision with increased confidence to achieve goals and solve problems, by creating a shared vision or identity for the team, the leader works to instill passion and pride in the work team, making them feel motivated to exchange information and discover their abilities, thus improving the performance of the group and motivating them to achieve continuous progress (March L. To, et al, 2015: 23).

The results of the study (Basuki, 2018: 16) also showed that there is a strong relationship between transformational leadership and employee attachment to the workplace.

The study (Givens, 2008: 16) also proved that transformational leadership is better than other methods of leadership, as it can provide activities that help build an effective organizational culture, and that the transformational leader has an effective positive impact on followers by strengthening their belief in new organizational visions, striving to achieve them, (Al-Dlaimi, 2018: 71) study confirmed that transformational leadership increases employees' awareness and shifts their values and priorities towards common organizational goals, as well as motivating employees to adopt new methods in future tasks.

Transformational leadership is also linked to raising the moral level, as it is mainly related to human behavior and the moral level of both leaders and subordinates, in this leadership the leader and followers raise the levels of motivation and morals for each other, that is, they are like counterweights to each other so that they act as pillars of common purposes, and each person in the team is concerned with the interest of the company and the team more than their own interest (Al-Dlaimi, 2018: 24).

(Havarangsi, 2021: 146) also emphasized in the study that transformational leadership is able to improve the ethical behavior of employees in organizations, especially through the dimensions of intellectual stimulation and individual consideration, as it has been proven that they have a significant impact on the ethical behavior of employees, which works to raise the level of effectiveness of companies, especially those that were suffering from corruption, transformational leadership can also create a stress-free and supportive environment for individuals' performance by enhancing internal motivation, by evaluating effective contributions from followers and sharing organizational goals with them (Hira, et al, 2020: 10).

The study (Bommer, et al, 2005: 748) showed the effectiveness of transformational leadership and its positive impact on negative behaviors in the work environment by being a model to be followed regarding providing support and training necessary for employees to advance their work and taking care of their affairs and individual needs. The transformational leader can achieve success, by monitoring employees, following their development, and providing the necessary

support when needed, either formally such as at work meetings, or informally such as at parties and social events, which will lead to raising work efficiency and employee productivity (Nai- Wen Chi & Su- Ying Pan, 2011: 52).

Transformational leadership can improve the performance of individuals, either directly (by raising the level of performance in the workplace), or indirectly (by influencing the personality of the individuals themselves), and this impact is transmitted to the families of the employees, which contributes improving the moral level of society in general (Havarangsi, 2021: 147), but one of the most important challenges facing transformational leaders is how to cultivate a sense of authority among their employees, by showing positive emotion and the necessary support at appropriate times and helping them to accomplish tasks successfully (Bass & Avolio, 1994: 45).

The results of (Jorge & Esteban, 2019: 68) study showed that there is a strong positive relationship between transformational leadership and the ability to improve the general atmosphere at work, as it creates an atmosphere of trust and satisfaction among employees, and the desire to move between different jobs decreases.



Figure 3 Transformational Leadership Effect

Schools are organizations of different sizes consisting of small units, which are classrooms, managed by several employees who may be similar or different in personalities and qualities. Therefore, the school principal must interact with these

employees from a non-personal perspective, and specific procedures are established that help to take care of the individual needs of each employee separately through the manager personally communicating with employees either formally or informally, discussing their interests, providing them with the necessary support and encouragement, and motivating them to achieve (Kieres & Gutmore, 2014).

The study (Komariah, 2016: 239) confirmed the positive impact of transformational leadership on teachers' performance, improving educational outcomes, and raising the academic level of students, transformational leadership affects the performance of teachers by providing a link between the results of their performance and their beliefs related to individual and collective ability. It also affects the general atmosphere of the school, providing a state of trust and effective positive feelings between the principal and all school staff (Luft, 2012: 79), there is a clear positive impact on the school's productivity from the use of transformational leadership style, and this has emerged from a positive change in students' behavior in terms of attendance, active participants, the implementation of the tasks assigned to them and the school's educational outcomes (Komariah, 2016: 239).

But the study (Tian- Syung, et al, 2019: 11) confirms the negative impact of transformational leadership on the job satisfaction of teachers, especially in schools crowded with students, and the reason is that the attention paid by transformational leadership in the school to creativity and inspiration represents a burden on the teaching staff, which reduces the extent of followers' satisfaction with their work, on the contrary, Leading transactions whose positive impact was stronger due to the strong impact of contingent and accidental rewards on increasing the level of job satisfaction for teachers.

