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INSTITUTE OF GRADUATE STUDIES
BUSINESS ADMINISTRATION PROGRAM

The Effectiveness of Transformational Leadership on Online Learning Performance and Satisfaction

MARAM HANI AL-SHAWABKEH

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ABSTRACT

The Effectiveness of Transformational Leadership on Online Learning Performance and Satisfaction

In such as of the current circumstances that the whole world was experiencing in the last two years which represented by the Corona pandemic (COVID-19) Governments and higher education institutions all over the world were placing online learning as an alternative in their visions and policies. Therefore, Leadership is playing a major role in the implementation and success of online learning objectives. Transformational leadership has the potential to improve online learning satisfaction and performance. This research, intended to investigate the effectiveness of transformational leadership style on online learning performance and satisfaction. To achieve this, a quantitative cross-sectional survey was conducted, using a valid questionnaire, on a random representative sample of 379 students at Near East University in Northern Cyprus. The questionnaire was sent to the selected samples via online methods: e-mail, and the What's App application. The collected data were analyzed statistically using the SPSS program, where the results showed that transformational leadership has a positive impact on online learning performance and satisfaction

Keyword: Transformational Leadership, Online learning, Online Learning Satisfaction, Online Learning Performance

ÖZ

The Effectiveness of Transformational Leadership on Online Learning Performance and Satisfaction

Corona pandemisi (COVID-19) ile temsil edilen son iki yılda tüm dünyanın içinde bulundu u mevcut ko ullarda, tüm dünyadaki hükümetler ve yüksekö retim kurumları vizyon ve politikalarında çevrimiçi ö renmeyi bir alternatif olarak konumlandırıyor. . Bu nedenle Liderlik, çevrimiçi ö renme hedeflerinin uygulanmasında ve ba arısında önemli bir rol oynamaktadır. Dönü ümcü liderlik, çevrimiçi ö renme memnuniyetini ve performansını artırma potansiyeline sahiptir. Bu ara tırma, dönü ümcü liderlik stilinin çevrimiçi ö renme performansı ve memnuniyeti üzerindeki etkinli ini ara tırmayı amaçlamı tır. Bunu ba armak için, Kuzey Kıbrıs'ta Yakın Do u Üniversitesi'ndeki 379 ö renciden olu an rastgele temsili bir örneklem üzerinde geçerli bir anket kullanılarak nicel bir kesitsel ara tırma yapılmı tır. Anket, seçilen örneklere çevrimiçi yöntemlerle gönderildi: e-posta ve What's App uygulaması. Toplanan veriler, sonuçların dönü ümcü liderli in çevrimiçi ö renme performansı ve memnuniyeti üzerinde olumlu bir etkisi oldu unu gösterdi i SPSS programı kullanılarak istatistiksel olarak analiz edildi.

Anahtar Kelimeler:Dönü ümcü liderlik, Çevrimiçi ö renme, Çevrimiçi Ö renme Memnuniyeti, Çevrimiçi Ö renme Performansı

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ABBREVIATIONS

- (TL)** Transformational leadership
- (OLP)** Online Learning Performance
- (OLS)** Online Learning Satisfaction
- (OL)** Online Learning
- (AOL)** Advantage Online learning
- (DOI)** Disadvantage Online Learning

CHAPTER 1

INTRODUCTION AND BACKGROUND :

Educational leadership is of great importance in the success of educational administrations, as it is the essence of the administrative process, especially if there is an efficient leader who exercises his role with skill and ingenuity, and tries to choose positive leadership styles that are commensurate with the conditions of administrative work.(Al-Tawil, 2006) Educational institutions need educational leaders capable of forming a clear future vision for institutions, and strategic planning in developing and managing change, and avoiding crises, to keep pace with recent developments and trends in information and communication technology(Al-Tawil, 2006). In light of the changes in the educational process that formed pressures on institutions to keep up with the new, we must innovate in the educational leadership style, and here the transformational leadership emerges, and the role of the transformational leader who is described as a steadfast example leader with the firm will, visionary, optimistic reminding workers of values. Transformational leadership style can be demonstrated by leaders whose dreams seek by any means to create a new horizon in the culmination of a new way of growing and making some prospering moves that are beneficial to the company. Transformational leaders create a sense of openness to change at companies and organizations without inducing fear to employees in such a way that they express themselves openly in all matters which have a bearing on their work knowing that the company will be supporting them (Mirkamali et al, 2014)

A transformational leader is always searching for ways to understand their followers in terms of how they behave and how they perceive their position in

the company and always listening to followers on how the goals of the company can be (Korejan & Shabazzi, 2016). Transformational leaders always spare time so that they explain to their followers the direction the company is taking and how the input of their followers will help in the achievement of the direction the organization wants to take and assist their followers in the continuous development of their personal them to pursue aims of the organization (Mortazavi & Nikkar, 2014). Transformational leadership is defined based mainly on four elements which are charm personal positions, innovativeness, and encouraging. To achieve success in online learning, there is a need for maximum support from lecturers who will be conducting online lessons to students away from the traditional school setup. This is possible provided the lecturers show their maximum support to students as this can help in increasing the confidence levels of students through the coaching offered by their lecturers. (Hooijberg, & Choi 2001). Leadership can provide more inspiration to students by sharing the good things which are associated with online learning so that all students can see and relate to why online learning is the way to go (Hooijberg, & Choi 2001). The term online learning has been interchangeably used with other names like distance learning (Cain 2019). According to (Clark & Mayer 2016), online learning is the teaching of students using the internet as the medium of communication between the student and the lecturer via the internet using electronic gadgets like cell phones and computers. Online learning is also the use of digital technology to further the education interest (Aldholay et al, 2018) With the advancement of technology, worldwide lessons are now being carried out via the internet giving learners opportunities to pursue their educational goals away from the traditional school (Bozkurt, Akgün & Zawacki 2017). Online courses were created with the effort of creating a collaborative environment between learners through sharing of experiences (Mackness, et, al 2013). The learning of students using the internet opened opportunities worldwide as education can now be done as long as someone has internet connectivity and an electronic gadget to go online (McCauley et al., 2015). Online learning by its nature removes shyness amongst students and this enables learners to express their feelings without fear of being labeled a slow learner and this helps in the flow of ideas amongst the lecturer and students

themselves (Means et al., 2014) In such as of the current circumstances that the whole world is experiencing, which represented by the Corona pandemic (COVID-19), which caused various educational institutions in the world have been disrupted E-learning has become a necessity in educational institutions. The Coronavirus (COVID-19) crisis has cast a shadow over the entire education sector, pushing all schools, scientific institutes, and universities to stop their educational activity and training to reduce the chances of its spread. During this period, electronic systems for education were employed to deal with the procedures for imposing closure and social distancing. educational institutions searched for an alternative that would resume the educational process, represented in E-Learning, as an alternative. What distinguishes online learning from other traditional learning modalities is that the constraints of a set time and place affect the online learning environment weakly or not at all (Nayamboli, 2014). In the online classroom, instructors act as leaders (Garcia, 2015), and their leadership style may influence their followers, who are the students (Noland & Richards, 2015). Not much has been covered about this type of research and studies. This research will help in developing the uses of transformational leadership, improving online education, and knowing the extent to which students are satisfied with this type of education, which is new to them.

1.1 Significance of the Research:

The significance of the research is to determine the effect of transformational leadership on online learning satisfaction and performance. Due to the ravage effects of the outbreak of Covid-19 the education system has been disrupted and one of the ways which were upped even though it was there before was salvaging it through online learning. However, a lot of factors have been raised in terms of its performance and satisfaction.

Some leadership experts have been searching for the best style to implement to make online learning success and transformational leadership seem to be the best for maximum satisfaction and performance of students. The major aim of online learning is to produce students who must not seem inferior as compared to students who could have attended face-to-face lessons. With learning institutions following transformational leadership style in online

learning, this can provide a positive role in shaping, facilitating the promotion of students' persistence, and creating innovative students who will perfectly fit the job industry. Hence the critical benefit will be that through online learning distance will no longer be a barrier and the outbreak of pandemics such as Covid-19 will not distract the education system as online learning is a good savior. performance of the organization which will be higher. The study will highlight the advantages of transformational leadership in online learning. The study will help learning institutions to implement the best online learning teaching strategies and assist in avoiding some don'ts which must not be done whenever learning is being done online.

1.2 Problem Statement and Research Purpose:

Currently, educational institutions at all levels are exposed to significant challenges that make their strategies constantly under threat because the educational environment is a changing environment (Bui & Baruch, 2012).

Transformational leadership of the educational process is an important and greatly influencing factor on student performance and student satisfaction with the results of this leadership. Leadership creates a sense of self-confidence, inspiration, and creativity. Thought and Personality Among Students Some empirical research supports the relationship between transformational leadership and online learning satisfaction in some Arab Gulf countries (Gumusluoglu and Ilsev, 2009). Few studies have revealed the relationship between transformational leadership and online learning performance through Motivation, encouragement, guidance, intellectual creativity, and tools that serve distance education such as recorded lectures and continuous follow-up by the leadership (García-Morales et. al.2012)

Providing more inspiration to students by sharing the good things about online learning so that all students can see why online learning is the way to go (Choeetal, 2001). Transformational leadership and satisfaction with online learning at the Near East University of Northern Cyprus

During the previous years, education remained for a long time dependent on the traditional methods that depend on the principle of stability, which revolves around attending specific places to receive education face to face,

such as schools and universities, and relying on paper educational materials, but in light of the crises witnessed by the world and the rapid technological, social and economic changes, there has become an urgent need for educational alternatives Serving Students (Bushra, F., Ahmad, U., & Naveed, A. 2011) The purpose of this research is to find out the impact of transformational leadership on the satisfaction and performance of online learning for students of Near East University under the conditions of the epidemic that toppled the traditional educational system to replace it. Online learning A new stage of scientific development begins in online learning by technology

1.3 Research Questions:

The main objective of this research is to find answers to the following questions:

Q1: Does transformational leadership have an influence on online learning satisfaction?

