

Employees Attitudes Toward Transformational Leadership in Algerian Companies: A Field Study at the Sanitary Ceramics Company in El-Milia, Jijel

Imed Eddine Brachene ^{*1}, Yasser Abderrahmane², Yazid Bensaoucha³

¹ University of Constantine 2, Abdelhamid Mehri, Algeria,
imededdine.brachene@univ-constantine2.dz

² University of Jijel, Algeria, abderrahmane.yasser@univ-jijel.dz

³ University of Constantine 2, Abdelhamid Mehri, Algeria,
yazid.bensaoucha@univ-constantine2.dz

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Abstract:

This study aims to examine the implementation of transformational leadership in its various dimensions (idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation) at the El-Milia Ceramic Sanitary Company. To achieve this objective, a descriptive research methodology was employed, appropriate for the nature of the subject. A survey was utilized as the primary data collection tool, targeting a sample of 90 employees selected through simple random sampling. Statistical analysis of the collected data was conducted using SPSS software. The study concludes that there is a moderate level of transformational leadership practice within the El-Milia Ceramic Sanitary Company.

Keywords: Transformational Leadership; Idealized Influence; Inspirational Motivation; Individualized Consideration; Intellectual Stimulation.

Jel Classification Codes : M12, M14, M19, L21.

1. INTRODUCTION

Leadership has captivated the interest of researchers and thinkers since ancient times. The evolution of leadership and management concepts has paralleled the various stages of human development, culminating in a

* *Corresponding author.*

sophisticated phase characterized by scientific and knowledge advancements. This progression has swiftly embraced the era of globalization, transforming systems across political, economic, social, cultural, and intellectual domains. Among the most notable developments are the revolutions in technology, communications, transportation, satellite systems, and computers, along with their widespread adoption. The advent of the internet, satellite TV, and mobile phones further exemplifies this transformation.

These sweeping changes have profoundly impacted the field of management and leadership, necessitating a contemporary approach that aligns with modern sciences, knowledge, and technological advancements. Mastery of new concepts and skills has become essential for those aspiring to excel in organizational leadership and management. Consequently, today's administrative leaders must be proficient in computer and internet skills while developing various leadership abilities pertinent to managing 21st-century organizations. Warren Bennis aptly asserts that "survival in the 21st century hinges on the emergence of a new generation of leaders, not managers" (Al-Juhani, Al-Qahtani, Morsi, Al-Shamlan, & Al-Rashidi, 2018, p. 65). The challenges facing administration in developing countries often stem from an administrative leadership's inability to fulfill its role and address the complex issues arising during phases of change and development. Thus, many researchers emphasize that organizations cannot achieve their objectives without qualified leaders who inspire determination, instill enthusiasm in employees, and boost morale to accomplish desired goals.

One leadership style that has emerged from scientific progress and technological development is transformational leadership. This style is characterized by its remarkable capacity to guide public and private organizations through challenges and crises by influencing subordinates' behaviors and enhancing their abilities to address these crises. Transformational leaders achieve this by providing opportunities and encouraging their teams to tackle problems and difficulties encountered by the organization.

The essence of transformational leadership lies in the ability of leaders to activate the potential of human resources, thereby striving to achieve overarching goals. This leadership style ensures the continuity of the creative process within the organization and fosters awareness among its members to transition towards innovative organizations. This

transformation is facilitated by creating an environment conducive to creativity and development.

1.1. Research Problem:

Based on the preceding discussion, the primary research question can be articulated as follows: **To what extent is transformational leadership practiced at the Sanitary Ceramics Company in El-Milia, according to the perspectives of our study participants?** This central question can be further subdivided into the following inquiries:

- To what extent is the idealized influence dimension employed at the Sanitary Ceramics Company in El-Milia?
- To what extent is the inspirational motivation dimension applied at the Sanitary Ceramics Company in El-Milia?
- To what extent is the individualized consideration dimension practiced at the Sanitary Ceramics Company in El-Milia?
- To what extent is the intellectual stimulation dimension utilized at the Sanitary Ceramics Company in El-Milia?