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 more room for self-development for the subordinates, it will lead to satisfactory and positive results for the performance of the employees, and on the contrary, if the leader uses the transformational leadership style excessively, it may lead to an increase in burdens and psychological pressures on the employees, this will result in a decline in employee performance (Yashuo, et al, 2018: 22), but leader training plays a powerful role in increasing his ability to change behavior among employees

(Bommer, et al, 2005: 748), Also, training for transformational leaders and which will be after defining the needs that the work or stage requires, will improve the performance of followers and their results (Piccolo & Colquitt, 2006: 337).

III. METHODOLOGY

A. Mediation Analysis

The central idea in the mediation model comes from the effect of stimuli on the behavior of the organism, leading to stimulation and response to it, which results in different transformation processes within this organism. Theorists such as Hull, Tolman, and Lewin share the belief that it is necessary to identify the entities and processes that account for transforming inputs outputs (Baron & Kenny, 1986: 1176).

The importance of mediation stems from the fact that it enables us to conduct scientific investigations about discovering how something happened in a scientific way, which provides the researcher with a story about the sequence of influences that lead to the occurrence of a particular event (Kenny, 2007: 2).

Mediation analysis is one of the common statistical analyses in psychology, and it is at the heart of the work of sociologists for several reasons, the most important of which is the interest of sociologists in knowing causal relationships and understanding how things work, such as proving that an independent variable affects another dependent variable or even enables them to determine the mechanism of influence, and documenting this process has a scientific objective of clear importance (Hayes & Preacher, 2014: 451).

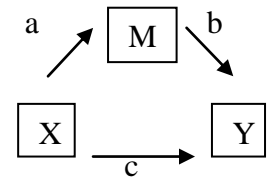
Mediation cannot be considered a reckless, routine process that can be applied in a series of steps. Rather, there must be a detailed and accurate knowledge of the process and the investigation and audit of the data in a thoughtful manner (Kenny, 2007: 5). If the researcher can estimate a series of regression equations, he can provide a limited answer about the existence of mediation between the variables, whether the model presented is a causal, synthetic model, or the parameters of this model are estimated (Kenny, 2007: 3).

(Hayes, 2009: 409) showed in his study the simplest model among all the overlapping variable models is the simple mediation model, which is shown in the Figure shown aside:

Where (X) is an independent variable

(M) Mediating variable

(Y) Is a dependent variable



(a) The effect of the variable X on the variable M

And (b) The effect of the variable M on the variable Y, (Hayes & Preacher, 2014: 451) explained in their study the simple mediation model that shows the effect of the independent variable (X) on the dependent variable (Y) indirectly through another independent variable, the mediating variable (M), meaning that the mediating variable (M) explains the reason for the effect of the variable (X) on the variable (Y).

The model shows two ways to influence this:

- Direct effect: It can be interpreted as the part of the effect of a variable (X) on (Y) in a path independent of the variable (M).

- The indirect effect: It is the amount of expectation in which two cases differ by one unit in (X) on (Y) through the effect of X on M, which in turn affects Y. The set of various direct and indirect forces that is interpreted as the expected amount of difference between two different states by a unit x on y is called the total effect (Hayes, 2009: 409).

Although there are many ways to test hypotheses about the overlapping variable effects, the causal steps approach popularized by Barron and Kenny (1986) is the most widely used. This approach is sometimes called the joint significance test (Hayes, 2009: 410). The mediation test is measured by measuring the statistical significance of each of the relationships (X) over (M) in the path (a) and the relationship (M) to (Y) in path (b). On more complex models that contain a larger number of variables and relationships (MacKinnon, et al, 2010: 14).

The study (Baron & Kenny, 1986: 1177) clarified that ANOVA provides a limited test of the mediation hypotheses by estimating the following three regression equations:

- The first equation: the decline of the median in the independent variable.

- The second equation: is the regression of the dependent variable on the

independent variable that is capable.

- The third equation: the regression of the dependent variable on both the independent variable and the median variable. These coefficients must be estimated and tested for each equation separately. The study also clarified the conditions for the formation or establishment of mediation, which are: In the first equation, the independent variable must influence the mediating variable, in the second equation, the independent variable must appear to influence the dependent variable, and in the third equation, the mediating variable must affect the dependent variable, as The investigator must examine the significance and absolute magnitude of the common factors. When there is evidence of moderation in the indirect effect, follow-up tests may be used, such as including an estimate of the indirect conditional effect when different values are available for the supervisor followed by an inferential test, or when comparing the effect between two indirect conditions and revealing whether they differ from each other in the results (Hayes, 2015: 13), Supervised mediation test is also used if the mediator is dichotomous, the indirect effects are compared when the mediator is, and then its indirect effects are measured for each branch separately, then the results are compared and the difference is observed (Hayes, 2015: 14). (Hayes, 2017: 25) also introduced his expansion of the supervised mediation hypothesis testing approach to include models with more than one mediator. The indirect effects are measured and the effect is clarified by using SPSS and SAS macro processing.

