

THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP STYLE AND ORGANIZATIONAL LEARNING: THE MEDIATING EFFECT OF THE ORGANIZATIONAL CAREER GROWTH OF THE ACADEMICS OF THE UNIVERSITY OF DJIBOUTI

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Abstract---*The aim of this study is to increase the quality of education provided by the academics of the University of Djibouti. The study suggests that this objective can be achieved through the relationship between transformational style, organizational career growth, and organizational learning of academics of the University of Djibouti. Transformational leadership theory was conceptualized using Bass (1985) model, affective commitment developed by Allen and Mayer (1991), and organizational learning developed by Huber (1991). The sample of the study consists of 198 out of 255 of total population of the academics of the University of Djibouti. A quantitative approach was deployed in the study. The data was analyzed through descriptive and inferential statistics. In testing hypothesis correlation, multiple and hierarchical regressions were applied. The result of the survey revealed that transformational leadership style and organizational learning are significant and positively related, and that transformational leadership style is related to organizational career growth significantly as well. Moreover, the results showed that organizational career growth partially mediates the relationship between transformational leadership style and organizational learning. Based on the result of the study, it is recommended the establishment of transformational leadership style as a means of developing the quality of the education of the University. Nevertheless, it was acknowledged that the implementation of organizational learning increases the accumulation of knowledge of the academics in sharing their knowledge. Furthermore, the addition of mediating effect of organizational career growth in the relationship between transformational leadership style and organizational learning would improve the quality of education in the University of Djibouti.*

Keyword---*Transformational Leadership Style, Organizational Learning, Organizational Career Growth*

I. INTRODUCTION

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Organizational learning leads to the increase of the accumulation of knowledge with condition of drawing knowledge from various sources and sharing among academics which evidently guide to the creation of new knowledge (Nataša, 2019). Moreover, Tran and Pham (2019) stated that including academics in decision-making in higher education, which part of team working of organizational learning, allows both administrators and academics to increase their knowledge, and enhance the quality of their performance through sharing information in the Higher Education Institutes. However, Abazeed (2018) revealed that transformational leadership style is considered as the sole leadership that assists to raise the degree of success and self-improvement while promoting the progress of teams and organizations. As a consequence, Patnaik et al., (2013) reported that its relatively new to examine the relationship of organizational learning and leadership, and precisely, it is rarely examined with the association of higher education. Furthermore, Khalifa and Ayoubi (2015) recommended that further studies should be conducted on leading academics staff which are different to administration staff.

II. LITERATURE REVIEW

Transformational Leadership Style

Burns (1978) believes that a leader's ultimate role is social change. However, he focuses largely on ideological leadership, including the degree to which a leader makes his appeal as an idol and hero which serves his purpose and those of the followers (P.252)". However, Bass (2008) stated that transformational leaders convince followers to rise above their self-interest for the sake of an organization. It inspires staff with intangible reward attributes like (a) individual growth, (b) enhanced self-value, and (c) professional growth (Keskes, 2014). Transformational leadership develops organizational performance (Trmal, Bustamam, & Mohamed, 2015). Transformational leadership style can be defined as a leader with great vision and one who influences the employees to achieve the most important goals of an organization (Osisiogu, 2017). Transformational leadership helps followers to become self-motivated in the task that they are expected to accomplish in their professional life (Bass, 1985).

This theory uses higher ideals and moral values to make followers reach a certain level of self-motivation (Achua & Lussier, 2013). This is a unique theory in which followers increase their performance out of loyalty and respect for their job (Bowerman & Waret, 2011). Transformational leadership style encompasses four components namely idealize influence, individual consideration, intellectual stimulation, and inspirational motivation.