Q2: Does transformational leadership have an influence on online learning performance?

CHAPTER 2

LITERATURE REVIEW

The goal of this chapter is to examine and review the literature on transformation leadership, online learning performance, and online learning satisfaction

In any educational, health, business organization, or even a family, there is always a need for an effective and dynamic leader to emerge, a leader who is expected to provide quality leadership. Leadership is a very significant resource input in nation-building. Nation leadership contributes greatly to the development of the nation in the political, economic, educational, and all other sectors. Leadership continued to be one of the most widely researched and discussed topics by scholars from all over the world (Kuchler, 2008), and theoretical background review of the relationships that exist between those variables as illustrated by the previous academic scholars which lead to the formulation of the two hypotheses.

2.1 Leadership:

2.1.1 leadership Definition:

Although leadership has been extensively studied by numerous scholars and practitioners, fundamental disagreements up to today remain on how to define e-leadership. Despite such disagreements from all spheres of life though, there is unanimity about the need for leadership and great consternation when large numbers of relevant numbers observe recognizes its absence (Alston, 2014) Leadership is defined as an individual's ability to empower others to contribute to the organization's effectiveness and

success. (Nikoloski,2015) According to (Summerfield ,2014) leadership is better described as an action – ‘making things better’., and Hobbes are all known to have in one way or the other shaped or played a role in what we call leadership today (Wilson, 2020).According to (David,2016) leadership is the process of influence.

The simplest definition of leadership is to establish a goal, devise a strategy to achieve that goal, and do everything possible to supply and coordinate resources to make that goal a reality. (Ben,2020)

Leadership is characterized by the ability to persuade others to do things they would not have done otherwise. It's having the bravery, commitment, ability, and trust to articulate, embody, and help realize a story of promise for a group of people at a particular point in time. (Des & Stuart, 2015) According to (Teresa,2015)The current global uncertainties have created challenges for any corporate leader in achieving goals that would result in long-term good performance. While the challenging environment is a significant limitation for all leaders, a greater understanding of the leadership processes that occur in businesses provides insights that help in improving the whole effectiveness process. The identification of important elements such as effective leadership qualities, techniques used by leaders to build alignment with passion, and contextual factors help in the creation of an integrative framework for leadership effectiveness.

(Delloite,2019) survey on millennials which collected ten thousand responses from 36 countries. 71% of respondents said they are expecting to leave their jobs in the next two years because they are unhappy with how their leadership skills were being developed. There is a way which has been proven for people to be willing to follow you, their main expectance is for you to guide them and not telling them what to do. They expect you to give them an ear, motivate and inspire them. The people will be expecting you to create a sense of purpose, to earn their loyalty, dedication, commitment, and lead the way by example (Kris Kole, 2019)

Human capital is the most prized asset of every organization worldwide. The employees uphold the organization's reputation whenever it is at stake which

in turn boosts the productivity of the organization. Organizations have a huge avenue of tailor-making the performance of their workforce to a direction that makes the goals and objectives of the business to be achieved (Audenaert et al, 2019) According to (David, 2014), A leader cannot inspire trust unless he or she possesses integrity, which is doing the right thing at all times and in all circumstances, regardless of whether or not others are watching. It can be summed up as "walking the walk." Integrity is defined as adhering to a strong set of ideals that include being honest to oneself and having the fortitude to accept responsibility for one's actions. Leaders are critical to the success of any organization. (Araujo et al., 2016) The problem is made worse by the fact that there is no commonly acknowledged definition of leadership effectiveness. (Mesterova et al., 2015) Recently, analysts are focusing more on transformational leadership in their research as an important feature of modern information systems research. (Michal, Cho, et al., 2011)

According to (Hansbrough et al., 2015) they highlighted some concerns in the business of methods used in follower ratings in terms of employer assessment as the best through which a leader can be evaluated. on the other side leadership, has an impact on the perception of efficacy styles (Weaver, 2015)

2.2 Transformational leadership:

transformational leadership style can be defined as leaders who attempt to create a new idea and creative point of view to set the company on a new path of growth and profitability. Employee commitment, passion, and loyalty can be developed by building strong commitment, passion, and loyalty among employees (Mirkamali, et al., 2011). Through the changes that occur based on the foundations and principles of the organization that are activated by a group of its members, and the results of these changes are the acquisition of capabilities that lead to reaching new directions and achieving exceptional levels of performance, Planning, communication, and a lot of creative action are all part of change leadership. Transforming leadership brings people together around a set of distinct values and beliefs to achieve a set of measurable objectives. (Mirkamali, et al., 2011). Personal growth and

company productivity are influenced by transformational leadership strategy (Akiyo, 2016).

According to (Robbins, 2013) transformational leadership's aim is always to understand how their followers feel and listen to all the issues which could be affecting their day-to-day work. The board of companies always puts the operations of the company in a management team and the success or failure of companies is attributed to their leadership styles hence emphasis must always be put on how organizations are being led as this has a bearing on the direction of the company (Susilo, 2018). On the other hand, it must be mentioned that the ability to sway followers so that the objectives of the company can be achieved must not be underrated. This will result in the whole organization taking the same direction and pulling in the same way (Susilo, 2018).

A transformational leader is always on the lookout for possible motives in his or her followers, to draw their attention to higher demands and convert individual interests into collective ones. (Morradi & Shabazzi, 2016). Transformational leaders explain organizational prospects and give a model that is compatible with those prospects, promote goal acceptability, provide a broader spectrum of support, and motivate people to pursue organizational goals. (Mortazavi & Nikkar, 2014)

When elements of transformational leadership are combined with other leadership actions, it can provide a competitive advantage to companies, and this can aid in the strategic competition of the company and help it achieve larger profit margins in the short and long term. On the other hand, organizations become unable to deal with global problems without Efficient transformational leadership that results in lower performance and lower profit margins (Eskandari, 2014) Transformational leaders induce changes in organizations and create a perspective for everyone at the organization (Arabian et al., 2014). To increase team and organizational interests, a transformational leader will assist and encourage all followers to increase their creativity, innovation, and self-actualization. (Fundam, 2016). Transformational leaders are selected on their potential

bases to take ownership of the change agenda collegially and consensually. One of the strongest characteristics during selection is a need for strong individual performance but this on its own will not guarantee selection as it needs to be complemented by other things. Transformational leaders who are highly empowered, well informed, and highly proactive possess little formal authority but are highly influential serving to educate, challenge superiors and inspire everyone at the organization (Trevor, & Hill, 2012).

Transformational leadership enables companies to withstand the turbulent times which can unsettle organizations as their leaders cultivate a sense of bravery and do not give up attitude during tougher times which organizations sometimes face, the transformational leadership style can help companies to give them a competitive edge against their competitors in this tough business world where companies are fighting for their survival, transformational leadership can assist an organization in meeting its short term to long term objective of increasing revenue and creating a mark in the market against other companies as its brand becomes hard not to notice (Eskandari, 2014)

On the other perspective, some leaders around the world are failing to follow traditional leadership practices, and are still defined by an individualistic orientation that rejects teamwork, as seen in Kurdistan. (Khan & Yildiz, 2020) Leaders that practice transformational leadership pay close attention to the challenges that their followers encounter, as well as their development needs, and they continue to encourage them to reach their objectives. Because leaders are responsible for the failure of work implementation, their leadership determines the success or failure of companies (Robbins, 2013). Also, success in a leadership organization is attributed to the ability of leaders to cooperate and between them and the workers under their leadership, and also from the reasons for the success in organizations, the youth capabilities that work to influence and be affected by the vision and goals set by the organizations (Susilo, 2018). Leadership translates visions into facts to influence workers to leap at successful change, leaders need a certain set of competencies that achieve positive results and these competencies can be considered as a toolbox for motivating employees and managing systems and processes more effectively and thus directing the

organization towards its common goals that allow it to achieve its mission and its goals (Paul, 2015) for someone to become a leader it means having the will to pursue a path that builds competency and capacity. The path however is not an easy way that can be quickly mastered. Most scholars agree that there is no single set of principles that leads to effective leadership. It is there becoming increasingly agreed that the most effective leadership style in a situation responds to what is needed. This can be determined by the organization's culture, leaders, subordinates and the attributes of the leader. Also the development of leadership is an ongoing process, not an event (Kolzow, 2014). As also described by (Naile & Selesho 2014) leadership has a very close relationship with motivation because the success of a leader in moving others to achieve the goals set depends heavily on their leadership style.

transformational leadership assists companies to interact with volatile environments by stimulating their followers to produce the best solutions for problems (Bass, 1997). Through transformational leadership a guide is provided to followers towards the vision and helps to interchange between followers and leaders (Bass 1985). According to Burns (1978), the major difference between transformational leadership and other leadership styles is the aspect of respect and appreciation shown to followers' achievement and support shown to them to achieve higher performance, transformational leadership is being given more attention because it leads better performance (Muniret, al 2012).