(Xinshu, et al, 2010: 205) stated that the framework of Brown and Kenny's (1986) work is available in many areas of consumer research and other areas of the social sciences. However, there are some criticisms from the statistical literature, including:

1. The Brown and Kenny (1986) framework support full mediation, while much research has demonstrated partial mediation.

2. The Brown and Kenny (1986) framework anticipate a direct path that may point to an omitted medium.

- 3- Demands the presence of many reports in the mediation analysis, which the authors feel are not needed.

B. Model and Hypotheses

1. Research Hypotheses

The main hypotheses to be tested in this study:

1 - H1: There is a positive relationship between transformational leadership and the level of performance of individuals in the Jordanian private education sector.

H0: There is no relationship between transformational leadership and the level of performance of individuals in the Jordanian private education sector.

2 - 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.

3 - 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 to reduce incivility behavior and raise performance among teachers in the Jordanian private education sector.

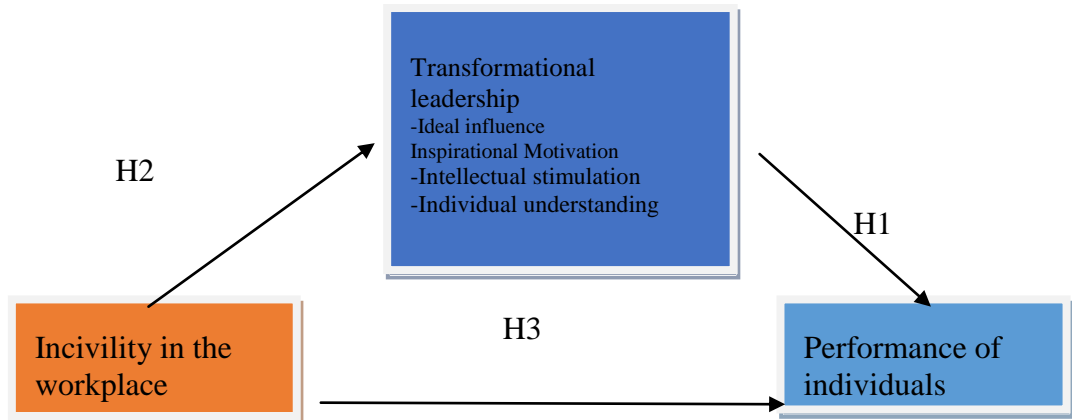
The descriptive analytical approach was used with the aim of identifying the Mediation Role of Transformational Leadership in Abating Incivility to Improve Employee Performance in the Jordanian Private Education Sector, which fits with the nature of the study in order to describe, analyze and interpret the results of the study sample responses. In order to crystallize the foundations on which the theoretical framework was based, and a questionnaire was developed as a tool for this study after verifying its validity and stability (Sekaran & Bougie, 2016).

2. Model Expected Relationship between Variables

The research model was adopted by Hayes (2017), and its features include:

- The independent variable (M): in this study is transformational leadership (mediating variable).

- The independent variable (X): incivility behavior.
- The dependent variable (Y): in the study is the level of employee performance.



(Research Conceptual Diagram)

a. Hayes mediation analysis:

Hayes (2013) stated that to test mediation analysis, following regression equations are necessary:

$$M = \alpha_1 + \beta_1 X + \varepsilon_1 \quad \dots\dots\dots (1)$$

$$Y = \alpha_2 + \beta_2 X + \varepsilon_2 \quad \dots\dots\dots (2)$$

$$Y = \alpha_3 + \beta_3 X + \beta_4 M + \varepsilon_2 \quad \dots\dots\dots (3)$$

Assuming Y (Employee performance) and M (Transformational leadership), the indirect effect of X (incivility behavior) on Y over M can be derived using linear models: Where $(\beta_1, \beta_2, \beta_3)$ are the estimates of the regression coefficients,

$(\varepsilon_1, \varepsilon_2)$ They are errors of estimation, and $(\alpha_1, \alpha_2, \alpha_3)$ are regression intercepts.

-In the first equation: Transformational leadership is regressed over incivility behavior.

-In the second equation: Employee performance is regressed over incivility behavior.

-In third equation: Employee performance is regressed over incivility behavior and transformational leadership.

b. Baron and Kenny mediation analysis

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, and for mediation analysis, four basic steps must be followed in order to define mediation:

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

$$M = \alpha_3 + \beta_1 X + \varepsilon_3 \quad (\text{First equation}).$$

Where,

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

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

$$Y = \alpha_1 + \beta_2 X + \varepsilon_1 \quad (\text{Second equation}).$$

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 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).

$$Y = \alpha_2 + \beta_3 X + \beta_4 M + \varepsilon_2 \quad (\text{Third equation}).$$

Where,

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

C. Research Design

1. Data Collection

The theoretical part of the study is gleaned and derived from secondary information and data collected from articles, previous studies and books, which 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 work place behavior to improve or elevate the level of individual employee performance.