Transformational Leadership Style and Organizational Learning

There are intensive researches conducted about the impact of the leadership as one of the influential factors in innovation and learning due to its the facilitating characteristic in introducing new ideas, specifying objectives, and motivating the employees' innovation initiatives (Darwish, Zeng, Zadeh, and Haak-Saheem, 2018). Furthermore, transformational leaders embrace good communication skills, and trust worthy spirit which allows cooperation in sharing knowledge and increasing the accumulation of Knowledge of the academics as well (Senge, 1990). Moreover, one of the most vital criteria of transformational leadership style is the speed up of the progress of agenda of the organizations, countries, and motivating of the change as well (Haak-Saheem & Festing, 2018). Literature review related to transformational leadership style noted the impact of transformational leadership style on the followers' performance through influencing their self-identity, self-development, self-efficacy, self-esteem, and self-persistence at different stages (Awamleh, Evans, & Mahate, 2005).

Therefore, organizations enlarged their view of individual perception and yearning for the developing of the skills and the capacity of the leaders to increase the opportunity of development for each employee (Zacher, Pearce, Rooney, & McKenna, 2014). Furthermore, Anjali and Anand (2015) asserted that the intellectual enhancement of youth lead to the increase of the commitment to the society and organization in general. Accordingly, the following hypothesis is generated to investigate the relationship between transformational leadership style and organizational learning of the academics of the University of Djibouti:

H1: There is a statistically significant relationship between transformational leadership styles and organizational learning.

The Relationship between Transformational Leadership Style and Organizational Career Growth

Transformational leadership style turned to be indispensable nowadays for its crucial influence on the employees to achieve their best, to improve their skills, and to enhance their intellectual levels (Alqatawenh, 2018). Moreover, Kirkan (2011) indicated that transformational leadership style is the kind of the leadership in which leaders intend to change the current condition of the organizations through inspiration, persuasion, the enjoyment of the accomplishment, and the presentation of the vision of the organization in a clear and vivid way. Furthermore, Transformational leadership style is a unique in supporting, encouraging the productivity innovation of the employees' (Bushra, Ahmad, & Naveed, 2011). Besides, AL-Hussani (2007) reported that transformational leadership style positively influenced the employees' job satisfaction. Nevertheless, Hamidifar (2009) concluded a research about the Islamic Azad University in Tehran that transformational leadership style positively exhibited job satisfaction of employees. In other words, Hamidifar (2009) emphasized that job satisfaction was explained by a transformational leadership style more than any other leadership style. Thus, the current study sought to investigate the following hypothesis:

H2: There is a significant positive relationship between transformational leadership style and organizational career growth.

The Relationship between Organizational Career Growth and Organizational Learning

Organizational career growth offers a good package of career growth opportunity for the employees to strengthen the accountability between employee and employer (Tsui, Pearce, Porter, & Tripoli, 1997) and this investment leads to the enhancement of the commitment and reduces the turnover (Chen et al., 2016; Weng & McElroy, 2012; Weng et al., 2010). Moreover, Organizational career growth is a two edged factor which combines the employees' perception as an individual and the organizational motivation action (Weng et al. 2010). Ko and Kang (2019) revealed that leadership style and organizational climate positive related to employees' behaviors in the institutions of food service in the schools. Ko and Kang (2019) also found out that transactional and transformational leadership styles correlate significantly with the organizational climate. In addition to that their study manifested that the organizational climate influenced positively on employees' food safety and Hygiene. Ko and Knag (2019) argue that even though transformational leadership style and transactional leadership style influence positively, but the difference between the two variables is not clear. Moreover, the study confirmed the full mediation of the organizational climate in the relationship of transformational leadership style and employees' behavior. The difference between the current study and the study of Ko and Kang (2019) lies in the variables investigated and target population. Thus, the current study is consistent and necessity directed study. Accordingly, the following hypothesis is presented:

H3: *There is a statistically significant relationship between organizational career growth and organizational learning*

The Mediating Effect of Organizational Career Growth in the Relationship between Transformational Leadership Style and Organizational Learning

A great number of researchers acknowledged the vital role of transformational leadership style in enhancing the performance of the organizations (Kim, Park, and Kim, 2019). Moreover, Kim et al. (2019) confirmed the sequential mediating effect of workers' psychological safety and creativity. Furthermore, Abdul and Ghazali (2019) stated that the influence of transformational leadership style on employees' commitment has been supported by many researchers. However, Abdul and Ghazali (2019) stressed that previous studies findings showed contradicting results. Therefore, there is a need for further studies in the mediating effect of leadership studies to fill the gap. For this reason, this study is released to investigate the influence of the mediating effect of organizational career growth in the relationship between transformational leadership style and organizational learning.

