



**Reality of Transformational Leadership
Practice among College Deans at
Northern Borders University
from a Staff Perspective**

Dr. Omier Yetaim Alenezi
Faculty of Education and Arts
Northern Border Univerisity

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Omier Yetaim Alenezi

**Faculty of Education and Arts, Northern Border Univerisity,
KSA.**

E-mail: Omer_210@hotmail.com

ABSTRACT

This research aimed to identify the status-quo of practicing transformational leadership among college deans at Northern Borders University from the faculty members' point of view. This research is based on an analytical descriptive approach; a questionnaire was used as the tool to collect data. The questionnaire comprised the four dimensions of transformational leadership; inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation. The tool validity and reliability were confirmed by suitable statistical methods. The population of the study included 590 individuals, representing the total number of staff college members at Northern Borders University in the Kingdom of Saudi Arabia. A total of 380 respondents completed the questionnaire which was sent out by e-mail (almost 64 per cent of the total number of staff members). After collecting the data and using the SPSS program to analyze it, the research concluded several results, the most important of which follow. Transformational leadership has been practiced to a high degree among college deans at Northern Borders University. Considering the dimensions, individuals considerations came in the first order regarding the practice among deans, followed by inspirational motivation, then idealized influence, and finally the dimension of intellectual stimulation. In the light of these research results, the researcher has made some further recommendations, including designing programs to train department heads, agents, and other academic leaders on modern types of leadership, especially transformational leadership.

Keywords: Leadership Practice, College Deans, Northern Borders University.

واقع ممارسة القيادة التحويلية لدى عمداء الكليات في جامعة الحدود الشمالية من وجهة نظر أعضاء هيئة التدريس

عمير يقيم العنزي

كلية التربية والآداب، جامعة الحدود الشمالية، المملكة العربية السعودية

البريد الإلكتروني: Omer_210@hotmail.com

مستخلص:

مدف البحث إلى التعرف على واقع ممارسة القيادة التحويلية لدى عمداء الكليات في جامعة الحدود الشمالية من وجهة نظر أعضاء هيئة التدريس. أعتد البحث على المنهج الوصفي التحليلي، كما تم استخدام الاستبيان كأداة لجمع البيانات، وتألّف الاستبيان من الأبعاد الأربعة للقيادة التحويلية: التحفيز الملهم، التأثير المثالي، الإحتياجات الفردية، والتحفيز الفكري. ولقد اشتمل مجتمع الدراسة على 590 فرداً يمثلون العدد الإجمالي لأعضاء هيئة التدريس بجامعة الحدود الشمالية بالمملكة العربية السعودية، وحيث بلغ عدد الإستجابات 380 مجيباً. يمثلون حوالي 7.64٪ من إجمالي عدد العينة. توصل البحث إلى عدة نتائج من أهمها ما يلي: ممارسة القيادة التحويلية بدرجة عالية بين عمداء الكليات في جامعة الحدود الشمالية؛ وبالنظر إلى الأبعاد، جاءت الإحتياجات الفردية في المرتبة الأولى، يليها التحفيز الملهم، ثم التأثير المثالي، وأخيراً التحفيز الفكري، وفي ضوء هذه النتائج البحثية، قدم الباحث بعض التوصيات منها تصميم برامج لتدريب القادة الأكاديميين على الأنواع الحديثة للقيادة، وخاصة القيادة التحويلية.

الكلمات المفتاحية: القيادة التحويلية، عمداء الكليات، جامعة الحدود الشمالية.

Introduction

Universities are the incubators for cadres and producers of competencies, as well as granting society with qualified graduates that are required for the labor market. To achieve pervious targets, leadership styles for these universities should be available in line with the requirements and needs of today's contemporary society. Universities are also the engines of economic growth, playing an essential role in education. For the next generation of scientists and engineers, universities are repositories of new knowledge. Academic members generate new knowledge and use it in research activities, disseminating it through teaching activities. The university community also participates in many service activities. Thus, the mission of universities in general is in teaching, research, and service (Jain, R., 2010). Universities face a constantly changing education market characterized by unpredictability and strong competition and must identify the best solutions to improve their performance. Basically, university performance can be evaluated using three key dimensions - teaching, research, and services. As a university registers better performance, it enrolls a larger number of students and can attract more funds from research. It can also become more involved with its service in the community.

One way by which a university can meet this challenge is leadership, especially transformational leadership. According to previous studies, transformational leadership has received a great deal of theoretical and empirical evidence (Avolio, 1999). Transformational leadership is one of the management concepts that emerged after the second half of the 1950s, receiving attention from management experts, especially when many organizations perceived the need to make essential changes in their performance method in order to encounter changes in the environment (Badaway, 2013, p88).

Transformational leadership serves to create and sustain a context for building human capacity by identifying and developing core values and unifying purpose, liberating human potential and generating increased capacity, developing leadership and effective followership, utilizing interaction-focused organizational design, and building interconnectedness (Hickman, 1997, p. 2).