The empirical part of the study stems of 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.

2. 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. 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 freedom to not answer questions; and to preserve/ensure the anonymity of each respondent. (https://docs.google.com/forms/d/e/1FAIpQLScgcLTjzCrUeMiZMknLVxgi7_rY_onHYbpKhxfJKEE08XnhHA/viewform?usp=sf_link).

4. Measurement Tools

Two tools used to collect data:

a. Secondary data

Secondary data includes the relevant sources and data that have been collected and analyzed by previous researchers; which includes 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 work place to improve employee performance.

b. Primary data

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

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 by 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. As the result of which 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 in order to communicate with the study sample and implement the questionnaires.

IV. RESULTS

A. Data Check

A questionnaire was developed as a tool for the study in proportion to its variables, by reviewing previous studies related to the subject of the study. 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 (Ideal influence, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration), It consists of (16) paragraphs.

Section Three: Questionnaire of incivility in the workplace, It consists of (10) paragraphs.

Section Four: Questionnaire about the performance of employee 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 (1-5) and shown in Table No. (2).

Table 2: Five Progressive Likert Scale

*Category Length =	Alternative	Maximum	- Minimum	Alternative	(1-5)	1.33
Degree	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Application	4	3	2	1	5	

Likert scale was processed according to the following equation (Subedi, 2016):

Category length + minimum weight = 1 + 1.33 = 2.33, so the first degree of approval becomes (1- less than 2.33) at a low level.

To move to the second category, $2.33 + 1.33 = 3.66$, so the degree of second approval becomes (2.33 - less than 3.66) at an average level.

To move to the third category, $3.66 + 1.33 = 5$, so the third degree of approval becomes (3.66-5) at a high level.

B. Validity and Reliability for the Scales

1. Validity

The validity of the study tool means the compatibility between the distributions of the items of the questionnaire items between the dimensions in an appropriate manner that expresses the features that the researcher counts from these dimensions. Among the academic arbitrators in Jordanian and Turkish universities, referred to in the annex and after reviewing the questionnaire and its contents, some modifications and observations were indicated, as a result of which the researcher made all the appropriate modifications and observations.

2. 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.

Table 3 Reliability Statistics Section Two: Transformational Leadership Style

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
Q1	49.79953	142.960	.494	.953
Q2	50.13054	136.212	.763	.948
Q3	49.92541	136.027	.754	.948
Q4	50.16317	135.296	.749	.948
Q5	50.40559	136.195	.758	.948
Q6	50.15385	138.710	.735	.949
Q7	50.40559	137.209	.708	.949
Q8	50.15851	137.391	.716	.949

Table 3 (con) Reliability Statistics Section Two: Transformational Leadership Style

Item-Total Statistics				
Cronbach's Alpha		.952	N of Items	16
Q9	50.13054	140.852	.540	.952
Q10	50.43357	133.270	.811	.947
Q11	50.33100	133.843	.811	.947
Q12	50.42657	136.656	.745	.948
Q13	50.79487	135.584	.697	.949
Q14	50.46387	135.829	.749	.948
Q15	50.58741	133.995	.780	.947
Q16	50.55012	134.655	.768	.948

The Table3 indicates 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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Table 4 Reliability Statistics Ideal influence

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

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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High

Table 5 Reliability Statistics Inspirational Motivation

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 5 indicates 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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Table 6 Reliability Statistics Intellectual Stimulation

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 6 indicates 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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Table 7 Reliability Statistics Individualized Consideration

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 7 indicates 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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Table 8 Reliability Statistics Section three: Incivility in the workplace

Cronbach's Alpha		Item-Total Statistics		
.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 8 indicates 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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

Table 9 Reliability Statistics Section Four: Performance of Employee at Work.

Cronbach's Alpha		Item-Total Statistics		
.906		N of Items		
0				
*	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 9 indicates 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 that the data obtained through it is suitable for measuring variables and is subject to a degree of reliability High.

C. Descriptive Statistics

The suitability of the study model to the statistical methods used

1. Multicollinearity test

Pearson correlation coefficients between the dimensions of the independent variable were used to ensure that there was no high multiple linear correlations between the independent variables and the outcomes.