Furthermore, Abdul and Ghazali (2019) conducted a review study titled "The Mediating Role of Intrinsic Motivation between Transformational Leadership style and Creativity". Abdul and Ghazali (2019) stated that the impact of transformational leadership style on employees' commitment has been supported by many researchers. However, Abdul and Ghazali (2019) mentioned that previous studies findings were contradicting in their results. This implies that there is a need for further studies in the area to fill the gap. For this reason, this study is released to investigate the influence of the mediating effect of organizational career growth in the relationship between transformational leadership style and organizational learning. For this reason, the current study sought to examine;

H4: *Organizational career growth is a statistically significant mediator in the relationship between transformational leadership styles and organizational learning.*

Theoretical Framework

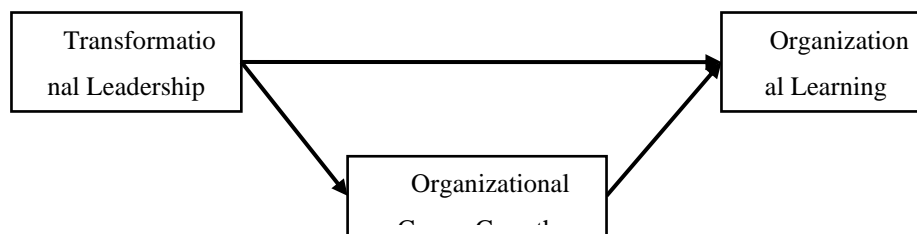


Figure 2.1: Theoretical Framework

III. RESEARCH METHODOLOGY

Measurement

The instrument used in this study transformational leadership style was called a Multifactor Leadership Questionnaire. It was developed by Bass and Avolio (2004) and consisted of 20 items. On the other hand, career growth was measured by an organizational career growth questionnaire developed by Weng and Hu (2010) which consisted of 15 items. Table 3:2 describes and summarizes the variable of the current study. The variables of the study were a transformational leadership style and affective commitment as independent variables, while career growth was the mediator, and organizational learning was the dependent variable of the study.

Data Resources

Survey method and non-contrived setting was selected as research design to gather and to save time, energy, and at the same time to minimize researchers influence on the respondents. Self-administered questionnaires were distributed for the data collection. The study's time framework is Cross-sectional. The target population of the study was the academics of the University of Djibouti. The number of questionnaires distributed were 250 but 210 were collected. However, the rest of the questionnaires, some of them were not returned at all, while others were inappropriately completed, whereas some others, surprisingly, had missing pages. After cleaning and preparing data a sample 198 questionnaires were ready for analysis. In regard to sampling, according to the table of Krejcie and Morgan (1970) indicates for a population of 256 the sample size is 162. Fortunately, the sample of 198 was ready for analysis which well ahead of 162 of the Kregice and Morgan (1970).

Table 3.1 Response Rate Table

	Questionnaire	Valid %	Valid Responses
Distributed / Collected	250/210	84%	210
Data Cleaning	12/210	94%	198
Valid Questionnaires	198/250	79.2%	198

Analysis

Table 3.2 shows the distribution of mean, standard deviation, Cronbach Alpha, and correlation analysis.

Table 3.2: Analysis Results

Variables	N	Mean	S.D	α	OL	TFL	OCG	AC
OL	198	2.6961	0.79927	0.910	0.279**	1		
TFL	198	3.0506	0.63059	0.700	0.507**		1	
OCG	198	2.7560	0.72183	0.910	0.212**	0.250**		
AC	198	3.3522	0.82932	0.954	0.003**	0.313**	0.296**	1

The table 3.2 illustrated that among the constructs of the study, the strongest correlation coefficient existed between organizational learning and career growth which was significant $r=0.507$; $p<0.01$; and a strong relationship. The second relationship in strength can be considered that of organizational learning was significantly related to affective commitment at $r= 0.313^{**}$; $p<0.01$; and a moderate relationship. Slightly less strong than the previous one was the relationship between affective commitment and career growth which was significant at $r=0.296^{**}$; $p<0.01$; and it can be classified as a moderate relationship. A transformational leadership style was positively related with organizational leaning at $r= 0.279^{**}$; $p<0.01$. The table showed that career growth was positively related to a transformational leadership style $r=0.250^{**}$, while affective commitment was positively related to career growth at $r=0.212^{**}$. In conclusion, Table 4.15 showed that all the variables of the study were significantly and positively related.