The importance of transformational leadership has been widely discussed in management literature, which suggests that understanding its four dimensions is crucial for organizations hoping to increase their competitive advantage (Gheorghe,2012).



From reading previous literature, we find diversity in the level and reality of practicing transformational leadership among the leaders of different colleges at Saudi universities. Some studies have concluded a high degree of transformational leadership practice in Saudi universities (Madyan, 2012), whilst on the other hand, we find that some universities practice this to a lesser than expected degree, for example, as indicated by Al-Raqb (2017), academic leaders practice transformational leadership to a moderate degree.

Also, in light of the challenges and rapid changes in the Kingdom of Saudi Arabia, as represented by the Kingdom's Vision 2030 and the National Transformation Program 2020, Saudi universities are required to change and develop their methods of work, including leadership styles, with transformational leadership representing an important area in order to achieve their goals effectively (Al-Saleh, 2019). Hence, the current research was conducted in order to determine the reality of practicing this type of leadership.

Research Problem

There are several indicators that point to a presence of a deficiency in skills among university leaders which leads to poor management performance, which requires certain standards to practice university leadership and possess the skills relating to it in order to meet 21st Century challenges (Eid, 2020), that emphasizes the need to practice a special style of leadership in order to overcome these deficiencies. There is also a positive effect between the leader's practices based on his distinctive leadership skills and talent, and what employees feel about the level of organizational loyalty, the development of their organizational motivation, and its positive relationship to the dimensions of the organizational climate, and high morale, as proven by various studies (for example, Zenni, (2012); Al-Salmi, (1433 AH).

National and global trends have called for the application of the leadership style that raises the motivation, morale, and performance of university staff, such as the comprehensive development projects launched by the Ministry of Education in KSA, for example, the King Abdullah Project for the Development of Public Education, which requires educational leaders to have the ability to meet these challenges and undertake such huge tasks and great responsibilities. Moreover, the Northern Borders University (established in 2007), like other universities, seeks to implement many initiatives and projects in

order to achieve its various goals. Transformational leadership has emerged as the most suitable style to overcome all previous needs and challenges, as several studies have indicated the need for universities to apply transformational leadership and recommended the adoption of this leadership style among academic leaders because of its positive influence on both individuals and the organization (al-Jazi & Shukira, (2019), Assaf & Hussien (2019).

Based on the foregoing, and regarding the reality of practicing leadership at Northern Borders University (where the researcher is employed) , the researcher realized the importance of practicing transformational leadership among the leaders of Northern Borders University in order to meet the requirements of the modern era, as well as its effective role in providing an appropriate educational environment to achieve the desired progress and required changes, and the direct impact on the performance of workers and staff, thus the study problem focuses on determining the reality of practicing these style of leadership., The problem of the study has also emerged from seeking to answer the following questions:

- 1- What is meant by transformational leadership?
- 2- What is the reality of transformational leadership practicing among the college deans at Northern Borders University from the faculty members' point of view?

The second question branches to four sub-questions, according to the four dimensions of transformational leadership, as follows:

- a- What is the reality of transformational leadership practice regarding idealized influence, among college deans at Northern Borders University from the faculty members' point of view?
- b- What is the reality of transformational leadership practice regarding individualized consideration among college deans at Northern Borders University from the faculty members' point of view?
- c- What is the reality of transformational leadership practice regarding intellectual stimulation, among college deans at Northern Borders University from the faculty members' point of view?
- d- What is the reality of transformational leadership practice regarding inspirational motivation among college deans at Northern Borders University from the faculty members' point of view?



Objectives of the Research

This research aims to achieve the following objectives:

- Identify transformational leadership and its importance for universities and their leaders
- Identify the reality of practicing transformational leadership among college deans at Northern Borders University from the faculty members' point of view in general, and according its four dimensions.

Research Significance

Theoretical Importance

The importance of the research stems from the importance of the topic that it deals with, which is the degree of transformational leadership practice among the leaders of Northern Borders University from the point of view of faculty members. This sheds light on studying a particular style of leadership, that being transformational leadership, which may contribute to developing and improving the performance of university leaders.

Applied Importance

The importance of the current research lies in its results that will help university deans to practice transformational leadership in effective ways to achieve the educational and administrative goals and enable them to face the challenges of the leadership processes at educational institutions.

Terms of the Research

1- Transformational Leadership

Transformational leadership is a process that is characterized by complexity and being dynamic, in which leaders affect their followers' beliefs, aims, and values. Through this, leaders will be able to transfer organizations towards future direction, determine needs, and facilitate suitable changes (Moradi & Shahbazi, 2016).

Operational definition:

In this research, transformational leadership is described as a type of leadership practiced by university leaders. Four dimensions of transformational leaders are relied upon, namely idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation, which are used to raise the performance of faculty members and motivate them to

perform their work accurately and proficiently. The degree of transformational leadership practice among

university leaders is measured by the total degree that the respondent will obtain through the questionnaire prepared for this purpose.