Table 10 Matrix of correlation coefficients (Pearson) for the dimensions of the independent variable

Pearson Correlation Sig. (2-tailed) .000	Idealized Influence items	Inspirational motivation items	Intellectual stimulation items	Individualized Consideration items	Transformational Leadership Style	Incivility in the workplace	Performance of employee In work
Idealized Influence items	1	.738**	.752**	.695	.879**	-.207-**	.257
Inspirational motivation items	.738**	1	.813**	.751**	.811	-.255-**	.265**
Intellectual stimulation items	.752**	.813**	1	.763**	.822**	-.192-	.246**
Individualized Consideration items	.695**	.751**	.763**	1**	.896**	-.283-**	.232***
Transformational Leadership Style	.879**	.811**	.822**	.896**	1**	-.261-**	.276**
Incivility in the workplace	-.207-**	-.255-**	-.192-**	-.283-**	-.261-**	1**	-.240-**
Performance of employee in work	.257**	.265**	.246**	.232**	.276**	-.240-**	1**

Table 10 indicates that the values of the correlation coefficient between the variables and the dimensions are less than (90%), and this indicates the absence of the phenomenon of high multiple linear correlation between the independent variables, as they were values and therefore the sample is free from the problem of high multiple linear correlation (Gujarati, et al, 2017).

2. The statistical methods used

To answer the questions of the study and test its hypotheses, the Statistical Package for Social Sciences (SPSS) programming was used to conduct descriptive

and inferential analysis and test hypotheses using the following statistical methods:

Descriptive statistics: Using frequencies to describe the study sample, in addition to the mean and standard deviation.

Inferential statistics: The following tests were used: Cronbach's Alpha test: to determine the reliability and validity of the measuring instrument.

Pearson Correlation: To find the extent of autocorrelation between the dimensions of the independent variable.

Simple Linear Regression: To test each sub-dimension of or the independent variable individually in each dimension of the dependent variable.

Mayers' test, to determine the strength of the association between variables.

Hayes process Macro Mediation Analysis: To test the mediation effect between variables.

Table 11 Strong is the Link

Correlation coefficient value (r)	Correlation strength
No link	0.00
From (0.00) to less than (0.20)	Low
From (0.20) to less than (0.60)	Average
From (0.60) and above	High

Source: Mayers. A (2013), Introduction to Statistics and SPSS in Psychology. Harlow, Pearson.

3. Results the Study

This chapter of the study aims to demonstrate descriptive statistics methods, frequencies and percentages of personal and functional characteristics, a description of the dimensions and variables of the study model through the (SPSS) program, and the presentation of the results of hypothesis testing, as follows.

a. The characteristics of the study sample

The first part of the current study provides a description of 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.

Table 12 Frequencies and percentages of study sample members by Gender.

N	Categories	Frequency	Percent
1	Male	26	11.0%
2	Female	212	89.0%
Total		238	100%

Table 12 indicates that the highest percentage (89.0%) of the study sample members is female, and their number is 212 workers; with 11.0%(26 frequency) of the survey-respondents being male workers.

Table 13 Frequencies and percentages of study sample members by Age

N	Categories	Frequency	Percent
1	20-29	27	%11.2
2	30-39	77	%32.4
3	40-49	114	%48.0
4	50 and above	20	%8.4
Total		238	100%

Table 13 indicates that the highest percentage (48.0%) of the study sample members is in the 40-49 age bracket, and their number is 114 workers; with lowest percentage (8.4%) in the 50 and above category, and their number is 20 workers.

Table 14 Frequencies and percentages of study sample members by Qualification.

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 14 indicates that the highest percentage (79.7%) of the study sample members is have a four-year university degree (Bachelor), and their number is 190 workers; with the lowest percentage (0.7%) of the study sample members have only a High School education, and their number is 2 workers.

Table 15 Frequencies and percentages of study sample members by Job Experience.

N	Categories	Frequency	Percent
1	1-5	49	%20.7
2	6-10	71	%29.8
3	11-15	40	%16.6
4	16-20	44	%18.6
5	21 and above	34	%14.2
Total		238	100%

Table 15 indicates that the highest percentage (29.8%) of the study sample members have between 6 to 10 years of experience, and their number is 71 workers; with the lowest percentage (14.2%) 21 years and above, and their number is 34

b. Variable description: Transformational Leadership

Table 16: Mean averages, standard deviations, and rank of Transformational Leadership