Table 3.3: Mediating Results of OCG on TFL and OL

IV	DV	Equ	B	SE B	B	T value	Sig	R ²
TF L	OL	C	0.28 6	0.091	0.226	3.145	0.002	0.093
TF L	OCG	A	0.18 7	0.081	0.164	2.314	0.022	0.117
OC G	OL	B	0.56 2	0.068	0.507	8.245	0.000	0.258
OC G	IV+D V	D	0.19 1	0.082	0.151	2.319	0.021	0.273

Regression Analysis Details:

Equation C: $IV + DV \rightarrow c$

Equation A: $IV + Me (DV) \rightarrow a$

Equation B: $Me (IV) + DV \rightarrow b$

Equation D: $Me (IV) + IV + DV \rightarrow d$

Equation C

The outcome of a multiple regression analysis of the relationship between a transformational leadership style and organizational learning is presented in the table 3.2 equation C, which showed that R^2 for the analysis of this model was 0.093. This means that 9.3% of organizational learning can be explained by a transformational leadership style. The result is low, but the result of the coefficient table 3.2 equation C shows that the relationship between transformational leadership style and organizational learning is significant at ($\beta= 0.226$; $p<.001$). This result indicates an increase of one unit of a transformational leadership style will result in 26% of an increase in organizational learning. The result shows that transformational leadership style is significant and positively related to organizational learning. This result supports H1, which indicated that transformational leadership style is significantly related to organizational commitment.

Equation A

A multiple regression analysis was adopted to describe the relationship between a transformational leadership style and organizational career growth. The equation A of table 2.3 depicted that the total variance explained by the model in the relationship between transformational leadership style and organizational career growth was $R^2=0.117$. This implies that 12% of the variance in organizational learning was introduced by this model. The relationship between transformational leadership style and career growth development were found to be significant and positively related. The equation A of table 2.3 illustrated the regression model ($\beta=0.0.164$; $p=0.000$). This result showed that the model was statistically significant. It also illustrates that one unit increases of transformational leadership style resulted in increase of 16 % of organizational career growth. Accordingly, the hypothesis H4 which was that a transformational leadership style significantly and positively related to organizational career growth, was confirmed by this model.

Equation B

The mediating variable organizational career growth in this study and the dependent variable organizational learning, was analyzed in a regression analysis. Table 2.3 of equation B illustrated that the result of R^2 of this model was 0.258, which indicates that 26% of organizational learning of variances were explained by organizational career growth. Table 2.3 of equation B showed that the model consistently resulted that organizational career growth significantly and positively related to organizational learning according to the coefficient analysis which showed ($\beta=0.507$; $p=0.000$). This indicated that an increase in one unit of organizational career growth led to the increase of 51% in organizational learning. Thus, the following hypothesis H3, which suggested that organizational career growth significantly and positively related to organizational learning was supported.

Equation D

It's worth mentioning that the mediating effect can be considered valid if it satisfies the following conditions according to Baron and Kenny (1986). First, the IVs should be significantly related to the DV. In this case, Table 3.2 in equation C showed that the showed that transformational leadership was significantly positive related to organizational learning of academics of the University of Djibouti $p=0.002$ at level ($p<0.05$). As a consequence, the mediating effect of organizational career growth can be investigated. Table 3.2 in equation D of the hierarchical multiple regression of mediating analysis showed that the path of coefficients of the mediating model of career growth development was almost 7.013. Based on that, the t-statistic is greater than the significant level of 1.96. As a result, the mediating effect was significant at $p<0.05$. The mediating effect of organizational career growth was valid and when the mediating effect of organizational career growth was added in model 2, the R^2 increased and reached 0.27, explaining that 27% of the variance in predicting a mediation effect was indicated in this model. This result indicated that organizational career growth as a mediator positively influenced the relationship between a transformational leadership style and organizational learning ($\beta=0.226$; $p=0.000$). The type of mediating effect of this equation was partial mediation as transformational leadership style was still significant at $p=0.021$ in the second model while the mediating variable was significant ($\beta=0.151$; $P<0.000$).