College Deans:

Deans of Faculties (Dean of the Faculty): The Dean is the faculty member responsible for managing the scientific, administrative, and financial affairs of the faculty, and matters of scientific research therein. He undertakes the implementation of the decisions of the faculty council, university councils, and deans. (Al-Shahwan, 2018)

Operational definition:

A person appointed by the University Presidency with an authority to supervise a specific academic unit or academic area or domain assigned to it. The Dean is authorized to use executive powers, such as taking the necessary measures to appoint faculty members, and to supervise college activities and educational matters, such as conducting exams, setting lecture schedules, and following up on administrative and financial affairs and the college budget.

3-Northern Borders University

The Northern Borders University is a Saudi governmental university, established in the year 1428 A.H. The administration and deanships of Northern Border University are located in the city of Arar, and on the airport road, while the university's faculties are distributed across the cities of Arar, Rafha, and Tarif.

(Formal website of Northern Borders University
<https://nbu.edu.sa/AR/Pages/AboutUs.aspx>)

Research Limitations

The limits of this research are classified into the following areas:

Objective Limits: The topic of this research was limited to the degree of transformational leadership practice (for exemplary effect, inspirational motivation, intellectual arousal, and individual interest) among the leaders of Northern Borders University from the viewpoint of the faculty members.

Human Limits: This research was applied to the 390 faculty members at Northern Borders University in the Kingdom of Saudi Arabia.



Spatial Limits: This research was applied at the Northern Borders University in the Kingdom of Saudi Arabia.

Time limits: This research was carried out during the second semester, in the Academic Year 2020.

Theoretical Literature and Previous Studies

In this section, the researcher presents the most important issues relating to transformational leadership (its definition, its dimensions, its importance in universities), as well as a review of various studies related to the topic of the research. This is followed by a presentation of the field study part of the research, such as the research community and its sample, tool design, etc., and concludes with a discussion of the findings of the research.

Theoretical Literature

The transformational leadership theory was advanced in the late 20th Century by Burns (1978) in an analysis that he conducted for political leaders. Burns described transformational leadership as occurring “when one or more individuals interacts with others in a way that leaders and followers promote one another to higher levels of motivation and morality” (p.20). The transformational leadership approach is one of the prominent entrances that has occupied a major position over the last two decades of the 20th Century. The process of developing the capabilities of the subordinate and improving his performance is one of the main outputs of this approach. The transformational leader appreciates the potential energy within the subordinates, which increases their ability to accomplish the current and future obligations required of them (Avolio, 2002, p.7-35).

In this regard, it is worth defining the main concept of transformational leadership, its dimensions, and its important in universities, as will be introduced in the following section.

Concept of Transformational Leadership

Transformational leadership can be defined as “a style of leadership that improves subordinates' realization of the value of work outcomes, inspires needs, and motivates followers to overtake self-interests for the organization's sake.” (Chao et al., 2016: 10).

This is a type of leadership that motivates and inspires subordinates to achieve their goals and reach desired results beyond expectations, helping them to advance and develop by responding to their individual needs (Parker, 2016).

Transformational leadership points to a style of leadership in which leaders create ideas and new views in order to create a new track of growth and development for their organization, depending on commitment, emotion and loyalty among principals and staff. They motivate an organization's members to perform basic changes on the basis of the organization making them ready and helping them to obtain important skills for moving in new trends and reaching higher and ideal performances (Mortazavi and Nikkar, 2014).

This could also be defined as a leadership style that involves providing a clear and inspiring organizational vision for employees, working towards achieving this vision by establishing serious contacts with employees and understanding their needs in a way that enables the leader to push sub-ordinates to higher levels of motivation and sincerity, in which the leader uses his charisma and personal qualities to raise the aspirations of sub-ordinates (AL-Alem & Al-Saeed, 2020).

From the previous paragraphs, we can conclude that transformational leadership can be defined as a process which causes a high influencing transformation and changes in the attitudes and beliefs of workers or followers to a degree to which the objectives and vision of an organization are determined. Thus workers achieve levels beyond expectations within this leadership process, and leaders and followers support each other to reach high levels of motivation as a sequence for followers to achieve the best efforts to undertake tasks and the required work. This type of leadership also helps to raise the efficiency of institutions through a work team that possesses motivation and passion towards achieving work goals with ease and satisfaction.

However, transformational leadership comprises the main dimensions, which are outlined below.

Dimensions of Transformational Leadership

Bass (1985), who was considered to be one of the pioneers of the transformational leadership theory, refers to transformational leadership as having four dimensions, which are idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration (Nahavandi, 2016). Bass & Avolio (1994) described transformational leadership as consisting of four unique but connected behavioral components (Jung et al., 2003). With regards to this description, Bass developed the Multifactor Leadership Questionnaire (MLQ), which has been used to assess the four domains of transformational leadership. These four domains of transformational leadership will be mentioned in the following section.