1.2. Study Hypotheses:

In order to address our research questions, we formulated the following main hypothesis: **There is a moderate level of practicing the transformational leadership style at the Sanitary Ceramics Company in El-Milia from the perspective of our study participants.**

This main hypothesis is further divided into the following sub-hypotheses:

- First: **There is a moderate level of practicing the idealized influence dimension at the Sanitary Ceramics Company in El-Milia, as perceived by our study participants.**
- Second: **There is a moderate level of practicing the inspirational motivation dimension at the Sanitary Ceramics Company in El-Milia, according to our study participants.**
- Third: **There is a moderate level of practicing the individualized consideration dimension at the Sanitary Ceramics Company in El-Milia, from the viewpoint of our study participants.**
- Fourth: **There is a moderate level of practicing the intellectual stimulation dimension at the Sanitary Ceramics Company in El-Milia, as reported by our study participants.**

1.3. Study Goals:

This study aims to:

- Identify and delineate the dimensions and practices of transformational leadership;
- Uncover how much the transformational leadership style is really being used at the Sanitary Ceramics Company in El-Milia.

1.4. Study Method:

Given our topic's nature and goals, we've chosen a descriptive approach. This method studies a specific phenomenon as it exists in real life, focusing on describing it accurately.

2. Study's Theoretical Framework

2.1. What is Transformational Leadership?

The idea of transformational leadership first popped up in 1978, thanks to American political scientist Burns. After that, a bunch of studies and research dug into this topic, helping to shape the transformational leadership style scientifically. Bass's work stands out as one of the most influential contributions, especially his famous theory on transformational leadership. There are many definitions out there, but here are some of the most noteworthy:

Burns (1987) sees it as "a process where the leader and followers boost each other to higher levels of motivation and morality." Bass (1988) describes it as "a leadership style that aims to uplift others' or followers' feelings by leaning on moral ideas and values like freedom and human justice, which must fundamentally stem from the leader's ethics and values." In 1994, Bass tweaked his definition, seeing it as leadership that "works to broaden and spark subordinates' interests, deepen their grasp and buy-in of the group's vision and goals, and widen employees' horizons to look past their own interests for the organization's greater good" (Al-Akhdar, 2019, p. 57).

On another note, Ackoff (1999) defines transformational leadership as: "Leadership that lays out a clear vision for its organization and works to build new organizational systems that jive with future needs. These leaders create a productive work environment, continually sharpen their employees'

skills, manage inter-employee relationships, design an organizational structure that allows for constant change, and push for quick learning and adaptation" (Al Futaih, 2013, p. 16).

2.2. Transformational Leadership's Key Traits

Transformational leadership aims to bring about positive shifts in how things are done. Many researchers in various studies have pointed out its standout features (Al-Sakarna, 2010, p. 123):

- Forward-Looking Vision: They engage and guide individuals based on each person's unique traits, psychological makeup, and cultural background.
- Trust: People typically believe in the leadership's integrity and righteousness. Many even make big sacrifices to follow an inspiring leader's specific message or vision.
- Ability to Instill a Sense of Capability and Self-Confidence: The leader helps people succeed by setting appropriate tasks or performance standards that match individuals' abilities.

Bass and Avolio note that these transformational leadership qualities aren't just for top management—they can show up at various other managerial levels too.

2.3. Why Transformational Leadership Matters

Since the '80s, transformational leadership has been in the spotlight, becoming one of the most famous leadership theories in modern approaches. Researchers have discussed why it's so important, boiling it down to four points (Al-Ghamdi, 2011, p. 23):

- It's all about empowering people, not just using force. It aims to boost their skills, amp up their self-confidence, and form standout, self-reliant groups and teams.
- You can develop these leadership qualities through training, which significantly shapes how employees perceive things, their commitments, and their performance across the organization. Studies show that solid training programs can seriously up management's game and produce better leaders.
- It brings in the idea of "moral responsibility," pushing employees to work for the team or organization's benefit, not just their own, which encourages teamwork.

- This style can thrive in any type of organization and at all levels. It's great for tackling various challenges, making it a good fit for both successful institutions and those needing major overhauls.