transformational leaders focus on assisting the individuals to get succeed and drive them by share with individuals to get inspired and empowering the individuals to match their goals with the goals of the organization. Transformational leadership opposes the idea of rewards or punishments between leaders and subordinates (Torlak & Kuzey, 2019, Basset, al, 2003) emphasizes motivation, inspiration, and stimulation to achieve goals in firms. Transformational leadership has four components. Influence, motivation, intellectual stimulation, and individual consideration are the four factors. Another benefit of transformative leadership is that it reduces staff turnover,

increases productivity for the organization, and improves employee satisfaction.(Torlak & Kuzey, 2019, Basset,al, 2003)

2.3 Online learning:

2.3.1: Online Learning Definition:

Any succession of instructional methods and resources structured to assist learning and accessed in part or whole through technology is referred to as online learning, distance learning, e-learning, digital learning, virtual classroom, hybrid courses, blended learning, asynchronous learning, and synchronous learning are some of the other terms used in this description. (Jeffrey, 2018). The computer-based educational tool or system that allows you to learn from anywhere at any time is known as online learning, various educational sectors adopt online tactics, institutions and organizations seeking to provide continuing education in multiple locations may use online education(Mahmut, 2018). There are unlimited future opportunities that lie in online learning which is here to stay but also a lot of issues under the subject need to be clarified and investigated, online learning can be as effective as conventional face-to-face learning though it has not been claimed that it can replace traditional classroom learning, careful consideration by learners is needed to ensure that they will be getting an education that meets their personal needs, strengths and career goals (Manijeh, 2019). Online courses are courses where most oral content is delivered online These courses have no face-to-face meeting and in 2013 it was discovered that online education or distance education was significantly more popular and mainstream (Michael,et al., 2019)

Although many definitions of the concept of e-learning have been provided, e-learning is defined as the use of computer information technology systems to create and build learning experiences, in short, it refers to the process of imparting knowledge and education through the use of various electronic devices, the idea is best understood when placed in the context of how technology is used to help people and meet their educational and intellectual development needs (Mariaet al., 2020)

The Federal Bureau for Statistics of Germany recorded 2.7 million university students in the winter term of 2014-2015, which was a record for the Federal of Germany (SB,2015) Given that there were significantly fewer than 2 million students in the previous ten years (Bildungsbericht, 2014), the scale of the growth becomes even more noteworthy. Many universities have built extensive training programs with many student groups (Himpsl, 2014).One of the most promising approaches involves the integration of regular classes with the opportunity of online learning also known as digital internet technologies

(Carr, 2012) Online learning provides a reference that serves the needs of those who want to learn through many types of online learning applications at a time when people are learning more and more non-paid and unpaid courses and all this is done through technology. (Barbara et al., 2014). There may be an initial apprehension about the quality of education, which is delivered through online education, the relationship which will be developed between students and instructors, or the difficulty associated with learning technologies or maintaining the discipline needed to be successful (Julie,2010). Changing the term distance education to online learning may not seem significant as online education can be considered privileged as well it is a more and very accurate representation of mode Distance education does not describe students in a program that is completely on line as online education has grown to fit the needs of education instructors and organizations. (Bayneet al., 2014) At a time when technology mediates what people learn in the formal classroom and in everyday life, online learning provides a guide to the various forms and applications of online learning. With the advancement of technology, there is a growing demand for innovative ways of delivering education, which has led to changes in learning and teaching methods, distance learning entails studying from home, with students and teachers separated by a significant distance. By supplying content through remote learning, electronic means will be employed to keep students in touch with their lecturers. (Manijeh,2018) Online programs are becoming more and more prominent as current technology has enabled individuals, institutions, and organizations to stay connected and effectively

communicate ideas easier and more efficiently than ever before. Today's students use interactive videos, email, and discussion boards to enforce their lectures through online learning. (Velasenko & Bozhok, 2014).

2.3.2 Advantages of online learning:

Online learning has got an upper hand in offering equality of opportunity to individuals regarding less of color, creed, or race (Kor,2013) one of the major advantages of online learning is that there is no need for commuting in crowded buses or local trains. The only two important requirements will be a computer with fast and reliable internet (Nagrle,2013). The advantage of self-direction is that students can devote more time and effort to topics that are easy to understand and understand. (Kirtman, 2009). To achieve their learning goal, self-regulated learners employ a variety of cognitive and metacognitive methods.

Year after year, educational institutions are faced with the issue of expanding learning options while dealing with shrinking budget deficits, according to speculative cost calculations, a hybrid style of instruction in large introductory courses has the potential to dramatically lower long-term instruction compensation costs. (Bowen,et al., 2014)

One of the main areas in which online learning has been lauded has been its flexibility to accommodate students with disabilities Online learning has the potential to break down obstacles that have previously prevented individuals from receiving an equal education. Because one out of every ten students has a handicap, it is critical to prioritize the needs of all students to provide a learning environment that is beneficial to all participants. Students can only achieve independence through online learning. (Oswald & Meloncon, 2014)

Students can use online courses to expand their educational choices and stay as competitive as possible in the ever-demanding area of education. Understanding the features of a course that improve student understanding and involvement will also aid instructors and course planners. Online courses rely heavily on communication between professors and students in the form of encouraging remarks, constructive criticism, and timely feedback. Overall,

online learning allows students to learn in an environment that is not constrained by geography or time. (Brittany,2020).

2.3.3 Disadvantages of online learning:

Academic rigor is a frequently questioned topic. When assessing the academic rigor of an online course, it is essential to remember the many different formats in which online education can be provided, the many different types of online courses that can be taught, and the ever-growing community of students.(Bowen,et al., 2014, Richardson,2001).

One professor expressed reservations about online education, saying: “I marvel at the concept of online education for students because it lacks the proper fundamentals for creativity. (Oswal & Meloncon, 2014). Internet access is one of the most difficult aspects of online learning. While internet coverage has increased by leaps and bounds in recent years in smaller cities and towns, maintaining a constant connection at a reasonable speed remains a challenge, particularly in third-world countries that are still poorly performing in terms of connectivity. This gives a high probability of not continuing access to education for children in those countries, which poses a threat to the individual and the education process, the major disadvantage of online learning which people must be wary of is downloading times as the speed are sometimes very low and becomes difficult when you are delivering lectures to an external audience over the internet, the online lesson could be great but if the students are not patient enough that could be a recipe for disaster (Priyanka,2020).

Because there will be no face-to-face connection and no classmates who can help with a reminder about forthcoming assignments, the risks of getting distracted and losing sight of deadlines are considerable. (Bijeesh 2017) If the student has doubts, he should solve them without asking for help from the teacher or friends because this is an online class and not a traditional physical class (Nagrle,2013). To be able to complete a course, you must have a high level of self-motivation and concentration. (Brown, 2017)

2.4 Online learning performance:

Countries need to use different methods of learning and training to develop individuals who can develop and use information effectively. The internet right now is an environment in which information can be accessed freely, easily, quickly, and independent and has been the widest information portal (Sinecen,2018). According to research which was carried out at the King Khalid University in terms of the impact of e-learning on academic performance recommendations, the university administration has had to ensure that potential students are accepted to learn using web-based technologies, the university administration has also been instructed to confirm that students and teachers possess the necessary technological skills, and that instruction must be delivered in real-time, if the research's recommendations are followed, pupils will attain learning outcomes that are comparable to traditional learning set up According to research carried by (Paul & Jefferson 2019) Online courses are becoming increasingly popular among students. Traditional classrooms are restricted, inflexible, and unsuitable for them. Schools can now give their classes via the web on student performance in an online versus face-to-face setting, thanks to modern technological advancements. From (2009- 2016) In terms of gender and class rank, they discovered no significant variations in student performance between online and face-to-face pupils. E-learning is the most widely used system for providing students with time flexibility in their learning, as well as access to the global globe for research purposes (Lubna, et, al 2018) . Secondary teachers have a strong desire for information, communication, and technology, as well as its integration into the classroom environment, according to the same author's supra. Electronic learning also engages students in active learning processes, and students respond that e-learning improves the quality of teaching and learning.

According to the findings of the study, e-learning has a good impact on students' academic results. (Keshavarzet, al 2013)

(Mahmoodiet, al 2015) The use of e-learning in the physiology teaching and learning process has been shown to enhance student learning and creativity. However, it was discovered that children who were educated in polytechnic

schools learned and remembered more than students who were taught using standard techniques. (Street et al., 2015). E-learning is thought to be a beneficial component in students' creativity. (Bani Hashem et al., 2014) found that the use of information, communication, and technology is effective in the development of creativity skills (Zanganeh et al., 2013). From a general point of view, the commonly known e-learning facilities include three components which are a convenience for individual paperwork automatic conformity, and conformity (Abu & Al-halalmeh & Al-marshad, et., al 2018).

In the information age, e-learning is one of the most essential learning settings. As a result, worldwide, efforts and experiences relating to this sort of learning are given serious consideration. In Iran, the majority of schools and institutions are utilizing this technology to aid self-regulation through self-directed e-learning. (Mohammad Zare, et al., 2016)

Although both the quality and quantity of distance learning will be driven by the market, Stanford University has extensive experience conducting and evaluating the quality of online education. Stanford University has been teaching online and face-to-face in engineering graduate programs for many years, and they found that the performance of the two groups was indistinguishable. There are significant differences between the two systems, depending on the quality and quantity of education (Boyka Grandinarova, 2015). Learning has shifted from an instruction-centered to a student-centered paradigm over the last two decades, with instructions and constructivist models underpinning both paradigms. (Schelli & Janicki 2012)

Effective instructor feedback is critical for improving students' academic achievement, in part by justifying grade derivation, identifying and acknowledging learners' commendable scholarly initiatives, outlining steps for academic work improvement, and developing learners' ability to monitor, regulate, and evaluate their learning. (Nichol, 2010).