1- Inspirational Motivation

Inspirational motivation points to the level to which leaders have the ability to supply their followers with feelings of motivation in their tasks that will create additional target-directed energy for the organization (Zhu et al., 2013). Transformational leaders motivate their followers through encouraging them to be invested in the organization's aims, as well as meeting their expectations, and communicating with them in an inspiring manner (Jacob, 2015).

2- Idealized Influence

Idealized influence is a dimension that refers to leaders who stimulate their followers to share objectives, visions, and targets (Sharma et al., 2012). Idealized influence can also be defined as the basic factor of transformational leadership that allows leaders to shape their behavior and become role models for their followers in keeping track of values and beliefs (Allameh & Davoodi, 2011: 3132).

3-Individualized Consideration

Individualized consideration is the degree to which leaders meet their followers' needs, serve as mentors or advisers and coaches, pay attention and listen to their followers' concerns (Colquitt, 2006). Individualized consideration takes place when leaders hold their followers in high esteem, and acknowledge the individual differences found among them, and also when these leaders behave in a certain way that satisfies their followers to a high degree (Stokes, 2013).

4-Intellectual Stimulation

Intellectual stimulation takes place when a leader provides a suitable community to develop problem solving skills, innovation, and independent thinking (Yates, 2013). This occurs when the leader follows a path that helps followers think in a creative way when solving problems (Stokes, 2013). This is a way of framing and re-structuring problems, as well as questioning assumptions, and motivating followers to think innovatively and creatively (Liu, 2013).

Importance of Transformational Leadership

After decades of research that supports the impact that transformational leadership has on such a wide scope of outcomes, this is one of the strongest and most effective styles of leadership, which has been placed at the head of a hierarchy of leadership styles within

the full-range model of leadership (Bass and Riggio, 2006).

Transformational leadership helps with the enhancement of changes in goals, ambitions, and with the thinking of subordinators to progress their performance. Academic leaders have a desire to make changes regarding subordinators' points of view and their behaviors (Lynch, 2017). These styles of management ensure that both the leaders and the followers of transformational leadership styles promote each other's realization about the targets of an organization (Kaluet et al., 2019). Transformational leadership has major effects on the comprehensive behavior of leaders, and their thinking, thus leading to an integrated grasp of success (Mahdinezhad et al., 2013a). Transformational leadership has also recently received much attention by researchers when solving predicted problems. Finally, transformational leadership brings about creativity and originality, and enhances job performance (Harris-Boundy, 2015). Therefore, this style of leadership creates a proper base for the academic leader to be an effective leader. Moreover, the review of many studies has revealed that transformational leadership from academic leaders positively correlates to their job performance (Torlak and Kuzey, 2019).

Transformational Leadership in Higher Education

An institution can be seen as a learning system if its success relies on its leaders' abilities as transformational leaders who evolve and transfer their visions and strategies, and those who "find honest and effective ways to overcome barriers, pay attention to quality of service provided by their organizations, and inspire other members to act in the same way" (Swail, 2003, p14), moreover, transformational leadership raises the motivation and performance of followers. In this respect, the leaders of universities are the Deans or Rectors, and the followers are the lecturers. Transformational leadership brings positive change in that it enables power transfer so that lecturers can work and use their competence to accomplish their tasks well, and to satisfy themselves in terms of productivity and performance (Irawanto, 2019, p.98).

Previous Studies

In the following section, the researcher introduces various previous studies that have been conducted on a similar theme to that of the current research (transformational leadership), especially those that relate to university leadership and its leaders. These studies are introduced in ascending order, from the oldest to the most recent, as follows:



A study conducted in Thailand by Julsuwan, Sirsaard & Poori (2011) aimed to uncover the components of transformational leadership in Thai universities, revealing the development of transformational leaders' methods, as seen by those working in Thai universities. The study sample consisted of 360 faculty members and academics working at five public universities. Ten (10) individuals were selected (five university presidents and five representatives) to conduct qualitative interviews, while the rest of the study sample responded to a multi-factor leadership questionnaire for Bass and Evolio. The results showed that the available transformational leadership components are the inspirational effect, followed by thinking stimulus, then ideal effect, then relationships, and finally the understanding of change. The study also showed that there are no statistically significant differences between individuals' estimations of the transformational leadership dimensions that are attributed to the study's variables.

Gheorghe Militaru's (2012) study investigated the range of potential performance implications of transformational leadership to improve university performance by creativity, knowledge, and innovation. The results found that transformational leadership influences the relationship between leaders' performance (rectors, deans, and managers) and the university's outcomes (teaching, research, and service) to establish how leader behavior affects university performance. The results reveal that transformational leadership may motivate academic staff to work harder, exerting more effort, and engaging in higher levels of task performance through inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration.