Transformational Leadership	Mean	Std. Deviation	Skewness	Rank	Degree of agreement
q1 I feel proud and connected with the manager and other employees	3.8578	.93270	-.668-	1	High level
q2 The manager inspires us by enhancing the value and mission of the company and sharing it with us	3.52681	.991720	-.631-	3	Average level
q3 The manager supports a sense of accomplishment when the required work is completed.	3.7319	1.01181	-.721-	2	High level
q4 The manager spreads feelings of strength and trust among the employees	3.4942	1.05816	-.448-	4	Average level
Idealized Influence items	3.6527	.83337	-.555-	1	Average level
q5 Managers feel optimistic about the future and spread it among employees	3.2517	.99861	-.140-	3	Average level
q6 Managers work to clarify business goals and how to achieve them	3.5035	.88767	-.242-	1	Average level
q7 Managers leave no doubt about what needs to be accomplished	3.2517	1.00328	-.200-	4	Average level
q8 Managers Talk enthusiastically about the work	3.4988	.98262	-.524-	2	Average level
Inspirational motivation items	3.3765	.81200	-.214-	2	Average level
q9 Managers have different views on how to solve problems	3.5268	1.01270	-.751-	1	Average level
q10 The manager takes our opinions seriously when looking for solutions to problems	3.2238	1.09001	-.323-	4	Average level
q11 The manager always seeks to find new ways to achieve the goals of the company	3.3263	1.05935	-.338-	2	Average level
q12 Managers gets me to re-think the way I do things	3.2308	.98843	-.140-	3	Average level
Intellectual stimulation items	3.3269	.86226	-.305-	3	Average level
q13 My manager supports my needs and focuses on them individually	2.8625	1.11163	.018	4	Average level
q14 The manager is there when I need him for coaching and guidance	3.1935	1.02872	-.446-	3	Average level
q15 The manager helps us develop my skills and strengths	3.0699	1.08935	-.139-	2	Average level
q16 A manager recognizes that different workers have different needs.	3.1072	1.06896	-.192-	1	Average level
Individualized Consideration items	3.0583	.94123	-.225-	4	Average level
Transformational Leadership Style	3.3536	.77776	-.325-		Average level

Table 16 indicates that the arithmetic averages of the variable (Transformational Leadership Style) with high scores ranged between (3.0583 -

3.6527), as it got after (Idealized Influence items) with an arithmetic mean of (3.6527) and an average level of approval, and after (Inspirational motivation items) with an average degree of (3.3765) and an average level of approval, after (Intellectual stimulation items) with an average degree of (3.3269) and an average level of approval, and finally after (Individualized Consideration items) with an average of (3.0583) at least and at an average level of approval, the overall indicator was Transformational Leadership Style with a mean of (3.3536) and an average level of approval. We note from paragraph no. (Q 1), which states, "I feel proud and connected with the manager and other employees." It occupied the first rank with an arithmetic mean of (3.8578), which reflects an average level of approval and a standard deviation of (.93270), and on the other hand, paragraph no. (Q 13) got the last rank, which states "My manager supports my needs and focuses on them individually And the lowest arithmetic mean, which was (2.8625), which reflects the average level of approval and with a standard deviation of (1.11163). The test shows the normal distribution of the collected data, and it was found that they fall under the normal distribution, because if the skewness and kurtosis coefficient values are between (0 to ± 2), this means that the data are normally distributed (Doane & Seward, 2015), (Bohm & Zech, 2010).

c. Variable description: Incivility

Table 17: Mean averages, standard deviations, and rank of Incivility

Table 17: Mean averages, standard deviations, and rank of Incivility

Incivility in the workplace	Mean	Std. Deviation	Skewness	Rank	Degree of agreement
q1 I was questioned in judgments about a topic for which I am responsible	2.2587	1.15633	.403	1	Low level
q2 I have been alienated from harmony and cooperation in the workplace	2.1585	1.09504	.519	3	Low level
q3 Someone at work made an offensive statement to me	1.8019	1.00717	1.108	8	Low level
q4 Someone made unwelcome attempts to direct me to discuss my personal problems	1.7669	.90261	.821	9	Low level
q5 Someone has referred to me unethically, publicly or individually	1.6853	.93043	1.242	10	Low level
q6 I was criticized in the workplace	2.2145	.98620	.426	2	Low level
q7 I have been underestimated by my statements and ideas	1.8135	.99424	1.198	7	Low level
q8 Someone took items from my desk without prior permission	1.9254	1.08474	.921	6	Low level
q9 Someone spoke rudely to others in public	2.0280	.96875	.548	4	Low level
q10 Someone showed anger by way of ignoring you	2.0023	.99649	.693	5	Low level
Incivility in the workplace	1.9655	.70298	.749	Low level	

Table17 indicates that the values of the arithmetic averages of the variable (Incivility in the workplace) with high degrees ranged between (1.6853 - 2.2587),

and at a low level of approval, and the general indicator reached Incivility in the workplace with an average of (1.9655) and at a low degree level of approval.

We note that paragraph no. (Q 1) which states “I was questioned in judgments about a topic for which I am responsible” ranked first with an arithmetic mean of (2.2587) and it reflects a low level of approval and a standard deviation of (1.15633), On the other hand, paragraph no. (Q 5) obtained the last ranking, which states “Someone has referred to me unethically, publicly or individually” and the lowest arithmetic mean was (1.6853), which reflects a low level of approval with a standard deviation of (.93043).