2.4. What Makes Up Transformational Leadership?

According to Bass and Avolio, transformational leadership has four key parts (dimensions), which they cleverly call the "Four I's" because each one starts with the letter "I":

2.4.1. Idealized Influence: These leaders have a knack for influencing their team members, making them role models that others want to copy. They lay out the vision, build a sense of mission, boost self-confidence, and earn respect and admiration. They encourage their team to mimic their behavior, put group needs before personal ones, share in tough times, and show moral high ground with a culture of respect. Studies show they're highly trusted and respected, mainly focusing on crafting a lasting vision that others can look up to. Gellis calls this charisma—the ability to build trust and appreciation, which makes change easier to swallow and cuts down on pushback. Because they trust the supervisor so much, team members happily follow orders. This encourages ethical behavior and teamwork, making these leaders living examples of sticking to values, having self-confidence, determination, and wisdom (Azab, 2009, p. 503).

Motivational methods include continuous communication, relationship building, and tolerance for failure, viewing it as an opportunity for learning. They also involve listening to employees, meeting their needs, encouraging creativity and continuous development, and expressing recognition of their achievements. Motivation occurs when the transformational leader employs methods that inspire and drive employees to challenge themselves and continually seek meaning in their work. The leader's enthusiasm serves as an example, motivating others and fostering a spirit of teamwork and a desire for shared success.

2.4.2. Inspirational Motivation: This part is all about motivational tricks like constant communication, building relationships, and being okay with failure, seeing it as a learning chance. It also means listening to employees, addressing what they want, encouraging creativity and constant

improvement, and giving props for their achievements. Motivation happens when the leader uses methods that inspire and push employees to always challenge themselves and find meaning in their work. The leader's enthusiasm sets an example, fostering team spirit and a shared hunger for success (Avolio, 1994). In practice, the transformational leader cultivates a love of challenge within the team, provides opportunities for members to participate in achieving common goals, fosters enthusiasm and teamwork, and involves them in developing a clear vision for the desired future. The leader employs symbols and slogans to guide efforts and clearly communicates high expectations.

2.4.3. Intellectual Stimulation: This is about the leader's ability to guide their team and their eagerness to encourage them to tackle problems, especially routine ones, using fresh approaches. It involves teaching them to face challenges that need solutions and logical problem-solving (Bass, 1994, p. 83). These leaders spark their team's thinking by promoting creative thinking, innovation, and rationality. They encourage new, innovative problem-solving ideas, urging a fresh look at old situations. They foster innovation by not publicly criticizing failures and accepting innovative ideas, even if they're different from their own. This part aims to make employees more aware of what's blocking top-notch performance, highlighting the leader's role through empathy, listening to ideas and suggestions, and sharing feelings. This means the leader uses emotional empathy techniques to motivate employees to find creative solutions to organizational problems (Krishnan, 1998, p. 95).

2.4.4. Individualized Consideration: This part stresses that the leader should care for their team and fully get the idea of individual differences. The leader should interact with each employee in a way that fits their specific interests and work on training and guiding them to grow and develop more (Krishnan, 1998, p. 95).

These leaders give personal attention to each person's needs for achievement and growth by acting as a coach, counselor, and mentor. They treat everyone independently, help solve their problems, stand by them, and recognize individual differences in needs and performance abilities. They work to set up effective communication with individuals, listening closely

to whoever's talking. They practice "management by walking around," being easy to reach so employees can approach them when needed. They delegate some tasks to build employees' abilities and keep an eye on these tasks to offer more guidance and support when needed, without making employees feel watched.

3. Methodology

3.1. Population and Sample

We examined the entire workforce of 380 employees at the Sanitary Ceramics Company in El-Milia. Due to the difficulty of reaching the entire population, we opted for a sampling method and selected a convenience sample. We distributed 100 questionnaires among the company's employees, receiving 94 completed responses. Upon review, 4 questionnaires were discarded due to incomplete responses, resulting in 90 valid questionnaires for our statistical analysis.