Regarding Saudi Arabian studies, the researcher chose the following:

Al-Rakb's (2010) research aims to explore the relationship between transformational leadership, with its four dimensions (idealized influence, inspirational motivation, intellectual simulation, and individualized consideration), and empowerment at Gaza universities. A descriptive analytical approach was used where a stratified random sample was selected from Gaza university employees for the study population. The main tool used for data collection was the survey, with 660 questionnaires being distributed to administrators and academics in administrative positions. A total of 567 completed questionnaires were returned, with a response rate of 85.9%. This research found that the empowerment elements and dimensions of

transformational leadership (idealized influence, inspirational motivation, intellectual simulation, and individualized consideration) did in fact exist in the universities under investigation. The research found a positive relation between the dimensions of transformational leadership and empowerment.

AL-Deeb's (2012) study aimed to recognize the extent of practicing transformational leadership by academic administrative leaders at Palestinian universities from a faculty member's point of view, recognizing the difficulties of these practices, and recognizing the best ways to help increase them through applying descriptive analytical approach. This study was applied to a sample of 284 academic members from Palestinian universities in the Gaza Strip. Data was collected through three forms, with the first questionnaire suggesting the extent of practicing transformational leadership by the academic administrative leadership. The relative weight of the practices of administrative leaders to transformational academic leadership was 52.8%. The result of the relative weight of the difficulties was 73.9%. This result also suggested that there are no statistically significant differences at the level of ($0.05 \geq \alpha$) in the average scores of faculty members, depending on the variables of gender, faculty, years of service, and degree, in the first questionnaire, while the results suggested the existence of statistically significant differences depending on the variable (university).

Al-Regeb's (2017) study aimed to identify the degree of transformational leadership practice and its relation to the social responsibility of academic leaders at King Saud University in light of the variables related to academic leaders (academic major, academic rank, post). To achieve the objectives of the study, the researcher used two tools that were verified for their validity and reliability. The study sample consisted of 225 academic leaders at King Saud University in Riyadh during the second semester of Academic Year 2016/2017-1437/1438. The researcher used the descriptive employing co relational method. The results of the study showed that academic leaders at King Saud University exercised transformational leadership of the four dimensions (charismatic effect, personality care, mental stimulation, and motivational stimulation) to a medium extent, from their point of view.

Al Saleh (2019) conducted a study which aimed to discover the reality, challenges, and ways to empower transformational leadership among academic leaders in Saudi universities. To achieve the objectives of the study, the researcher used the descriptive and analytical method, using a questionnaire as a



means to collect data. The study sample consisted of 535 faculty members, with 287 males, and 248 females. The study reached various results, the most important of these, which includes the first dimension among the sample members, is the ideal effect, followed by the inspirational motivation dimension. The study showed that there were no statistically significant differences between the variables: gender, job title, experience, college, and university, to which the teaching member belongs, in all axes of transformational leadership.

Commentary on Previous Studies

- All previous studies have used the questionnaire as a tool to collect data
- Most previous studies have depended on the experimental method
- Most previous studies were conducted in the Kingdom of Saudi Arabia
- All previous studies insured the importance of transformational leadership in universities
- The current study is different in that it was conducted and applied at the Northern Borders University.

Benefits from previous study:

The researcher benefited by reviewing previous studies in:

- Recognizing the concept of transformational leadership and determining its dimensions.
- Ensuring its practice is of importance in universities
- These studies were of use for developing the questionnaire (study tool).

The current study also distinguishes from other studies in the following ways:

- It explores the reality of college deans practicing for transformational leadership in scientific, human, and social colleges.
- It identifies the reality of these leaderships at Northern Borders

University where this university needs particular attention, more than other famous Saudi Universities.

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- It used the questionnaire to cover the four dimensions of transformational leadership (inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation).

Research Methodology

This research depends on an analytical descriptive approach because of the suitability of this approach to the nature of the research, as it helps to describe the studied phenomena, identifying its prominent patterns, and making the analysis of these phenomena possible.

Research community:

The community of research consisted of 590 individuals, representing all staff members at Northern Borders University.

Research sample:

The research sample consisted of 380 individuals, representing 64% of the community members, who responded to the electronic questionnaire that was distributed by e-mail.

Data Collection Tools:

A questionnaire was selected as a tool to collect data and achieve the research objectives because of its suitability to develop it. The researcher depended on the following steps:

- 1- Review the related literature and previous studies (Diaz, 2011, Julsuwan, Sirsaard & Poori (2011), Gomes (2014), Al Saleh (2019).
- 2- Concluded the dimensions of transformational leadership that must be present among academic leaders.
- 3- In light of these dimensions, the researcher developed a questionnaire in its first form.
- 4- The questionnaire consisted of both open-ended and closed-ended questions derived from the research questions and the purpose of the research, comprising two sections. Section A relates to the personal information of the respondent, and Section B is the questionnaire about the reality of transformational leadership practices considering its four dimensions - idealized influence, individualized consideration, intellectual stimulation, and inspirational motivation.

The researcher relied on a five-point Likert scale to determine the frequency of the respondents' answers through grading (that



is, strongly agree - agree - neutral - disagree somewhat - completely disagree).