IV. DISCUSSION

The Direct Relationship between Transformational Leadership Style and Organizational Learning

This study examined the direct relationship between a transformational leadership style and organizational learning of academics of the University of Djibouti. The hypotheses labeled (H1) was deduced from the objective of the study. A multiple regression analysis was deployed to investigate this hypothesis. The result of the analysis asserted the significance and the positive relationship between transformational leadership style and organizational learning. This means that the

increase of transformational leadership style practice by the management of the academic staff would lead to the increase the implementation of organizational learning in the University of Djibouti. This finding indicates that the application of a transformational leadership style which includes idealized influence, inspirational motivation, intellectual stimulation, and individual consideration with academics would enhance the pursuit of organizational learning. This fact will lead academics to feel that the leadership of the University embodies the main values and principles of the university, encourages them to develop professionally, enhance performance of team working, and consider the distinctiveness of each academic in terms of skill that he/she needs to obtain, moral support and prevent excessiveness from inside and outside. As a consequence, the endowment of a transformation leadership will facilitate academics to engage in organizational learning which encompasses the internal and external of acquisition of knowledge, distribution and interpretation of knowledge, and finally in organizational memory. Similarly, Manshadi, Ebrahimi, and Abdi (2014) stressed that a transformational leadership style and organizational learning were related harmoniously.

In line with this, Pourkiyani, Pourshahabi and Farzan (2014) mentioned that a transformational leadership style was significantly and positively related to organizational learning and also stressed that the development of the ability to learn for organizations becomes necessary as a result of a highly competitive and changing environment. Moreover, continuous learning process allows organizations to succeed in this challenging world. As a consequence, Pourkiyani, et al. (2014) suggested that organizations should set up organization learning which permits team working, planning and knowledge development among employees.

However, there are other studies which indicate that there is not a relationship between transformational leadership style and organizational learning. Khalifa and Ayoubi (2015) stated that only one factor of transformational leadership style, namely inspirational motivation, proved to be significantly related to organizational learning, while the other three other variables, namely idealized influence, inspirational motivation, and individual consideration, were insignificant with organizational learning.

Direct Relationship between Transformational Leadership Style and Organizational Career Growth

The direct relationship between a transformational leadership style and career growth progress was examined. In the investigation of this direct link, a hypothesis was generated and coded as H3. The result revealed that there was a direct relationship between transformation leadership style and organizational career growth. Several analyses were conducted such as a correlation and multiple regression analysis to test the hypotheses. The analyses proved the existence of positive significant relationship and confirmed the alternative hypotheses. This implies that the more the managers of the University of Djibouti increased the practice of a transformational leadership style, the more the organizational career growth executed by the academics of the university increased.

Emerald J. and Ilac (2018) introduced transformational leadership style as a sort of leadership that bears some fundamental features which establish a comprehensive understanding of public organizations such as universities and other public organizations, concluding that transformational leaders do not handle management issues but are agent of change. Haddad, Badran, and Daud (2018) launched a study titled "The Impact of Transformational Leadership Style on Employees' Job Satisfaction" in which they investigated the relationship between transformational leadership style and job satisfaction of employees. The study of Haddad et al, (2018) carries some resemblance and at the same time differences in regard to the current study. Both of the studies examined the influence of transformational leadership style as an indicator on a outcome related to a factor about employees production. Moreover, both of studies used quantitative research methodology and handed survey questionnaires to their respondents. Both of the studies analyzed data using simple and multiple regression analysis. In regard to their findings, Haddad et al, (2018) found out that transformational leadership style influenced the job

satisfaction of employees, but the result also showed insignificant impact of transformation leadership style in patterns related to the demographics of software development companies' employees. However, the current study revealed that transformational leadership style influenced significantly organizational career growth of the academics of the University of Djibouti.