The test shows the normal distribution of the collected data, and it was found that they fall under the normal distribution, because if the skewness and kurtosis coefficient values are between (0 to ± 2), this means that the data are normally distributed (Doane & Seward, 2015), (Bohm & Zech, 2010).

d. Variable description: Employee Performance

Employee Performance	Mean	Std. Deviation	Skewness	Rank	Degree of agreement
q1 I managed to plan my work so that I finished it on time	4.3636	.62141	-.674-	3	High level
q2 I'm proud of my job and consider it very important for me	4.4895	.65425	-1.218-	1	High level
q3 I feel strong and energetic while doing my work	4.3217	.77581	-1.322-	4	High level
q4 I can make my own decisions about my work	4.1935	.81879	-1.063-	7	High level
q5 I have a lot of control over the events in my department	4.0793	.83625	-.824-	9	High level
q6 I managed my time well	4.2331	.67445	-.594-	6	High level
q7 I continually sought new challenges in my work	3.7576	.94075	-.497-	10	High level
q8 I was able to set priorities	4.2611	.62793	-.434-	5	High level
q9 I came up with creative solutions for new problems	3.9394	.82091	-.448-	9	High level
q10 I was able to carry out my work efficiently	4.3660	.64407	-1.045-	2	High level
Performance of Employee in Work	4.2005	.55062	-.386-	High level	

Table 18: Mean averages, standard deviations, and rank of Employee Performance

Table18 that indicates the values of the arithmetic averages of the variable (Performance of Employee in Work) with high degrees ranged between (3.7576 - 4.4895), and with a high level of approval, and the general indicator reached Incivility in the workplace with an average of (4.2005) and at a high level of approval.

We note that paragraph no. (Q2) which states “I’m proud of my job and consider it very important for me” occupied the first rank with an arithmetic mean of

(4.4895), which reflects a high level of approval and a standard deviation of (.65425). On the other hand, paragraph no. (Q7) obtained the last rank, which states, “I continually sought new challenges in my work” and the lowest arithmetic average, which amounted to (3.7576), which reflects a high level of approval with a standard deviation of (.94075).

The test shows the normal distribution of the collected data, and it was found that they fall under the normal distribution, because if the skewness and kurtosis coefficient values are between (0 to ± 2), this means that the data are normally distributed (Doane & Seward, 2015), (Bohm & Zech, 2010).

D. Hypotheses Test and Mediation Test Result

The following hypotheses were tested (Chi-Square Tests, Simple Linear Regression) as follows:

Research Hypotheses:

The main hypotheses to be tested in this study:

Table 19: Chi-Square Tests performance of employee in work * incivility in the workplace Cross tabulation

	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		

H1: There is a positive relationship between transformational leadership and the level of performance of individuals in the Jordanian private education sector.

H0: There is no relationship between transformational leadership and the level of performance of individuals in the Jordanian private education sector.

Table 19 indicates that the value of Chi-Square Tests performance of employee 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.

Table 20: Chi-Square Tests Transformational Leadership Style * incivility in the workplace Cross tabulation

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 20 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.

Table 21: Chi-Square Tests performance of employee in work * Transformational Leadership Style Cross tabulation

	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 21 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.

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.

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

Table 22 Model Summary- Incivility behavior and Transformational leadership

R	R-sq	MSE	F	df1	df2	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 (22) 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 ($R^2 = 0.0649$), 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 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 ($\alpha \leq 0.05$).

And 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 at ($t = - 4.0468$). 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: $Y = cX \dots \dots$ (Eq. 2).

Table 23 Model Summary- Total Effect of Incivility on Employee performance

R	R-sq	MSE	F	df1	df2	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 23 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: $R^2 = 0.0642$, 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 23 indicates a high level of significance of the F test statistic ($F = 16,1931$) with the significance level = $0.0001 (\leq 0.05)$.

And that 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 = $0.0001 (< 0.05)$.

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 to reduce incivility behavior and raise performance among teachers in the Jordanian private education sector.

$$\text{Step 3: } Y = \mathbf{c}'\mathbf{X} + \mathbf{b}\mathbf{M} \dots (\text{Eq. 3})$$

Table 24 Model Summary- Direct and Indirect Effect of Incivility on Employee performance

R	R-sq	MSE	F	df1	df2	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 (24) indicates that there is a relationship ($R = 0.3542$) to test the hypothesis, and there is statistically significant effect at the level of significance = 0.000, (Incivility behavior in raise Employee performance and Transformational Leadership Direct and Indirect Effect model), and that the value of the coefficient of determination ($R^2 = 0.1255$) and at the degree of freedom ($df = 1$), as it turns out that the value of ($F = 16,8597$) and at the level of significance ($\text{Sig.} = 0.001$), with an estimated regression coefficient = -0.1457 for the independent variable (incivility in the workplace), with an estimated t-stat = -2.9831; at level of significance = 0.0032 (< 0.05). And the value of estimated regression coefficient for the mediating Transformational Leadership = 0.1809, with an estimated t-stat = 4.0577, at a level of significance ($\text{Sig.} = .0001$), which is significant.