Face Validity of the Questionnaire

Face validity is based on the opinions of the arbitrators, thus the questionnaire was presented to 10 arbitrators who are experts and specialists in educational leadership at Northern Borders University. The arbitrators expressed their opinion about the questionnaire in terms of appropriateness of the wording, and its connection to the dimensions of transformational leadership. Two paragraphs of the questionnaire were deleted (from 37 to 35 paragraphs).

Another three paragraphs were modified. One of which changed from "Listens to employees and pays attention to their needs and achievements" to "Listens to employees' needs and cares about their achievements". The percentage of agreement between the arbitrators' opinions was 98%, which confirms the face validity of the questionnaire.

Questionnaire Reliability

The internal consistency of the reliability and validity was calculated as follows:

- a. Using the Pearson correlation coefficient between the scores of each phrase and the total score of the topic to which it belongs.
- b- Using the Pearson correlation coefficient between the scores of each topic and the total score of the questionnaire.

The results of the Pearson correlation coefficients between all of the questionnaire's phrases, and its total scores, are statistically significant at a level less than (0.01), indicating the phrases coherence, thus they are valid for applying to the study sample.

Data Analysis

SPSS software was used for processing and analyzing the research data. The analysis was conducted depending on the correlations, frequency, and percentages of the research sample opinions. The means and standard deviations of this are presented in following tables in order to illustrate the results of these analyses.

Statistical Methods Used in the Analysis

To answer the research questions, the following statistical parameters were used:

- 1) Descriptive statistics of frequency and percentages to describe the sample of the study according to the variables
- 2) The researcher used Five Likert -dimensional scale, as shown below:

Answer degree	Excellent	Good	Average	Fair	Poor
Score	5	4	3	2	1

- Low degree scores an arithmetic mean ranging between (1.00-2.49)
- Medium degree scores an arithmetic mean ranging between (2.50-3.49)
- High degree scores an arithmetic mean ranging between (3.50-5)

Results and Discussion

This section presents the data analysis collected to answer the research questions in order to achieve its mentioned goals.

Description of Study Sample

The study's population included a total of 590 individuals, representing the total number of staff at Northern Borders University. A total of 380 individuals responded to the questionnaire, which was sent out by e-mail, which equates to 64 per cent of the total number of the original population.

The following table explains the sample's demographic characteristics:

Table (1):

Frequency and Percentage Distribution for Gender of Sample

	Frequency	Percentage
Female	134	35%
Male	246	65%
Total	380	100%

This table concludes that more males participated in the study than females, by a high majority, which may point to male leaders' eagerness to participate, or female hesitation, which may be due to societal or other reasons indicated (from the researcher's point of view).



Table (2):

Number and Percentage Distribution for Years of Experience

Years of Experience	Number	Percentage
1-5 years	62.27	16.5%
5-10 years	183.92	48.4%
More than 10 years	133.76	35.2%

This table shows that the individuals with 5 to 10 years of experience were represented the most in this study, which is almost half of the entire study sample. This may point to the willingness of those who have these experiences to understand and learn the reality of transformational leadership.

Table (3):

Number and Percentage Distribution for College

College	Number	Percentage
Engineering	111.34	29.3%
Faculty of Education	84.36	22.2%
Faculty of Business Administration	61.94	16.3%
Faculty of Nursing	46	11.9%
Faculty of Education & Arts	16	4.3%
Faculty of Science	20	5.4%
Faculty of Medicine	41	10.8%
Total	380	100%

Table (3) shows that the highest percentage of participants were 29.3%, who are from the College of Engineering. This is followed by staff from the Faculty of Education at 22.2%, with the lowest number of participants from the Faculty of Science at 4.3%. These results emphasize the desire of Engineering colleges to participate and stand by the reality of this leadership style.

Results Review

The results of statistical analysis are introduced in the next section, according to the research questions, as follows:

The result of answering the second study questions which states ““What is the reality of the transformational leadership practice among the academic leaderships at Northern Borders University from the faculty members' point of view?”

To answer this question and stand by the reality of practice of transformational leadership, the arithmetic means, standard deviation, and ranking are shown in the following table that illustrate the results.

Table (4):

Arithmetic means, standard deviation, ranking for dimensions of transformational leadership

Rank according to questionnaire	Items/ paragraphs	Mean	\ SD	Rank according to response degree
First Dimension: Idealized Influence (Charisma)				
<i>Behavioral Influence</i>				
1	Can develop a specific vision	4.12	0.85	2
2	Discloses various beliefs and values to employees	4.04	0.71	6
3	Can form an ideology that enhances clarity of tasks and focus of goals	4.01	0.82	4
4	Can create an ideal picture for the future considering the university's values	4.00	0.69	3
5	Works in the group's best interest, not his own	4.07	0.63	5
6	Emphasizes the university's mission, vision and goals, in an engaging manner	4.05	0.69	1
<i>Personal Influence</i>				
7	Has an influence over workers	4.10	0.83	9
8	Possesses high morals	4.09	0.80	11
9	Is respected by all employees	4.11	0.86	8
10	Sets a good example for all workers	4.06	0.72	10
11	Shows self-confidence and strength in front of workers	4.08	0.80	7