Even though these studies were not directly about the direct relationship between a transformational leadership style and organizational career growth, but they are the closest studies to the relationship between a transformational leadership style and organizational career growth. As a result of the scarcity of studies related to the role of a transformational leadership style at a higher education which was highlighted in the literature review. Hence, there were no previous studies that confirmed or contradicted this relationship. As a consequence, this finding can be considered as a contribution to the body of knowledge both in terms of relationship, the results, and the lack of previous studies.

Finally, the target which was related to the investigation of the relationship between transformational leadership style and organizational career growth was attained. The question which was related to the objective was answered in that there is a significant positive relationship between transformational leadership style and organizational career growth.

Direct Relationship between Organizational Career Growth and Organizational Learning

The direct significant and positive relationship between organizational career growth and organizational learning was assumed in H5. This relationship was examined using a simple regression. The result showed that organizational career growth significantly and positively influenced organizational learning. This result indicated an increase in organizational career growth would lead to an increase in organizational learning. This finding affirmed that organizational career growth is a predictor of organizational learning. The result can be better understood when the focus shifts to the concept of organizational career growth which includes all the motivational and professional factors that influence academics to accomplish tasks namely, professional development, personal goal attainment, promotion, and remuneration.

This means that the implementation of organizational career growth in the University of Djibouti would make the practice of organizational learning possible, as the latter demands a lot of energy and effort. The result of this relationship does not confirm or contradict any prior studies. The limitation of the studies related to the organizational learning in the field of higher education was mentioned in the literature. Thus, this result can be considered as new contribution to the body of knowledge and a gap to be examined for future studies.

Related studies to the concept of organizational career growth and organizational learning were not found in existing literature. However, Lau, Lee, and Chung, (2019) launched an article titled "A collective organizational learning model for organizational development" and proposed that well organized traditional in-house organizational learning is not any more effective for the enormous challenges overcome its implementation while unstructured and collective organizational learning conditioned in a learning atmosphere grant formal and informal of knowledge production. The study of Lau et al. (2019) and the current study bear resemblance in that both investigate organizational learning and organizational development, apart from difference in the direction of the relationship. In respect of research methodology, Lau et al. (2019) deployed qualitative research method while the current study utilized quantitative research methodology. The study of Lau et al. (2019) proposed a model which reinforces the existing model, whereas the current study suggests a new contribution to the body of knowledge in confirming positive relationship between organizational career growth and organizational learning.

Chatterjee, Pereira, and Sarkar (2018) reported in an article titled "Learning transfer system inventory (LTSI) and knowledge creation in organizations" numerous researches are undertaken in the area of knowledge development as a consequence Socialization Externalization Combination Internalization (SECI) system was implemented and many countries introduced Learning Transfer System Inventory (LTSI). The study of Chatterjee et al. (2018) aimed at describing

the theories underpinning LTSI, SECI, and LTSI in knowledge enhancement while the current study focused the relationship between transformational leadership style, affective commitment, organizational career growth, and organizational learning in increasing the quality of education provided by the academics of the University of Djibouti. Chatterjee et al., (2018) presented a complete literature review of SECI, LTSI, and LTSI of the organizational learning. However, the current study used quantitative research methodology. In respect to the findings of the two studies, the study of Chatterjee et al. (2018) presented a theoretical framework integrates LTSI, SECI which would enable a comprehension of knowledge transfer in relation to explicit and implicit of knowledge in addition to the LTSI's impact in knowledge acquisition in knowledge creation. However, the current study confirmed the significant and positive relationship between organizational career growth and organizational learning.

As a result, the objective which was asserted to investigate the relationship between organizational career growth and organizational learning is accomplished. The question related to that objective is answered in that there is a significant relationship between organizational career growth and organizational learning.