Developments in e-learning and various technologies are creating the groundwork for a revolution in the education sector, allowing learning to be individualized, enhanced learner interactions with each other at the same time also transforming the role of the facilitator. At a faster rate e-learning has

grown in the field of education but there is still a need for more efforts to make it readily available to everyone. One major advantage which has been associated with e-learning is its ability to allow students to grow with a better aptitude(Suresh, et al., 2018)Worldwide distance learning through e-learning is gaining a much wider acceptance and is becoming a viable alternative to conventional classroom teaching. This is because e-learning offers low-cost benefits, wider access, and shared resources. Institutions which used to only offer face to face classroom education have of lately opted for e-learning courses together with their traditional course. Apart from the advantages of e-learning, there are certain issues that students face, for example, they do not have formal or regular classes where they can go and discuss different issues in their subjects and lack of social and emotional connectivity (Zaheer,2013)According to him, there are various barriers that could stymie the success of e-learning, such as a drop-in student motivation due to delays in feedback from instructors because teachers are not always available, and students will seek help. Another element that came up was pupils' feelings of isolation as a result of their classmates' physical presence. However, these drawbacks can be overcome with the help of teachers who should adapt their teaching methods to the needs of students hence the need for experienced and knowledge about teaching in an online environment are necessary, the focus of online education was initially on students who performed at a gifted level (Cavanaugh, et al., 2013).

However, since the beginning of the online learning sector, for-profit and nonprofit organizations, states, and educational districts have all contributed to e-learning. Many students with impairments shun online learning since these classes were not built with them in mind. (Shah,2011). In 2012 the U.S Department of Education gave an estimation of 13% of all K-12 students being served by online programs to be having a disability (Cavanaugh, et, al 2013) Around 90% of daily lessons on these online programs are developed by vendors and their interpretation of digital accessibility (Yeboah&Smith,2016). The most overused term of accessibility however is often misunderstood when applied to online learning opportunities (Smith & Basham, 2014)

However, while most studies show that students believe that online courses do not have the same value as face-to-face lessons and that students would accept blended learning, which is a combination of both online and face-to-face learning.

2.5 Online learning satisfaction:

(Wladiset, et al., 2015) Learners now want great education that can be accessed from anywhere in the world at any time, thanks to technological innovation. Due to these demands, the only practical choice is an online education, which allows business professionals, stay-at-home parents, and other members of society to participate. Because of its multiple advantages, such as program variety and flexibility, online learning is particularly appealing

With online teaching, a group of students who are shy to express themselves in a face-to-face setting can now express their opinions and concerns. Students will feel more at ease participating in class discussions without fear of being judged, which may result in higher average class results. (Driscoll et al., 2012.) When compared to classroom learning, online learning is also a satisfactory method of acquiring knowledge due to the flexibility of choice it provides. When learning the traditional approach, students must adhere to a set of schedules dictated by the school curriculum. Online learning, on the other hand, allows students to design their learning schedules at their leisure rather than adhering to a rigid schedule. Online learning allows students to select their programs of study (Brown, 2017).

the author raised some issues of online learning concerning difficulties in staying in contact with instructors. In a traditional class if a student has problems with assignments or has any questions it is easier to ask the instructor during the lecture or soon after the lesson. However, during online learning, it's difficult to get in touch with their facilitator. Of course, this can be done via electronic mails but there will be no guarantee to get an immediate response which is normally available if they attend a face-to-face lesson., for people who procrastinate, online education is not for them, moreover, if you have any doubts, you will need to clarify them without the help of anyone,

because, unlike traditional learning, you will not be able to talk to others (Nagrle,2013)

Online learning appeals to a wide range of learners with a variety of academic needs that traditional learning cannot meet. The growing popularity of online courses stems from a desire to equip all students with a high-quality education. Students in hospitals, students with phobias related to school environments, single parents, expelled students, and others can benefit from online learning. (Chaney,2010)

According to (Oswal & Meloncon, 2014),Another factor to consider while creating an online course is cultural constraints. Education technology continues to represent the dominant culture at the expense of those who are not members of that culture. Learning, which is a process of gaining information, skill, and performance, is one of society's key pillars.The internet has been regarded as a vital medium for many elements, including academic learning, thanks to modern technology that has made our lives easier.

In recent years e-learning or online learning has gained a lot of attention globally, with an estimated number of students currently enrolled in at least one online course annually, with about 5-7 million students. (Elfaki, 2019)

The use of multimedia technology and the internet in the classroom has been noted in many colleges as a way to improve accessibility, quality of delivery, and learning among students and professors. They feel that as the internet has become more widely used, knowledge has become more effectively accessible to a larger number of students, educators, and researchers.

Many research has found that e-learning versus traditional learning produces significant variations in learning results. Regardless of which is more useful, some people prefer traditional learning while others support the e-learning approach

CHAPTER 3

THEORETICAL FRAMEWORK AND HYPOTHESES DEVELOPMENT:

This chapter will provide a summary of the research issues that were addressed and assessed in Chapter 2. The theoretical background in which the current research was undertaken is operationalized in particular. The research hypotheses are then generated, and the research theoretical/conceptual model is given.

3.1 Transformational leadership in online learning performance:

According to (Gong, et al., 2009) In recent years, academic circles have focused on transformational leadership, a modern type of leadership with current meaning. Despite the projected indirect effects, several studies show that the leadership style of the principal has a favorable impact on student growth. (Day,et al., 2011) School leaders that embrace transformational leadership can set a better example for their students. These school leaders have a lot of charisma and can set a good example for their students. Effective leaders may shape students' roles, make it easier for them to stick with their studies, and set goals for creativity. (Zhang, 2018). Heads of schools can also serve as role models for children by encouraging them to be self-assured and providing individualized attention to students who are experiencing developmental issues. A school leader who practices transformational leadership has a critical responsibility to provide an open,

safe atmosphere for students and teachers(Wang &Tian 2016).Effective transformational leaders thrive in change situations because they establish and explain a vision for their organization's future, which they transmit to their followers as a motivator. Leaders in distance education who have strong change management skills will recognize unexpected repercussions of change and devise strategies to mitigate them. (Nworie &Haughton,2008).

Distance education students must perceive themselves as guardians of a new vision of learning, both now and in the future, within a larger academic context to be considered transformational leaders. (Portugal,2006).

As institutions transition from traditional operating techniques to a new environment of integrating emerging technology, realigning existing structures, and building another support mechanism for viable distant education programs and university environments, a new leadership strategy is required. (Nworie, 2012)In corporate and organizational settings, the majority of leadership models, such as transformational models in virtual environments are used.

E-learning leadership models were investigated in educational settings, with all of them focusing on higher education. The bulk of research has been conducted in industrialized countries, implying that students from various cultural locations and backgrounds may respond to transformational and transactional actions of leaders and teachers in different ways.In virtual learning environments, transformational leadership is more effective than transactional leadership, and it's more effective in virtual learning environments than transactional leadership,(Alotebi,2020) also in virtual learning environments, the transformational leadership approach performs better. This shows that the transformation leadership approach can improve virtual students' learning and group performance and that it is linked to student satisfaction and effective learning. (Nworie,2012) According to experts, strong leadership is critical to the success and future of e-learning. Effective leadership is required to create a vision and supervise e-learning professionals as they transition from face-to-face to virtual learning. To maximize followers' contributions, effective leadership necessitates a leader

who understands and cares about them. When it comes to online education, The leader must be aware of the situation and have the ability to diagnose difficulties.

H1: Transformational leadership positively affect online student performance

3.2 Transformational leadership in online learning satisfaction :

Transformational leadership motivates followers while defining and articulating an organization's goal in online learning. Another benefit of being led by transformational leaders in online satisfaction is that they are charismatic, motivational, intellectual, thoughtful, honest, and trustworthy. (Bass,1998) The transformational leadership philosophy, which is centered on accomplishing socially approved goals, includes an ethic of care for people who are overseen by online learning leaders.(Nworie, 2012)

Motivation, influence, and individual consideration are all elements of transformational leadership that can be applied to virtual learning experiences. As a result, educators can study all aspects of the virtual learning experience while overcoming communication obstacles with strong tools like Facebook and Twitter. Virtual leaders and teachers will have plenty of opportunities to increasing student learning satisfaction.(Harrison, 2011).Lack of physical interaction and collaboration, the development of technical and interpersonal skills, trust, feelings of isolation and detention, and greater concern with assessment and recognition of virtual performance are some of the barriers to leadership in a learning virtual environment, according to (Casio &Shurygallo 2003) research. Another issue that arose was technical difficulties, such as selecting the appropriate communicational tools to effectively communicate.According to much research, transformational leadership stresses relationships. Leaders in transformational leadership also stressed the need for educational leadership, often known as leading for learning, in achieving better student outcomes. (Hallinger 2010)

H2: Transformational leadership positively affect online student satisfaction

3.3 Conceptual Model:

Given the ideas reviewed, it is worth noting that there is a relationship between transformational leadership, online learning performance, and online learning satisfaction. Moreover, there is an interaction between all the variables in varying proportions, which is expressed by the following conceptual framework:

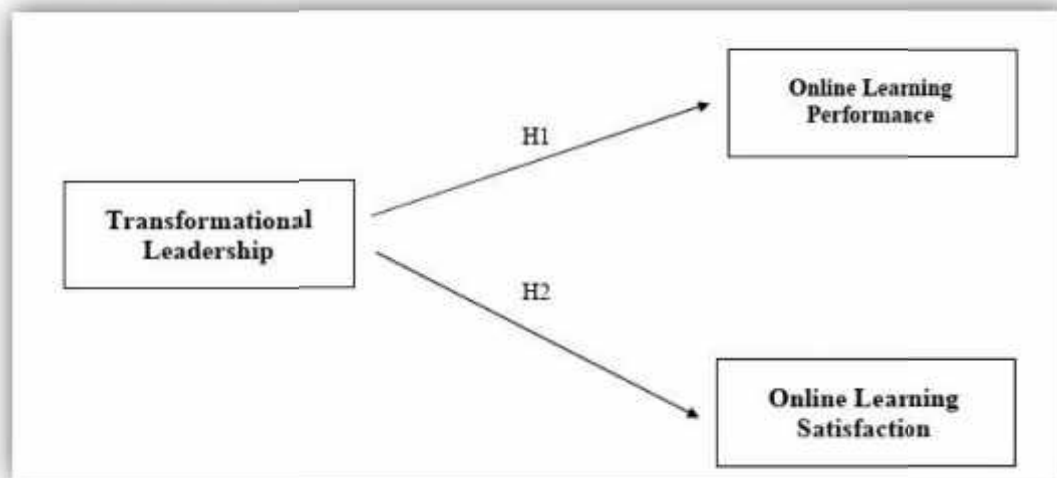


Figure 1: Research Model

CHAPTER 4

RESEARCH METHODOLOGY

This part of the research is concerned with the description of the method used, the society and research sample, the research instrument used, how it was created, how it was constructed and developed, and the extent to which it is valid, reliable, and generalizable. It also includes the measures taken by the researcher in designing and coding the research instrument and the tools used to collect the research data. The chapter ends with the statistical procedures that were used to analyze the data and draw conclusions.

4.1 Research Design:

The role of transformational leadership in developing online learning performance and online learning satisfaction among students of the Near East University of Northern Cyprus was investigated using a quantitative descriptive methodology. This is consistent with the quantitative descriptive method

The author explains the methodology of this research that was used to reveal the effect of transformational management on other variables. This paper describes the procedures that were used to analyze data and verify

hypotheses by collecting data and measuring variables in the research model and the types of analysis methods that were used (SPSS v26) There should be many important issues, such as the type of research, the reasons for the investigation, and the methods used to collect data by taking an idea, construct or reasoning, at that point, to construct a scale or measure to be observed empirically (Creswell, 2009).

4.2 Research Strategy:

The technique used in this survey depends on questionnaires, which is the most appropriate method for data collection because it ensures that the collected data is preserved with a high degree of accuracy and reliability, and it also allows the researcher to compare the collected data easily. So. The questionnaire will be distributed by making an electronic version of the questionnaire and distributing it to the students of Near East University at random.

4.3 Population and Sampling:

Based on the reports issued by the Near East University during the last three years, it contains 16 faculties with departments of up to more than 90 different departments and contains all educational degrees, starting with basic education, passing through the university, which contains the specializations of bachelors and graduate's studies (Masters and Ph.D.) and contains more than 26,000 students of various specializations and degrees.

The scientific sampling method was used through the use of probability sampling methods. Out of a population of 30,000 students, the sample size used in the research study would be 379. The most productive sample was chosen to answer the research questions. Different students studying at different levels of students in their first year through their last year were targeted in the sample. Comments were also entered using a random sampling method that ensures an equal chance of participation for the entire population eliminating bias. A random sample of Near East University students was used as respondents to electronic questionnaires sent in Northern Cyprus.

4.4 Data collection procedures

The data were collected through primary data collection methods. (electronic questionnaire). The questionnaires will be properly distributed through the available means of communication such as e-mail, WhatsApp, and groups related to the university and reassembled to analyze their results later in the next chapter.

4.5 Data collection tools

The research is based on the use of questionnaires whose questions were extracted from previous studies (see Table 1). Recognize the role of transformational leadership in influencing online learning performance and online learning satisfaction for students. However, all necessary improvements have been made to ensure that the questionnaire has high validity and reliability for the intended research objectives. The questionnaire consists of four sections, the first section covers information about the demographic details of university students. The second and third sections cover information about transformational leadership and online learning performance and the last section covers online learning satisfaction, respectively. The research suggests using a 5-point Likert scale for variable items.

Table 1: Tool's variables and references

Variable	Reference
Transformation leadership	(Elkhani et .al 2008)
Online Learning Performance	(Wei, H. C., & Chou, C. (2020)
Online Learning satisfaction	(Wei, H. C., & Chou, C. (2020)

4.6 Data analysis procedures:

This research aims to investigate the effect of transformational leadership on online learning performance and online learning satisfaction by using a questionnaire from literature reviews to test the hypotheses of this research, where students in Near Eastern universities constituted as a unit of analysis

for this research. To collect reliable and useful data and to avoid compulsory participation, students were informed that their participation was voluntary and the purpose of the research was explained.

This research was conducted using an electronic questionnaire, which is an appropriate way to obtain effective and accurate information. Therefore, the electronic questionnaire method was adopted as a preferred tool for data collection. The questionnaire was reviewed by university professors with experience and knowledge in transformational leadership and online learning to detect errors or a potential source of misunderstanding and to ensure the accuracy and correctness of professional terminology and clarity.

Since there are effects between variables, regression analysis models were used during SPSS v.26 to test and analyze the proposed hypotheses and data. Several appropriate statistical methods

4.6.1 Descriptive Statistical Metrics:

- Frequencies for (demographic) variables, And means, standard deviations to estimate the degree of independent and dependent variables and the order of the dimensions of the research variables.

4.6.2 Analytical metrics:

- Alpha Cronbach test to test the stability of the search tool. , Pearson correlation to test the relationship between variables, linear regression analyses to test research hypotheses

4.7 Research Validity and Reliability

4.7.1 Research Reliability:

Cronbach's alpha coefficient was used to verify the research decision's stability. This benchmarking tool's main goal is to determine the same output. When utilizing the same entries, this search can be created. Because respondents' beliefs and backgrounds fluctuate, The methods and tools used in this research are reliable, as they are investigated directly according to much relevant previous research. The research was followed by a discussion and analysis of the data, in addition to presenting recommendations and suggestions for future research in the following chapters. Questionnaire

reliability is a measure that researchers use to ensure that the questionnaire measures what it is prepared to measure (Garson, 2001). Cronbach's alpha was calculated and is the most popular test of reliability via SPSS v.26 to determine the reliability of the questionnaire tool, It indicates the Cronbach's Alpha Coefficient. the following table(2) shows the two reliability coefficients tested for the electronically distributed questionnaire using Cronbach's alpha values

Table 2: The results of Cronbach' alpha reliability test

No.	Variable	Number of Items	Cronbach's alpha value
1	Transformation Leadership	3	0.767
2	Online Learning Performance	4	0.769
3	Online Learning Satisfaction	11	0.877
Overall Tool's Items		18	0.873

in Table 2, Cronbach's alpha was (0.767) for elements of the first variable (Transformation leadership), (0.769) for elements of the second variable (Online Learning Performance), and (0.877) for elements of the third variable (Online Learning Satisfaction). Moreover, it was (0.873)) for the overall instrument elements, which means that the reliability of the instrument is acceptable as long as Cronbach's Alpha values for each of the variables as well as the whole questionnaire's elements are higher than 0.7 (Graham, 2006).

4.7.2 Research Validity:

To validate this research, the survey questions for this research were formulated based on relevant previous theories. The collected data sources are considered reliable, as all respondents in the questionnaire are students from the Near East University and have sufficient information about the educational system located within the university. The survey data was designed based on reviews of literature and other existing references related

to the research topic. The sections in the questionnaire, presenting them to the supervisor and obtaining approval for their use as a reference

Table 3: Pearson correlation coefficients for the factor analysis

		TL	OLP	OLS
TL	Pearson Correlation	1		
OLP	Pearson Correlation	.284**	1	
OLS	Pearson Correlation	.238**	.581	1

** . Correlation is significant at the 0.01 level (2-tailed).N=379

Table 3 illustrates the correlation relationship between variables TL, OLP, and OLS. The analysis of correlation in SPSS indicates the direction of the linear relationship, strength amongst the three variables of the thesis model. From table (4) stipulated that correlation analysis of .0.10 – 0.29 shows a weak correlation relationship between variables, then 0.30 – 0.49 shows medium correlation whilst 0.50 – 1.0 shows the strongest correlation relationship between the variables. The table above shows two variables with a strong correlation between OLP and OLS with 0.581, the smallest correlation is between TL and OLS with 0.238 which is also regarded as a weak correlation relationship. The relation between TL and OLP is a poor positive effect and also the relation between TL and OLS is a poor positive effect because the correlation number is less than 0.50.

Table 4: correlation coefficients interpretation

Correlation coefficients	Interpretion
Between ± 0.8 to ± 1.0	High correlation
Between ± 0.6 to ± 0.79	Moderately high correlation
Between ± 0.4 to ± 0.59	Moderately correlation
Between ± 0.2 to ± 0.39	Low correlation
Between ± 0.1 to ± 0.19	Negligible correlation

4.8 Analytical Tools

The questionnaire was designed as an essential tool for research related to a group of authors (Elkhani et .al 2008, Wei, HC, & Chou, C 2020), to measure the variables arising from the research hypothesis and model and to answer the question. . The questionnaire consists of a cover letter on top of the

questionnaire stating the objectives of the questionnaire. The research confirms the confidentiality of the information used and confirms that it was used for scientific research purposes only.