Rank according to questionnaire	Items/ paragraphs	Mean	SD	Rank according to response degree
TOTAL		4.066	0.43	
Second Dimension: Individualized Consideration				
12	Concerned by employees' emotions when working to encourage and guide them, as well as providing advice	4.20	0.799	11
13	Listens employees' needs and cares about their achievements	4.15	0.781	12
14	Adopts strategies of respecting individuals and praising their successes	4.26	0.787	15
15	Follows open and direct communication policy with employees	4.16	0.785	17
16	Assigns tasks according to the capabilities of individuals	4.13	0.791	16
17	Shares opinions with workers	4.15	0.788	18
18	Provides permanent and continuous guidance to subordinates	4.09	0.775	13
19	Helps everyone to develop capabilities according to needs	4.22	0.768	14
Total		4.17	0.781	
Third Dimension: Intellectual Stimulation				
20	Examines university's current mission, ensuring its objectives and validity are adhered to	4.09	0.82	3

Rank according to questionnaire	Items/ paragraphs	Mean	\ SD	Rank according to response degree
21	Adopts new ideas, seeking solutions to existing problems	4.04	0.0767	2
22	Encourages employees to provide potential solutions	4.08	0.787	6
23	Allows followers to provide creative ideas and opinions to solve problems	4.014	0.780	4
24	Promotes creativity among employees	3.96	0.812	8
25	Encourages employees to identify and express strengths, weaknesses, opportunities, and threats	4.04	0.811	5
26	Spreads the spirit of development and change among employees	4.20	0.766	7
27	Thoroughly examines various issues (educational - administrative - temporal - financial)	4.11	0.822	1
Total		4.063	0.708	
Fourth Dimension: Inspirational Motivation				
28	Enhances love of challenge among employees	3.99	0.827	8
29	Has ability to discover expectations and communicate to other workers	4.01	0.780	4
30	Promotes teamwork	4.12	0.787	1



Rank according to questionnaire	Items/ paragraphs	Mean	SD	Rank according to response degree
31	Promotes spirit of constructive competition among staff	4.20	0.755	6
32	Motivates employees to achieve university goals	4.15	0.783	5
33	Seeks follow-up and provides advice at educational and administrative levels	4.19	0.813	3
34	Talks about future of the university with enthusiasm, optimism, and foresight	4.09	0.780	2
35	Offers intangible rewards, e.g.: praise and effort appreciation	4.01	0.875	7
Total		4.09	0.80	
The whole result of questionnaire		4.09	0.6722	

According to the previous table, it can be concluded that in general, the degree to which the academic leadership practice of transformational leadership at Northern Borders University was high, indicating that it is one of the reasons for the university's success, as the university has recently achieved remarkable distinction and progress. This result agrees with Madyan's 2012 research, where the results indicated that the degree of transformational leadership practice is widely available among university leaderships in Saudi universities, as the study sample's general average of responses on all the statements of the eight axes was 3.86, whereas Al-Regeb's 2017 study indicated that colleges 'deans at King Saud University exercised transformational leadership of the four dimensions (charismatically effect, personality care, mental stimulation, and

motivational stimulation) to a medium extent, from their point of view.

To determine the practice reality of the dimensions of transformational leadership, sub-questions a, b, c, and d were answered, as follows:

To answer the first sub-question which asks, “What is the reality of transformational leadership practice regarding idealized influence dimension among college deans at Northern Borders University, from the faculty members' point of view?

The arithmetic means, ranks, and SD were calculated (see Table 4), thus results can be discussed as follows:

This dimension (idealized influence) has obtained the third rank with an arithmetic mean of (4.066), and a standard deviation of (0.43). It refers to the deans of the faculties at the Northern Borders University, who have an exemplary influence on the employees, and represent a good role model for them as they enjoy their respect and appreciation. This is good as it enhances work and instills in it a spirit of cooperation and attention to the needs of the institution. Questionnaire item number 6 which states, “Emphasizes the mission, vision, and goals of the university in an engaging manner”, ranks in the first order among the responses of the sample individuals by a mean of 4.05, and SD (0.69) which indicates that the college deans at Northern Borders University have a vision and are able to achieve the goals of the university via developing a suitable vision, distributing the missions among their followers.

Item number 1 states, “Can develop a specific vision” (with a mean of 4.12), which also ensures that the leaders of the Northern Borders University have a new vision in leading their colleges, while the questionnaire item “Possesses high morals” ranks last, which indicates that the values and morals of leaders have not gained the satisfaction of their followers.