Organizational Career Growth Mediates the Relationship Between Transformational Leadership Style, and Organizational Learning

This study sought to examine the alternative hypothesis labeled H6, stated that organizational career growth mediates the relationship between the transformational leadership style and organizational learning significantly. A hierarchical multiple regression was processed to investigate the mediation relationship and the results showed a partial mediating effect of career growth in the relationship between a transformational leadership style and organizational learning.

The reason why there was partial mediation of organizational career growth between a transformational leadership style and organizational learning of academics at the University of Djibouti may be due to the direct, significant and positive relationship between transformational leadership style and organizational learning. Furthermore, there were no prior nor current studies found related to the mediating effect of organizational career growth between transformational leadership style and organizational learning. For this reason, this result is a new contribution to the body of knowledge that generates another gap to be investigated for future studies in same or different contexts.

However, there are other studies in which the mediating effect was explored in leadership studies. Kim et al. (2019) mentioned in an article under the title "The effect of transformational leadership on team creativity: sequential mediating effect of employee's psychological safety and creativity" that a number of researchers recognized the importance of transformational leadership style to the influence of performance development of the organizations. The study of Kim et al. (2019) and the current study are similar in that both of the two studies investigated transformational leadership style in organizational performance development factors and the use of the mediator to further examine the relationship. Furthermore, both of the studies established quantitative research method but differ in that the study of Kim et al. (2019) deployed multi-level structural equation modeling while the current study used SPSS. In relation to the scope of studies the study of Kim et al. (2019) South Korea employee's firms while the current study used academics of the University of Djibouti. The findings of the both of the two studies confirmed the effectiveness of the mediating factor. The study of Kim et al. (2019) confirmed that leadership increase team productivity through sequential of mediator factors of employees individual-level psychology and creativity. However, the current study confirmed the significant of the mediating effect of organizational career growth in the relationship between transformational leadership style and organizational learning.

Jin and Song (2018) released in a study titled "The Effects of Leadership Styles of Team Leader on Organizational Performance: Focusing on the Mediating Effect of Team Work". The study of Jin and Song (2018) and current study are identical in that both carried out investigation of the mediating effect of a leadership style study and deployed quantitative

research methodology. Besides, both of the studies executed regression analysis to test the relationship. In relation to the findings, both studies supported the mediating effect, the study of Jin and Song (2018) confirmed the mediating effect of team work between leadership style of team work and organizational performance while the current study supported the mediating effect of organizational career growth between transformational leadership style and organizational learning.

As a consequence, the objective related to the mediating effect of organizational career growth in the relationship between transformational leadership style and organizational learning was confirmed. The question related to the objective was replied in that organizational career growth significantly mediates the relationship between transformational leadership style and organizational learning.

V. CONCLUSION

Even though organizational learning is important for organizational staff as it is indispensable for both in the improvement of their skill and increasing the integration between the employees. Nevertheless, the implementation of its practice in the universities is still at its infancy stage in the University of Djibouti. Thus, this study focused on the factors that put into effect this vital element of the process of the knowledge.

The objective of this study was to determine the relationship between a transformational leadership style, organizational career growth, and organizational learning. This study was based on a transformational leadership style, organizational commitment, and leader-member exchange theory. Therefore, theoretical model developed in relation to previous and current literature.

SPSS version 22 was used to analyze the data and the hypotheses tested that transformational leadership style, affective commitment, organizational career growth contributed to the establishment of organizational learning of academics at the university. Moreover, the mediating effects organizational career growth tested significantly as an independent variable, namely with transformational leadership style, and organizational learning. Indicating that organizational career growth partially mediates the relationship between a transformational leadership style and organizational learning.

As a consequence, the empirical findings of this thesis contributed in the body of the knowledge related to transformational leadership style, mediating role of organizational career growth, and organizational learning. The study also contributed to managerial practices by facilitating the implementation of organizational learning to enhance the acquisition, process, interpretation, and storing of knowledge in the University of Djibouti.

In conclusion, this study revealed a new empirical theoretical and managerial contribution to academic knowledge by integrating and relating the variables of transformational leadership style, organizational career growth, and organizational learning in a theoretical model with the transformational leadership style, leader-member exchange, and theories as the underpinning theories of the study.

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