3.2. Study Tool

We utilized a questionnaire as our primary data collection method for our sample group. This questionnaire was developed based on previous studies related to our research topic. It consisted of two main sections. The first section focused on gathering demographic and professional information about our sample group, including gender, age, education level, work experience, and job title. The second section aimed to measure the extent to which participants employed transformational leadership dimensions. This section comprised 22 statements, distributed across the key components of transformational leadership: 6 statements on idealized influence, 5 on inspirational motivation, 6 on individualized consideration, and 5 on intellectual stimulation.

Our questionnaire was designed using the scale developed by Rensis Likert in 1932, as outlined in Table 1.

Table 1. Weighting Coefficients of the Study Instrument According to the Five-Point Likert Scale

Response	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Score	01	02	03	04	05

Source: Prepared by the researchers based on (Levine & Parkinson, 1994, p. 368)

To determine the length of each interval in our five-point Likert scale, we performed a series of calculations. First, we identified the range between the highest and lowest scores, resulting in a range of 4 ($5-1=4$). We then divided this range by the number of scale degrees, yielding an interval length of 0.8 ($4\div5=0.8$). Subsequently, we added this interval length to the lowest scale value (1) to establish the upper limit of the first category, which is 1.80 ($1+0.80=1.80$). Table 2 provides a detailed breakdown of the Likert scale categories and their corresponding meanings.

Table 2. Length of Five-Point Likert Scale Categories and Their Interpretations

Category Number	Response	Weight	Category Length	Level of Agreement
01	Strongly Disagree	1	From 1 to 1.80	Very Low
02	Disagree	2	From 1.80 to 2.60	Low
03	Neutral	3	From 2.60 to 3.40	Moderate
04	Agree	4	From 3.40 to 4.20	High
05	Strongly Agree	5	From 4.20 to 5.00	Very High

Source: Prepared by the researchers based on the five-point Likert scale.

3.3. Checking the quality of the study data

To ensure our study data is high-quality and ready for statistical analysis, we ran these tests:

3.3.1. Testing the Study Tool's Validity: To ensure the accuracy of our study instrument, we employed internal consistency validity. This method assesses the degree to which each question in our survey aligns with its respective section. We evaluated this by calculating the Pearson correlation coefficient between each question's score and the total score of its section, as well as between each section's total score and the total score of its parent section. According to Syed, Gary W, Mark, and Enid (1999, p. 30), our survey is considered structurally valid when these correlation coefficients exceed 0.35.

Table 3. Pearson Correlation Coefficients Between Each Question and Its Section

Variables	Question Number	Correlation Coefficient	Variables	Question Number	Correlation Coefficient
Idealized Influence	01	0.854**	Individualized Consideration	12	0.842**
	02	0.797**		13	0.820**
	03	0.919**		14	0.877**
	04	0.828**		15	0.923**
	05	0.891**		16	0.894**
	06	0.860**		17	0.815**
Inspirational Motivation	07	0.933**	Intellectual Stimulation	18	0.893**
	08	0.899**		19	0.938**
	09	0.915**		20	0.888**
	10	0.907**		21	0.892**
	11	0.888**		22	0.851**
** Statistically significant at the 0.01 level					

Source: Prepared by the researchers using SPSS

Table 3 shows that the significance level ($\text{sig} = 0.000 \leq 0.01$), indicating a statistically significant correlation between each question and its section. Plus, the correlation coefficient values ranged between 0.797 and 0.938, which are way higher than 0.35, suggesting a positive and strong correlation between each question and its section.

3.3.2. Study Tool's Reliability: The reliability of our study instrument refers to the consistency and stability of the results, indicating the degree to which the outcomes would remain consistent if the survey were administered to the same group multiple times over specific periods. This reliability is assessed by calculating Cronbach's alpha coefficient. According to Daud, Khidzir, Ismail, and Abdullah (2018, p. 1030), a survey is considered reliable if Cronbach's alpha exceeds 0.60.

Table 4. Survey's Reliability Coefficients

Study Variables		Number of Questions	Cronbach's Alpha Coefficient
Transformational Leadership	Idealized Influence	6	0.929
	Inspirational Motivation	5	0.947

	Individualized Consideration	6	0.930
	Intellectual Stimulation	5	0.936
Overall Survey		22	0.977

Source: Prepared by the researchers based on SPSS outputs.