Item Works in the group's best interest, not his own - ranked in fifth place with mean (4.06) and with lowest standard deviation (0.63) which indicates the presence of team work attitude and non-centralized in leadership among deans

To answer the second sub-question, “What is the reality of transformational leadership practice regarding, individualized consideration dimension, among college deans at Northern Borders University from the faculty members' point of view? The arithmetic means, ranks, and SD were calculated (see Table 4), thus results can be discussed as follows:



It was found from results in Table 4 that this dimension (individualized consideration) obtained the first rank with an arithmetic mean (4.17) and standard deviation (0.781), which may be due to the deans caring for individuals working under their leadership, and their desire to meet the workers' needs., Taking examples from some of the results, it could noticed that, item number 12 which states, "concerned by employees' emotions when working to encourage and guide them, as well as providing advice", gained the first order by an arithmetic mean of 4.20, which indicates that faculty members receive the attention and encouragement of college leaders, which motivates them more towards achievement, confirming the importance of transformational leadership in enhancing the performance of employees. Questionnaire item number 13 which states "Listens to employees' needs and cares about their achievements" gained the second order, indicating the interest that the teaching staff enjoy from their leaders, and that the leaders drive them towards achievement. But item number 16, which states "Assigns tasks according to the capabilities of individuals", also points to the success of college leaders in assigning different tasks among the staff, depending on their abilities, which drives the work forward.

3-To answer the third sub-question which asks, "What is the reality of transformational leadership practice regarding intellectual stimulation dimension, among college deans at Northern Borders University from the faculty members' point of view?"

The arithmetic means, ranks, and SD were calculated (see Table 4), thus results can be discussed as follows:

It is clear from the results illustrated in Table 4 that intellectual stimulation dimension gained the fourth and last order with Arithmetic mean (4.62) and SD (0.708), which could indicate that college deans do not tend to adopt new ideas and motivate subordinates to share their ideas. This is an indicator that needs attention, as successful leadership needs to share ideas and embrace creativity and innovation.. The results are discussed in detail below:

Questionnaire item number 27 which states, "Thoroughly examines various issues (educational - administrative - temporal - financial)" gained the first order by a mean of 4.11. This is a very important result as it points to the success of colleges 'deans in all leadership aspects, as well as emphasizing the role of transformational leadership practices in the successful leading of all university sectors. It was then followed by questionnaire item

number 21 which states, “Adopts new ideas, seeking solutions to existing problems”. This indicates that colleges ‘deans have the ability to use the ideas and solutions of others if they can benefit the university. Item number 24 which states “Promotes creativity among employees” gained the last order, which points to the fact that creativity and innovation at the university do not receive the required attention of an educational and research institution, such as the Northern Borders University.

To answer the fourth sub-question which asks, “What is the reality of transformational leadership practice regarding inspirational motivation dimension among college deans at Northern Borders University from the faculty members' point of view? The arithmetic means, ranks, and SD were calculated (see Table 4), thus the results can be discussed as follows:

It was clear from the data processing results that inspirational motivation dimension gained the second order in practicing with Arithmetic mean (4.09) and SD (0.80).

This refers to leaders uniting followers with high expectations, inspiring them by motivating them to commit to, and become a part of, the shared vision in the organization. This enhances team spirit.

Also by referring to the questionnaire item’s results, it was found that questionnaire item number 30 which states “promotes teamwork” gained the first order by an arithmetic mean of 4.11 and standard deviation 0.787 indicating that the colleges ‘deans at the Northern Borders University adopt cooperative and collaborative work, which raises the level of work and achievements. The next order is for item number 24, which states “Talks about the future of the university with enthusiasm, optimism, and foresight “by a mean of 4.09, which points to the practice of transformational leadership involving many good practices, and that a transformational leader possesses highly positive features, such as future foresight and insight into a better future. Item number 28 which states “Enhances the love of challenge among employees” gained the last order regarding this dimension, which also refers to the high-quality features of the transformational leaders that lead the university towards a bright future.

Conclusion and Recommendations

This research was conducted in order to identify the reality of transformational leadership practice among the Northern Borders University leaders (colleges’ deans) from the point of view of the teaching staff. After distributing the questionnaire via e-mail on the dimensions of transformational leadership, the teaching staff

participants' responses concluded that transformational leadership was practiced to a high degree among college's deans at the Northern Borders University. The research also examined the transformational leadership dimensions and concluded that the dimension individuals considerations gained the first order regarding practice among deans followed by inspirational motivation, then idealized influence, and finally, the dimension intellectual stimulation. The researcher noticed from these results that the deans of colleges have respect and appreciation from their subordinates, as well as the adoption of teamwork and attention to the needs of workers. But they are not inclined to a great extent to stimulate the thinking of the followers or share new ideas, which may require the adoption of a policy of creativity within the university.

In light of these results, the following recommendations have been made:

Conduct a similar study on transformational leadership and its relationship to variables, such as job performance, success rate at university, and others.

Study the reality of leadership in other public and private Saudi universities and comparing them.

Design programs to train department heads, agents, and other college deans in modern types of leadership, especially transformational leadership.

Conduct a relational study between the use of transformational leadership and quality assurance in Saudi universities.

Perform similar research in other universities and investigate the extent of the difference in practice between each university and its counterparts.

A necessity to conduct workshops about transformational leadership dimensions, special intellectual stimulation which require adoption of creativity and new ideas.

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