The five-dimensional Likert scale was used to measure sample opinions about transformational leadership and online learning performance, and thus the answers differed (1)– strongly disagree, (2) – disagree,(3) – natural,(4) – agree, and(5) – strongly agree). The seven-dimensional Likert scale was also used to measure the sample's opinions about online learning satisfaction, and therefore the answers differed(1)– very strongly disagree,(2) – strongly disagree, (3) – disagree,(4)– neutral, (5) – agree on natural, (6) – strongly agree and (7) – very strongly agree

CHAPTER 5

RESEARCH RESULT

The research showed in the previous chapter the quantitative descriptive approach used in collecting and interpreting data in this research. As a result, the current chapter aims to examine the collected data from quantitative questionnaires administered for a sample of 379 Near East University students and to arrive at a detailed and influential conclusion about the impact of transformational leadership on online learning in terms of satisfaction and performance.

5.1 Demographic Characteristics:

The research also evaluates some of the demographic variables mentioned in the first part of the questionnaire (see the appendix). The respondents were asked about gender, age, educational level, years of experience in this university, marital status, and the possibility of owning electronic devices. Demographic questions consist of 6 items. Table (5)

Table 5: Descriptive Statistics of Respondents

Variable	Categories	Frequency	Percentage
Gender	Male	178	47.0%
	Female	201	53.0%
Marital status	Married	133	35.1%
	Single	246	64.9%
Age	18-20 years	80	21.1%
	21-24 years	158	41.7%
	25-30 years	81	21.4%
	30-35 years	45	11.9%
	Above 36 years	15	4.0%
Educational level	Bachelor Degree	133	35.1%
	Master Degree	146	38.5%
	PhD	88	23.2%
	Other	12	3.2%
Ownership OF Device Laptop)	Yes	324	85.5%
	No	55	14.5%

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Males	178	47.0	47.0	47.0
	Females	201	53.0	53.0	100.0
	Total	379	100.0	100.0	

n table (6)The sample of the research consisted of both genders (males and females). The majority of the sample was male (47.0%N= 178), while the female category constitutes (53.0%N=201) of the total sample. This means that the percentage of females is more likely to complete educational stages at the University of the Near East

Table 6: Descriptive Statistics of Gender

Refers to the age group of students responding to the questionnaire in the table (7), the 21-24 age group had the highest number of respondents (41.7%, N = 158) while the group in the middle was 18-20 with (21.1%, N = 80) the lowest age group respondents was from 36 years and older (4.0%, N = 15). This indicates that different age groups were targeted through this research

Table 7: Descriptive Statistics of Age

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 - 20 years	80	21.1	21.1	21.1
	21 - 24 years	158	41.7	41.7	62.8
	25 - 30 years	81	21.4	21.4	84.2
	30 - 35 years	45	11.9	11.9	96.0
	36+ years	15	4.0	4.0	100.0
	Total	379	100.0	100.0	

It indicates that unmarried survey participants had higher participation (64.9%, N = 246). Whereas married respondents have a lower percentage (35.1%, N = 133). This gives the meaning that the social situation affects the percentage of students' turnout to complete their studies in a table (8)

Table 8: Descriptive Statistics of Marital Status

Marital Status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	133	35.1	35.1	35.1
	Not Married	246	64.9	64.9	100.0
	Total	379	100.0	100.0	

It should be noted that all members of the research were classified according to their level of education to some extent, as the vast majority of participants were from master's degree (38.5% N=146), while (35.1% N= 133) the sample represented those with a bachelor's degree. The sample represents a part of the students who have a doctorate (23.2% N=88) and finally, (3.2 % N= 12) of the participants hold other educational degrees. Table (9)

Table 9: Descriptive Statistics of educational level

Educational Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	133	35.1	35.1	35.1
	Master Degree	146	38.5	38.5	73.6
	PhD	88	23.2	23.2	96.8
	Other	12	3.2	3.2	100
	Total	379	100.0	100.0	

Table (10) shows the responses from the students who participated either they had a device for online learning or they did not have one. The respondents who answered YES that they had the questionnaire were higher with (85.5%, N=324). Whilst the student's respondents without devices were smaller with (14.5%, N=55)

Table 10: Descriptive Statistics of Device

Device yes or No					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	324	85.5	85.5	85.5
	No	55	14.5	14.5	100.0
	Total	379	100.0	100.0	

5.2 The Descriptive Data Analysis Results:

For the descriptive definition of transformational leadership, and online learning performance, descriptive statistics (means and standard deviation) were calculated for the answers. and their rank, which was induced employing a five-point Likert scale. After collecting the questionnaire from the sample, the questionnaire response scale which contains 25 items was translated to a quantitative scale by giving the answer category 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, 1 = Strongly Disagree. according to Idek et al. (2014), The total scores of the sample respondents for each question were classified as shown in Table (11).

Table(11): The Degree of Approval of the Questionnaire

Likert –scale	Classification	Description
1	1 - 1.79	STRONGLY DISAGREE
2	1.8 – 2.59	DISAGREE
3	2.6 -3.39	NETRUAL
4	3.4 – 4.19	AGREE
5	4.2 - 5	STRONGLY AGREE

5.2.1 Transformational leadership in Near East University:

The descriptive analysis of the collected data focuses on determining the research's independent factor, which is transformational leadership and evaluating this section of students' opinions at the university. Therefore, to evaluate this variable, the descriptive summary (means and standard deviation) for the variable items' responses were calculated as shown in the following table (12).

Table 12: Descriptive summary for the transformation leadership in NEU (n=379)

a	Code	Item	Means	STD	Degree Of Approval
1	TL1	University lecturers enable students to think about learning and academic assignments in new ways.	3.89	1.093	Agree
2	TL2	University lecturers encourage and inspire students to use online learning.	4.09	1.004	Strongly Agree
3	TL3	.University lecturers concern and recognize students' efforts to use online learning.	4.44	0.812	Strongly Agree
4	TL4	University lecturers use the internet as a helping tool for teaching and communicate with students.	3.66	1.328	Agree
Mean score			4.2		Strongly Agree

"Table 12" shows that the statistical averages for transformational leadership ranged from 3.66 to 4.44, where the axis obtained a total

arithmetic mean of 4.02 was high from the respondents' perspectives. Where the "University lecturers enable students to think about learning and academic assignments in new ways." had the highest mean of 4.44 and a standard deviation of 0.812. In contrast, the last one came to the "University lecturers use the internet as a helping tool for teaching and communicate students" with an average of 3.66 and a standard deviation 1.328 which is of the high level. This indicates a high rate of response by respondents and their agreement on the extent to which transformational leadership is effective in university education. And that transformational leadership plays its required role in linking learning performance and satisfaction with it by developing, strengthening, and motivating educational tools and working to create a positive atmosphere for students in light of the current epidemic.

5.2.2 Online Learning Performance in Near East University:

The descriptive analysis of the collected data focuses on determining the research's dependent factor, which is online learning performance, and evaluating this section of students' opinions at the university. Therefore, to evaluate this variable, the descriptive summary (means and standard deviation) for the variable items' responses were calculated as shown in the following table (13).

Table 13: Descriptive summary for the Online Learning performance in NEU (n=379)

a	Code	Item	Means	STD	Degree Of Approval
1	OLP1	Online learning provides various multimedia learning resources.	3.63	1.308	Agree
2	OLP2	Online learning provides various online resources.	2.69	1.104	Neutral
3	OLP3	Online learning enables me to retrieve and obtain more learning resources.	4.54	0.659	Strongly Agree
4	OLP4	Online learning enables me to share and exchange resources.	4.56	0.624	Strongly Agree

5	OLP5	Online learning enables me to interact directly with other learners.	4.47	0.652	Strongly Agree
6	OLP6	Online learning can encourage interaction between instructors and students.	4.53	0.578	Strongly Agree
7	OLP7	Online learning can shorten the distance between instructors and students.	4.15	0.865	Agree
8	OLP8	Online learning enables me to meet more classmates or peers with the same interests or habits.	4.21	0.709	Strongly Agree
9	OLP9	Online learning provides sufficient discussion opportunities.	4.13	0.720	Agree
Mean score			4.10		Agree

“Table 12” shows that the statistical averages for online learning performance ranged from 2.69 to 4.56, where the axis obtained a total arithmetic mean of 4.10 was high from the respondents’ perspectives. It can be noticed that item (4), which states: "Online learning enables me to share and exchange resources". had the highest mean of 4.56 and a standard deviation of 0.624. In contrast, the research showed that the question of least interest by respondents was with the least mean value, item (2) stated that: "Online learning provides various online resources." with a mean of 2.69 and a standard deviation of 1.104. The results indicate that most of the research sample agree well with the terms of this part of the research. This indicates their agreement that there is an appropriate degree of good performance for online learning.