Table 25 Total, direct, and indirect effect of incivility on Employee performance

	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 25 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, and as in our case, if 0 falls outside the confidence interval, then 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 upon Hayes (2018), this indicates that the Transformational Leadership variable has a mediating effect in the relationship between the independent variable (incivility in the workplace) with the dependent variable (Employee performance).

Summary analysis:

$M = a X$ (equation 1): regression coefficient a is significantly negative;

$Y = c X$ (equation 2): regression coefficient c is significantly negative;

$Y = c' X + b M$ (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 nonzero.

According to Hayes (2013):

If the indirect (ab) effect is nonzero, there is mediation.

And this is the case in our analysis: The product of the regression coefficients a and b is nonzero.

However, 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:

i) 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);

ii) And the regression coefficient a is significant;

iii) And the regression coefficient b is significant;

iv) And the regression coefficient c is significant;

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

And we can reject the main null hypothesis; and 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 the Jordanian private education through a Transformational Leadership mediating effect.

Results of Hypotheses

Table 26 : List of Hypotheses

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

V. DISCUSSION

A. Conclusion and Discussion

The results we have reached in this study are a continuation of what researchers have conducted from previous studies on the role of transformational leadership dimensions and their impact on the performance of employees in organizations. The researchers differed about the impact of the application of transformational leadership, and as mentioned earlier in this study, some studies have proven a positive and effective effect of transformational leadership on improving employee performance, and some studies have proven the negative impact of transformational leadership, especially in schools crowded with students, so that leadership Transformationalism has become causing psychological pressures for teachers in these schools, and hence the aim of this study was to shed light on the role of transformational leadership and its ability to reduce incivility to improve the performance of employees in Jordanian private sector schools.

After distributing questionnaires to respondents who are employees of Jordanian private sector schools in Zarqa city, and conducting the necessary statistical analyzes to examine the relationship between the three main study variables: transformational leadership (as an intermediary variable), incivility (as an independent variable) and employee performance (as a dependent variable), the study was able to from reaching several results, they can be summarized in the following points:

1- The existence of a clear positive impact of transformational leadership on the performance of employees in the Jordanian private education sector.

2- A demonstrated ability of transformational leadership to reduce incivility among Jordanian private education sector employees.

3- 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.

4- 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.

5-The dimension of ideal influence had the least effect on enhancing employee performance, among the dimensions of transformational leadership.

B. Limitations and Recommendations

The study contains several limitations, which if we avoid them in future studies, could help improve the results, making them more credible and accurate, the most important of which are:

1-Our analysis does not fully address the ambiguity regarding the extent of the impact of transformational leadership dimensions: That is to say:

a) Whether it directly enhances employee performance;

b) Or if it indirectly enhances employee performance by reducing incivility in the workplace.

Thus, this presents a path of study for future research.

2- 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 worth while 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.

3- 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;

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

4- 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. But in future studies, it may be advisable to use direct

contact questionnaires with respondents, which enables them to inquire and answer in an optimal way; and in this way help to generate more credible and realistic results.

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Figure 1: The difference between a manager and a leader

<https://www.rapidstartleadership.com/manager-and-leader/>

Figure 2: Component of Transformational leadership

https://www.researchgate.net/figure/Transformational-Leadership-Model_fig2_277138454

Figure 3: Transformational Leadership Effect <https://942109233qqcom.home.blog/>

APPENDICES

APPENDICES 1: Research Questionnaire

APPENDICES 2: Etick

APPENDICES 1: Research Questionnaire

Dear Respondent

Research Questionnaire

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 back to me the attached questionnaire. I would like to say that your cooperation 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's Sincerely.

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 gets 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 recognizes 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 cooperation 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 employee 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 employee in work	1	2	3	4	5
1- I managed to plan my work so that I finished it on time					
2- I'm proud of my job and consider it very important for 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					

APPENDICES 2: Etick

RESUME

Name Surname: AMANI HAMED TAWFEEQ ALMOMANI

Education:

2000-2004 The Hashemite University - BA in Mathematics Department

2019-2022 İstanbul Aydın University- BUSINESS ADMINISTRATION
Department

Work Experience:

2013-2019 Mathematics teacher in public schools in Jordan

Languages:

- Arabic: Native Language

-English: Advanced

Skills:

-Communication, Teamwork, Problem Solving, Creativity

- Computer skills (Microsoft Office) and others