Table (4) demonstrates that all coefficients exhibit high values, ranging from 0.929 to 0.947, significantly exceeding the minimum threshold of 0.60 for Cronbach's alpha. The overall reliability coefficient of our survey was 0.977, indicating an exceptionally high level of reliability. This suggests that the results produced by our study instrument are likely to be highly robust.

4. Study Results and Testing Hypotheses

4.1. Results Regarding the Description of the Study Sample

We broke down our study group by personal and work-related factors, as shown in Table (5).

Table 5. Personal and Work-Related Details of the Study Group

Factor	Categories	Number	Percentage %
Gender	Male	68	75.55
	Female	22	24.45
	Total	90	100
Age	Under 30	9	10
	30 to under 40	39	43.34
	40 to under 50	32	35.55
	50 and up	10	11.11
	Total	90	100
Education Level	High school or less	13	14.45
	Higher tech ed	19	21.11
	College	56	62.22
	Post-grad	2	2.22
	Total	90	100
Work Experience	Less than 5 years	21	23.34
	5 to under 10	34	37.78

	years		
	10 years and up	35	38.88
	Total	90	100
Job Title	Execs	23	25.55
	Supervisors	25	27.78
	Floor staff	42	46.67
	Total	90	100

Source: Prepared by the researchers based on SPSS outputs.

Examining the table above, we observe that the majority of our study group consists of males, comprising 75.55% of the total. This distribution aligns with the physical demands of work in the sanitary ceramics company. Additionally, approximately half of the group is under 40 years old, representing 48% of the total. This indicates a preference for employing younger workers while still valuing experienced professionals.

In terms of educational attainment, the majority of the group holds college degrees, suggesting that the company prioritizes hiring well-educated individuals. Regarding work experience, most of the group has over five years of experience, accounting for 69% of the total. This reflects the company's efforts to retain talent by providing a conducive work environment.

Finally, the group is distributed across all job levels-executives, supervisors, and floor staff-in relatively similar proportions.

4.2. Results for Transformational Leadership Dimensions:

4.2.1. Results Pertaining to the Idealized Influence dimension:

The subsequent table elucidates the results obtained

Table 6. Mean and Standard Deviation for the Idealized Influence Statements

Number	Statement	Mean	Standard Deviation	Level of Agreement	Ranking
01	My supervisor shows high ethical standards	3.308	0.987	Medium	01
02	My supervisor doesn't use power for personal gain	3.205	0.934	Medium	02
03	My supervisors act in a way that makes me respect them more.	3.073	0.872	Medium	03

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04	My supervisor puts team interests personal ones.	2.970	1.105	Medium	06
05	My supervisor cares about want and need.	3.000	1.005	Medium	05
06	My supervisor can convince me to get more fired up about work.	3.014	0.897	Medium	04

Source: Prepared by the researchers based on SPSS outputs.

Examining Table (6), we observe considerable consensus among our study participants regarding the idealized influence statements. This is reflected in the mean scores for these statements, which range from 2.970 to 3.308. These averages fall within the third category of our five-point Likert scale (2.60 to 3.40), indicating a general agreement.

4.2.2. Results for the Inspirational Motivation dimension:

The subsequent table elucidates the results obtained

Table 7. Mean and Standard Deviation for Inspirational Motivation Statements

Number	Statement	Mean	Standard Deviation	Level of Agreement	Ranking
07	My supervisor works to build team spirit among employees.	3.014	0.789	Medium	01
08	My supervisor talks enthusiastically about tasks and duties to be done.	3.000	0.890	Medium	02
09	My supervisor makes me feel my work matters.	2.970	1.076	Medium	03
10	My supervisor pushes for solving problems in fresh ways.	2.926	0.929	Medium	04
11	My supervisor cares about motivating employees morally to hit company goals.	2.911	1.007	Medium	05

Source: Prepared by the researchers based on SPSS outputs.