5.2.3 Online Learning Satisfaction in Near East University:

The descriptive analysis of the collected data focuses on determining the research's dependent factor., which is online learning satisfaction and evaluating this section of students' opinions at the university. Therefore, to evaluate this variable, the descriptive summary (means and standard deviation for the variable items' responses were calculated as shown in the following table and The total scores of the sample respondents for each question were classified as shown in Table (14)

Table(14): The Degree of Approval of the Questionnaire

Likert –scale	Classification	Description
1	1 - 1.85	VERY STRONGLY DISAGREE
2	1.86 -2.71	STRONG DISAGREE
3	2.72- 3.56	DISAGREE
4	3.57 – 4.42	NETRUAL
5	4.43 - 5.28	AGREE ON NETRUL
6	5.29 - 6.14	STRONG AGREE
7	6.15 - 7.00	VERY STRONGLY AGREE

Table15: Descriptive summary for the Online Learning satisfaction in NEU (n=379)

#	Code	Item	Means	STD	Degree Of Approval
1	OLS1	I am satisfied with the instructional style.	4.51	0.668	Agree on Neutral
2	OLS2	I am satisfied with the learning content and course structure.	4.72	0.475	Agree on Neutral
3	OLS3	I am satisfied with the instructors and teaching assistants.	5.02	1.510	Agree on Neutral
4	OLS4	I am satisfied with the use of an online discussion forum.	5.73	1.287	Strong Agree

5	OLS5	I am satisfied with the group projects for the course assignment and the criteria of group projects.	5.46	1.256	Strong Agree
6	OLS6	I am satisfied with the midterm exam and final exam.	5.47	1.352	Strong Agree
7	OLS7	I am satisfied with the feedback marks update and outcomes uploaded on the online learning	5.44	1.335	Strong Agree
8	OLS8	I am satisfied with the online learning content delivered to students.	5.42	1.315	Strong Agree
9	OLS9	I am satisfied with the efficiency in the way online learning brings.	5.72	1.326	Strong Agree
10	OLS10	The course outline and course objectives are clearly defined on online learning	5.61	1.340	Strong Agree
11	OLS11	I am satisfied with the experience attached in online learning	5.88	1.284	Strong Agree
12	OLS 12	Overall, I am satisfied with this course.	5.67	1.365	Strong Agree
Mean score			5.39		Strong Agree

“Table 15” shows that the statistical averages for online learning satisfaction ranged from 4.51 to 5.88, where the axis obtained a total arithmetic mean of 5.39 was high from the respondents’ perspectives. Where “I am satisfied with the experience attached in online learning” had the highest mean of 5.88 and a standard deviation of 1.284. In contrast, the last one came to the “I am satisfied with the instructional style” with an average of 4.51 and a standard deviation of 0.668 which is of the agreed level. Therefore, the respondents’ mean scores for online learning satisfaction (overall), were 5.39. These scores indicate that the respondents’ perceptions of online learning are satisfactory.

5.3 Hypotheses Testing

The research use Accordingly, the Pearson correlation, simple linear regression, and multiple linear regression analysis in SPSS v26 to test the research hypotheses, which is a software developed to help researchers to test the relationships between variables. This research consists of three hypotheses independent variable (TL) and two dependent variables(OLP - OLS)

5.3.1 The Relationship between Transformational leadership and Online Learning Performance. (H1)

The correlation between transformational leadership and online learning performance indicated as the first hypothesis of this research: H1: transformational leadership has positive effects on online learning performance, was tested through Pearson correlation and simple linear regression analysis, where Table 16 represents the resulted model summary for this regression and correlation test

Table 16: Linear regression's model summary for the effect of Transformational Leadership on Online Learning Performance

Table 16.1:Linear regression's model summary for the TL on OLP

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.284 ^a	.081	.078	.36347

Table 16.2:Linear regression's Anova for the TL on OLP

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.363	1	4.363	33.027	.000 ^b
	Residual	49.807	377	.132		
	Total	54.170	378			

a. Dependent Variable: OLP

b. Predictors: (Constant), TL

Table 16.3:Linear regressions of Coefficient for the TL on OLP

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.522	.102		34.370	.000
	TL	.144	.025	.284	5.747	.000

a. Dependent Variable: OLP

From the above table 16, the model summary indicates a positive effect between transformational leadership and online learning performance with Pearson's correlation coefficient R (0.284) at (< 0.05). The coefficient of determination R² was (0.81), meaning that (81.1%) of the positive changes in the online learning performance at the Near East University are due to the effective application of transformational leadership. This confirms the validity of the acceptance of the first hypothesis which states: "Transformational leadership has positive effects on online learning performance."

impact () for the implementation of Near East University is (0.144) This means that a one-step increase in the level of TL in University improves the online learning performance by (0.144) The significance of this effect is the value of the calculated (F) which reached (33.027) and is significant at the level of (< 0.05) (sig. =0.000). This confirms the validity of the acceptance of the first hypothesis which states: "Transformational leadership has positive effects on Online Learning Performance "

5.3.2 The Relationship between Transformational leadership and Online Learning Satisfaction (H2)

The correlation between transformational leadership and online learning satisfaction indicated as the second hypothesis of this research: H2: transformational leadership has positive effects on online learning satisfaction, was tested through Pearson correlation and simple linear regression analysis, where Table 17 represents the resulted model summary for this regression and correlation test

Table 17: Linear regression's model summary for the effect of Transformational Leadership on Online Learning Satisfaction

Table 17.1: Linear regression's model summary for the TL on OLS

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.238 ^a	.057	.054	.75868

a. Predictors: (Constant), TL

Table 17.2:Linear regression's Anova for the TL on OLS

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.007	1	13.007	22.597	.000 ^b
	Residual	216.997	377	.576		
	Total	230.004	378			

a. Dependent Variable: OLS

b. Predictors: (Constant), TL

Table 17.3:Linear regressions of Coefficient for the TL on OLS

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.388	.214		20.514	.000
	TL	.249	.052	.238	4.754	.000

a. Dependent Variable: OLS

From the above table 17, the model summary indicates a positive effect between transformational leadership and online learning performance with Pearson's correlation coefficient R (0.283) at ($p < 0.05$). The coefficient of determination R² was (0.57), meaning that (57%) of the week positive changes in the online learning satisfaction at the Near East University are due to the effective application of transformational leadership. This confirms

the validity of the acceptance of the first hypothesis which states: "Transformational leadership has positive effects on online learning satisfaction."

impact () for the implementation of Near East University is (0.249). This means that a one-step increase in the level of TL in the University improves online learning satisfaction by (0.249). The significance of this effect is the value of the calculated (F) which reached (22.597) and is significant at the level of (<0.05) (sig. =0.000). This confirms the validity of the acceptance of the first hypothesis which states: "TL has positive effects on OLS"

The relationship between transformational leadership and online learning satisfaction is rather weak, and it needs to develop, improve, and enhance the role of leadership in obtaining students' satisfaction with the outputs provided by online education by following many modern and advanced methods, engaging students and listening to their suggestions regarding leadership development that gives the impression of satisfaction among students."

5.3.3 summary of hypotheses testing:

This research is based on studying the relationship between variables, (transformational leadership), (online learning performance), and (online learning satisfaction) by conducting several tests (linear regression coefficient, personal coefficient, and Cronbach's alpha analysis). It was measured and analyzed by the SPSS program v.26 and concluded that the first hypothesis, which states that transformational leadership has a positive effect on online learning performance, has Cronbach's alpha coefficient higher than 0.7, linear regression coefficient R^2 0.81, and beta coefficient = 0.144. These results prove that The hypothesis is acceptable. As for the second hypothesis, which states that transformational leadership positively affects online learning satisfaction, the results are as follows: Cronbach's alpha coefficient higher than 0.7, linear regression coefficient R^2 0.57, and beta coefficient = 0.249. These results prove that The hypothesis is acceptable

HYPOTHESIS	ITEM	RESULT TEST
hypotheses (1)	transformational leadership has positive effects on online learning performance	Accepted
hypotheses (2)	transformational leadership has positive effects on online learning satisfaction	Accepted

CHAPTER 6

DISCUSSION AND CONCLUSIONS:

6.1 Introduction:

This chapter makes conclusions about the discussed results and presents a set of research suggestions and future recommendations for academics and researchers in the field of business administration, management,

6.2 Study Limitations:

The current research was done at Near East University by a group of students. However, this group of students in as much as it consists of different people from different countries since Near East University is an international university it does not fully represent all views from various students from the world. Initially, the researcher had planned to engage the respondents through face-to-face questionnaire distributions in the area of

research study at Near East University, unfortunately, due to the Coronavirus precautionary lockdown measures, the exercise of data collection was then shifted to the internet. This caused slight slow progress in the responses as some of the participants were yet to fully aware and involved in the google forms questionnaire documents answering.

As noted in the literature review, online learning is new, and therefore minimal research has been conducted on leadership styles in the online learning format. more research related to leadership styles in the online learning and environment is necessary to bridge the literature gap.

Timing is one of its obstacles, as the online learning system is new and happened suddenly, and therefore the experience of lecturers and students in dealing with it is little.

6.3 DISCUSSION:

The amount of research about transformational leadership and its effectiveness on online learning performance and online learning satisfaction on the Near East University is limited accordingly this current research aims to examine the relationship between TL, OLP, and OLS.

Hypothesis one (H1) was proposed that transformational leadership(TL) has a positive influence on online learning performance (OLP) was proved to be significant and was accepted after the empirical evidence with some various scholars and researchers such as(Khan and Yildz 2020) in their confirmation research journal of a similar study, it was tested and proved that transformational leadership brings a considerable organized way of online leadership performance because of the element of leadership and performance link within it. To validate the result outcomes of this study on online learning performance, Khan and Yildz (2020) concluded in proving that there is an intertwined relationship between transformation leadership and the performance which comes out from online learning performance.