Examining Table 7, we observe considerable consensus among our study group regarding the inspirational motivation component. This is reflected in the mean scores for these statements, which range from 3.014 to 2.911.

These averages fall within the third category of our five-point Likert scale (2.60 to 3.40), indicating a moderate level of agreement.

4.2.3. Results for the Individualized Consideration Dimension

The subsequent table elucidates the results obtained

Table 8. Mean and Standard Deviation for the Individualized Consideration Statements

Number	Statement	Mean	Standard Deviation	Level of Agreement	Ranking
12	My supervisor endeavors to comprehend each subordinate's desires and needs.	2.720	0.912	Medium	05
13	My supervisor interacts with me in a manner tailored to my preferences.	2.970	0.953	Medium	02
14	My supervisor demonstrates particular concern for employees who do not receive peer acceptance.	2.823	0.872	Medium	04
15	My supervisor expresses appreciation for high-performing employees.	3.073	0.839	Medium	01
16	My supervisor devotes personal attention to employees with special abilities.	2.882	1.004	Medium	03
17	My supervisor considers individual differences among subordinates when addressing their desires.	3.073	1.056	Medium	01

Source: Prepared by the researchers based on SPSS outputs.

Through the results presented in Table (8), we observe a significant agreement among the study sample regarding the individualized consideration dimension. This is evidenced by the mean scores for the statements in this dimension, where the means ranged between 2.720 and 3.073. These averages belong to the third category of the five-point Likert scale (2.60 to 3.40), indicating that the study sample confirms a moderate practice of the individualized consideration dimension.

4.2.4. Results Related to the Intellectual Stimulation Dimension

The subsequent table elucidates the results obtained

Table 9. Mean and Standard Deviation for the Intellectual Stimulation Statements

Number	Statement	Mean	Standard Deviation	Level of Agreement	Ranking
18	My supervisor encourages subordinates to be creative and innovative in their work.	2.808	1.056	Medium	04
19	My supervisor encourages employees to participate in the decision-making process.	2.705	0.916	Medium	05
20	My supervisor proposes novel ways of performing required tasks.	2.955	0.831	Medium	02
21	My supervisor characterizes the problems facing the company as surmountable obstacles.	3.000	1.067	Medium	01
22	My supervisor refrains from criticizing me when I fail to perform my work as required, viewing it as a valuable practical experience.	2.926	1.120	Medium	03

Source: Prepared by the researchers based on SPSS outputs.

Through the results presented in Table (9), we observe a significant agreement among the study sample regarding the intellectual stimulation dimension. This is evidenced by the mean scores for the statements in this dimension, where all statements had moderate agreement, with means ranging between 2.705 and 3.000. These averages belong to the third category of the five-point Likert scale (2.60 to 3.40), indicating that the study sample confirms a moderate practice of the intellectual stimulation dimension.

4.3. Testing the Study Hypotheses

To assess the study hypotheses, the researchers calculated the arithmetic mean for each dimension of transformational leadership, as well as the overall arithmetic mean. The results obtained are presented in Table 10.

Table 10. Results of Testing the Study Hypotheses

Variable	Arithmetic Mean	Standard Deviation	Level of Agreement	Ranking
Idealized Influence	3.095	0.934	Medium	01
Inspirational Motivation	2.964	0.862	Medium	02
Individualized Consideration	2.924	0.974	Medium	03
Intellectual Stimulation	2.879	0.895	Medium	04
Transformational Leadership	2.969	1.007	Medium	-

Source: Prepared by the researchers based on the outputs of the SPSS program.

From the results shown in the table above, the following can be concluded:

4.3.1. Main Hypothesis:

- The overall arithmetic mean for transformational leadership is 2.969, which indicates a medium level of transformational leadership practice. therefore, the main hypothesis is accepted: "There is a moderate level of practicing the transformational leadership style at the Sanitary Ceramics Company in El-Milia from the perspective of our study participants."

4.3.2. Sub-Hypotheses:

- The first sub-hypothesis is accepted: "There is a moderate level of practicing the idealized influence dimension at the Sanitary Ceramics Company in El-Milia, as perceived by our study participants." (the Arithmetic mean is 3.095, which indicates a medium level of practice of the idealized influence dimension).

- The second sub-hypothesis is accepted: "There is a moderate level of practicing the inspirational motivation dimension at the Sanitary Ceramics Company in El-Milia, according to our study participants." (The arithmetic mean is 2.964, which indicates a medium level of practice of the inspirational motivation dimension).

- The third sub-hypothesis is accepted: "There is a moderate level of practicing the individualized consideration dimension at the Sanitary Ceramics Company in El-Milia, from the viewpoint of our study

participants." (The arithmetic mean is 2.924, which indicates a medium level of practice of the individualized consideration dimension.

- the fourth sub-hypothesis is accepted: "There is a moderate level of practicing the intellectual stimulation dimension at the Sanitary Ceramics Company in El-Milia, as reported by our study participants." (the arithmetic mean is 2.879, which indicates a medium level of practice of the intellectual stimulation dimension).

5. Discussion

The research conducted at the Sanitary Ceramics Company in El-Milia, Jijel, has yielded significant insights into the practice of transformational leadership within the company. This study's environment, being a production-oriented firm in Algeria, provides a unique backdrop that influences the leadership dynamics observed.

5.1. Research Environment

In the context of the Sanitary Ceramics Company, the industrial and cultural setting plays a crucial role. Algerian companies, particularly in manufacturing, often face challenges related to hierarchical organizational structures and traditional leadership styles. This context may explain the moderate levels of transformational leadership practices found in this study. The company's operational environment, characterized by its focus on production efficiency and adherence to established procedures, may limit the flexibility required for transformational leadership to thrive fully.

5.2. Comparison with Previous Studies:

Comparing these findings with previous studies on transformational leadership reveals several interesting points. For instance, studies conducted in different sectors, such as education and healthcare, often report higher levels of transformational leadership. These sectors typically emphasize innovation, employee development, and a participative management style, which are conducive to transformational leadership.

5.2.1. Inspirational Motivation: The moderate agreement observed in the dimension of inspirational motivation aligns with the findings of Bass (1985), who highlighted that industrial settings might face challenges in achieving high inspirational motivation due to rigid structures and a focus on operational efficiency. This finding is also consistent with Avolio and

Bass (1994), who noted that transformational leadership is more effectively implemented in environments that encourage creativity and innovation.

5.2.2. Individualized Consideration: The study's findings of moderate levels of individualized consideration reflect the constraints of the industrial environment where personalized attention to employee development may be less emphasized compared to more service-oriented sectors. This contrasts with the findings of Kirkpatrick and Locke (1996), who found higher levels of individualized consideration in sectors with a strong emphasis on human capital development.

5.2.3. Intellectual Stimulation: The moderate practice of intellectual stimulation in this study is lower than what has been reported in studies conducted in more dynamic and knowledge-intensive industries (Tucker & Russell, 2004). The nature of work at the Sanitary Ceramics Company, which may involve routine tasks, could limit opportunities for intellectual stimulation compared to more dynamic fields.

7. CONCLUSION

This research paper aimed to investigate the implementation of transformational leadership practices within Algerian companies. Specifically, the field study was conducted at the Sanitary Ceramics Company in El-Milia, located in Jijel Province. The findings indicate a moderate implementation of transformational leadership, consistent with other industrial settings but lower compared to more innovative sectors. These results underscore the importance of contextual factors in shaping leadership practices and highlight the potential benefits of fostering a more supportive environment for transformational leadership within industrial contexts. Future research could further explore these dynamics across different cultural and organizational settings to develop a more nuanced understanding of transformational leadership in diverse environments.

Based on the results obtained, the following recommendations are proposed:

- Encourage current leaders to adopt transformational leadership practices more extensively.

- Organize training programs for company executives focusing on the technical competencies associated with transformational leadership.
- Leaders should cultivate positive relationships with their employees and actively seek their opinions and suggestions.
- It is essential to promote innovation and creative thinking within the company.
- Foster open and transparent communication between leaders and employees to build trust and reinforce transformational leadership practices.

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