In the results of this research, the relationship between transformational and online learning performance was a weak positive relationship, and this is due

to the lack of experience of educational institutions in developing online communication tools between them and their students in universities. Online linked to students' lectures, mark system, registration systems, and payment systems for university expenses) through the development of all these networks that are all connected with students directly during their university studies and also by providing remote assistance services quickly to solve students' problems that raise the rate of performance It is necessary to provide academic members with high communication and technology skills because one of the most important reasons that lead to the collapse of organizations is the selection of people who are not suitable for places that have the greatest impact on students. Educational resources with multiple sources available to students when they need them, such as (visual and audio sources)

Hypothesis two (H2) was proposed to test if transformational leadership (TL) has a positive effect on online learning satisfaction (OLS) was tested and confirmed to be significant and was accepted in line The study showed that transformational leadership influenced online learning satisfaction, also according to (Waldis et, al, 2015) they emphasized that there is a greater need to have a leadership element on online learning which then brings satisfaction to the concerned parties to this case student. The collected data also validated the confirmed researches by other scholars that there is a significant relationship between these two variables transformational leadership and online learning satisfaction (Brown, 2017)

This study focused on finding the positive effect between variables through multiple tests and these studies reached results that prove the relationship between transformational leadership and online learning in terms of satisfaction and performance, but we still need further development and improvement in leadership styles that produce greater student satisfaction and give them loyalty to their educational institutions and establish Mutual trust links between the student and the university, and on the other hand, in light of the current situation and the epidemic crisis, great attention must be paid to online learning and raising the level of performance of educational systems, which in turn achieves students' satisfaction with these systems.

This type of education is new for both students and instructors, educational institutions adopted the online learning system suddenly and without any planning, and students and lecturers were not prepared to deal with this type of education, which led to the difficulty of dealing with this system. Therefore, we have to develop the role of transformational leadership that would deal with unexpected circumstances in online learning throughout developing and improving the leadership style. Instructors should encourage student to use online learning and enable them to think in new way about assignments and help students and recognize their effort and using internet and helping tool for teaching and communication with students.

6.4 Conclusion:

The research dealt with the empirical results of studies conducted on transformational leadership, online learning performance, online learning satisfaction, and possible relationships and connections that may exist between the variables. The theory believes that there is a relationship and a statistically significant relationship between the impact of transformational leadership on increasing the performance of online learning. The satisfaction of online learning is important because student satisfaction is reflected and positively affects the extent of the success of the application of online learning, and students will judge this process through several experiences and situations With university systems and the relationship between lecturers and students within the online courses. When there is an educational environment that contains good transformational leadership and supports the high performance of online learning and cares about the satisfaction of the beneficiaries of online learning, this will positively affect the educational institution, students, and online systems.

Thus, the research study concluded that the two hypotheses that were developed were proven correct in the practical results

H1 transformational leadership positively affects online student satisfaction

H2: Transformational leadership positively impacts online student performance

Both OLP and OLS were positively affected by TL. The study was successful because of its results

6.5 Recommendations

The research noted the following under-listed recommendations from the outcome of the collected data and the analysis in regards to the shown effectiveness of Transformational Leadership on online learning performance, online learning satisfaction, and what can also be recommended to be done for the improvement of Transformational Leadership.

1 - The researcher recommends the need to conduct more studies on this subject to ensure the accuracy of the findings of the study by increasing the study sample and expanding its scope, as not much was covered about this type of research. These studies and research will help develop the uses of transformational leadership and improve online learning and knowing how satisfied students are with this type of education, which is new to them

2- Through this study, recommendations are made to the education sector to improve the quality of teaching and learning, and to apply the transformational leadership style in online learning

3- It is recommended to strengthen monitoring and transformational leadership to implement online learning effectively through the educational institution being vigilant in setting up mechanisms put in place to transform adherence to the traditional method and harness the choice of online learning.

4- Lastly, it is recommended that for effective transformational leadership on online learning lecturers must also be equipped with effective technological tools for online learning to be improved. It is a results-based field and the facilitation of online learning on the leadership side must be fully resourced and also recommend that there must be a strong internet access signal on the delivering side of online

classes. This way the teachers will be effective, the students will perform well and satisfaction will be achieved on both sides.

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APPENDIX 1: Survey Questionnaire

Dear Respondent,

This study seeks information about the how “The effectiveness of Transformational leadership on online learning performance and satisfaction

We are inviting your participation in this research, which will involve a questionnaire survey. The survey is confidential and is for scientific purposes only and will be kept confidential. Your participation is voluntary and you may stop taking part at any time. The survey should take about 10 minutes to complete. There are no right or wrong answers. Candid responses based on your thoughts are greatly appreciated. If you have any questions concerning the research study, please feel free to contact us using the information stated above.

Thank you in advance for your cooperation and assistance.

Best Regards

Maram Hani AL-Shawabkeh

The effectiveness of Transformational leadership on online learning performance and satisfaction .

Part One: Demographic Profile:

Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female
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Age	<input type="checkbox"/> 18- 20 <input type="checkbox"/> 21 - 24 <input type="checkbox"/> 25-30 <input type="checkbox"/> 30-35 <input type="checkbox"/> More than 36
Marital Status	<input type="checkbox"/> Married <input type="checkbox"/> single
Educational level	<input type="checkbox"/> Bachelor degree <input type="checkbox"/> Master <input type="checkbox"/> Ph.D. <input type="checkbox"/> other
Do you have currently a device?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Please kindly put a sign (x) in the appropriate box that represents your honourable person:

Part Two: Indicate (X) for your level of agreement for each of the statements below to regard transformation leadership :

Please tick (○) to respond from a scale of 1 to 5,

1 – strongly disagree, 2 – disagree, 3 – natural, 4 – agree and 5 – strongly agree

Transformational Leadership						
		strongly disagree (1)	Disagree (2)	neutral (3)	Agree (4)	strongly agree (5)

6	University lecturers enable students to think about learning and academic assignments in new ways.					
7	University lecturers encourage and inspire students to use online learning.					
8	University lecturers concern and recognize students' efforts in using online learning.					
9	University lecturers use the internet as a helping tool for teaching and communicate with students.					
Source: (Elkhani, Soltani, & Nazir Ahmad, 2014; Garcia-Morales et al., 2008)						

Part three: Indicate (X) for your level of agreement for each of the statements below in regards to your online learning performance

Please tick (O) to respond on a scale of 1 to 5,

1 – strongly disagree, 2 – disagree, 3 – neutral, 4 – agree and 5 – strongly agree

ONLINE LEARNING PERFORMANCE

	strongly disagree (1)	Disagree (2)	neutral (3)	Agree (4)	strongly agree (5)

10	Online learning provides various multimedia learning resources.					
11	Online learning provides various online resources.					
12	Online learning enables me to retrieve and obtain more learning resources.					
13	Online learning enables me to share and exchange resources.					
14	Online learning enables me to interact directly with other learners.					
15	Online learning can encourage interaction between instructors and students.					
16	Online learning can shorten the distance between instructors and students.					
17	Online learning enables me to meet more classmates or peers with the same interests or habits.					
18	Online learning provides sufficient discussion opportunities.					
<p>Source:Wei, H. C., & Chou, C. (2020). Online learning performance and satisfaction: do perceptions and readiness matter?. Distance Education, 41(1), 48-69.</p>						

Part four:Indicate (X) for your level of agreement for each of the statements below in regards to your online learning satisfaction

Please tick (O) to respondona scale of 1 to 7,

1 – very strongly disagree, 2 – strongly disagree, 3 – disagree, 4 – neutral, 5 – agree on natural, 6 – strongly agree and 7 – very strongly agree

ONLINE LEARNING SATISFACTION

		very strongly disagree (1)	strongly disagree (2)	Disagree (3)	Neutral (4)	agree natural (5)	strongly agree (6)	very strongly agree (7)
19	I am satisfied with the instructional style.							
20	I am satisfied with the learning content and course structure.							
21	I am satisfied with the instructors and teaching assistants.							
22	I am satisfied with the use of online discussion forums.							
23	I am satisfied with the group projects for the course assignment and the criteria of group projects.							
24	I am satisfied with the midterm exam and final exam.							
25	I am satisfied with the feedback, marks update, and outcomes uploaded on online learning							
26	I am satisfied with the online learning content delivered to students.							
27	I am satisfied with the efficiency in the way online learning brings.							
28	The course outline and course objectives are clearly defined on online learning							
29	I am satisfied with the experience attached in online learning							
30	Overall, I am satisfied with this course.							

source:Wei, H. C., & Chou, C. (2020). Online learning performance and satisfaction: do perceptions and readiness matter?.*Distance Education*, 41(1), 48-69.

APPENDIX2:PLAGIARISM REPORT

The Effectiveness of Transformational Leadership on Online Learning Performance and Satisfaction

ORIGINALITY REPORT

14%	11%	5%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	pubs.sciepub.com Internet Source	4%
2	repository.stcloudstate.edu Internet Source	1%
3	www.iedconline.org Internet Source	1%
4	www.tandfonline.com Internet Source	1%
5	Adnan H. Aldholay, Osama Isaac, Zaini Abdullah, T. Ramayah. "The role of transformational leadership as a mediating variable in DeLone and McLean information system success model: The context of online learning usage in Yemen". Telematics and Informatics, 2018 Publication	1%
6	Huei-Chuan Wei, Chien Chou. "Online learning performance and satisfaction: do perceptions	1%



B L MSEL ARA TIRMALAR ET K KURULU

15.04.2021

Dear Maram Hani Alshawabkeh

Your application titled “**The effectiveness of Transformational leadership on Online Learning Performance and Satisfaction**” with the application number NEU/SS/2021/965 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.