Requirements for practising the dimensions of transformational leadership at the College of Basic Education in Kuwait from the perspective of senior and middle management.

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Abstract

The objective of this study was to identify the most crucial requirements for the practice of transformational leadership at the College of Basic Education in Kuwait. Additionally, the study aimed to uncover any discrepancies in the responses of the study sample, which may be attributed to variables such as job title, years of service, and self-development in the field of transformational leadership.

In order to achieve the objectives of the study, the researchers employed the descriptive-correlational method. The study instrument was a questionnaire that had been previously validated, checked for reliability and stability, and then applied to a sample of senior and middle management, comprising 22 individuals (five assistant deans and 17 department heads) out of a total of 20 in the College of Basic Education in the State of Kuwait.

The study yielded a number of findings, including: The requirements of Idealized influence, individual consideration, and intellectual stimulation were identified as being of paramount importance for the practice of transformational leadership at the College of Basic Education in Kuwait. These findings were reported by the assistant deans and department heads with an arithmetic mean of (4.67), with Idealized influence requirements being identified as the most important, individual consideration requirements as the second most important, and intellectual stimulation requirements as the third most important. Inspirational stimulation requirements were identified as the least important. The results also demonstrated that there were no significant differences in the responses of the study sample in identifying the requirements for practising the dimensions of transformational leadership attributed to the variables of job title, years of service, and self-development in the field of transformational leadership.

The study resulted in a number of recommendations, which included: The implementation of collaborative work practices across all departments within the college, empowering subordinates with the requisite authority and guidance to fulfil their roles effectively and accurately, is recommended to foster the

emergence of a second tier of leaders within the college. In addition, the criteria and specifications for the selection, appointment and promotion of university leaders should be renewed and developed to include dimensions of transformational leadership, such as Idealized influence, inspirational motivation, intellectual stimulation and individual considerations.

الملخص

هدفت هذه الدراسة إلى تحديد أهم متطلبات ممارسة القيادة التحويلية في كلية التربية الأساسية بدولة الكويت. كما سعت الدراسة إلى الكشف عن التباينات في استجابات عينة الدراسة، والتي قد تُعزى لمتغيرات مثل المسمى الوظيفي، وسنوات الخدمة، والتطوير الذاتي في مجال القيادة التحويلية.

وقد اعتمد الباحثون لتحقيق أهداف الدراسة على المنهج الوصفي الارتباطي. وتمثلت أداة الدراسة في استبانة مُتحقق من مصداقيتها وثبوتها مسبقًا، ثم طُبقت على عينة من الإدارة العليا والوسطى، شملت ٢٢ فردًا(خمسة عمداء مساعدين و١٧ رئيس قسم) من أصل ٢٠ في كلية التربية الأساسية بدولة الكويت.

وقد أسفرت الدراسة عن مجموعة من النتائج، أبرزها: حُدِّدت متطلبات التأثير المثالي، والاعتبارات الفردية، والتحفيز الفكري كأهم متطلبات ممارسة القيادة التحويلية في كلية التربية الأساسية بدولة الكويت. وقد أفاد بذلك العمداء المساعدون ورؤساء الأقسام بمتوسط حسابي بلغ (٤,٦٧)، حيث جاءت متطلبات التأثير المثالي في المرتبة الأولى من حيث الأهمية، تليها متطلبات الاعتبارات الفردية في المرتبة الثانية، ثم متطلبات التحفيز الفكري في المرتبة الثالثة. أما متطلبات التحفيز الإلهامي فقد جاءت في المرتبة الأخيرة من حيث الأهمية. كما أظهرت النتائج غياب الفروق ذات الدلالة الإحصائية في استجابات عينة الدراسة لتحديد متطلبات ممارسة أبعاد القيادة التحويلية تُعزى لمتغيرات المسمى الوظيفي، وسنوات الخدمة، والتطوير الذاتي في مجال القيادة التحويلية.

وقد خلصت الدراسة إلى عدة توصيات، منها: تنفيذ ممارسات العمل التعاوني عبر جميع أقسام الكلية، وتمكين المرؤوسين بالسلطة والتوجيه اللازمين لأداء أدوارهم بفعالية ودقة، وذلك لتعزيز مجال القيادة التحويلية.

Introduction

The globe was taken by a storm of various and successive changes accompanied by a comprehensive administrative revolution, with a particular focus on leadership and management styles and their impact on the work environment. This has led to a re-evaluation of traditional management methods and the mobilisation of the energies of individuals and work teams to achieve organisational goals effectively. The objective of this revolution was to define the role of the leader and the components of effective leadership, to break out of the captivity of traditional and outdated management methods, and to search for creative values and methods that seek excellence by reviewing and diagnosing organisational environments and directing them according to more creative management values; and then

determining how to lead the components of those environments to achieve organizational excellence.

The concept of leadership has been a subject of interest to human societies since ancient times. Leadership is the primary instrument by which organisations can achieve their objectives. Leadership represents an essential axis upon which various activities and events in both public and private organisations are based. Consequently, leaders are required to assume additional roles to motivate and attract employees, enhance their effectiveness at work, and foster a positive work environment characterised by contribution and participation among employees. This ultimately contributes to the achievement of the organisation's goals. Nevertheless, these novel requirements and leadership roles have placed a greater burden on leaders to fulfill and implement them, which prompted researchers to advocate for the necessity of transformational educational leadership (Al-Ghamdi, 2021).

Transformational leadership is one of the leadership styles that have emerged as a consequence of scientific and technical progress. It is distinguished by its capacity to guide organisations in the face of modern challenges and developments. This is achieved through the influence of subordinates' behaviour and the development of their creative abilities. Educational institutions are one of the organisations that are most in need of this leadership style. This leadership style, which can stimulate the latent energies within employees and provide them with the opportunity to search for new approaches in the field of work, is conducive to the continual updating of systems in line with surrounding changes (Al-Awadhi and Al-Awadhi, 2015).

The success of educational institutions in achieving their goals and fulfilling their mission depends on the quality of educational administration, which oversees the teaching and learning process. Educational administration is, in essence, a process of leadership, and the ability to influence and motivate other human beings to achieve the objectives of the educational institution, achieve its priorities, and constantly strive for improvement is of paramount importance. The development of educational leadership within a modern intellectual framework that takes into account the ability of leadership to learn, develop and reformulate in line with the requirements, developments and technologies of the age is a significant challenge for educational administrations. This is because leadership is "an industrial process that can be reinvented, rethought and shaped, enabling it to manage" (Haddad, 2022, 30). The institutions of the future will be

efficient and effective, with the new role of management encompassing planning, organisation, crisis management, time management, creative management, knowledge management, electronic management, transformational management, and other departments that will raise the level of the educational system and the level of performance in this system (Haddad, 2022, 30).

It is evident that universities are in dire need of creativity. In order to excel or continue performing in light of global changes, it is imperative that any institution adopt creativity within its organisational dimensions. Administrative creativity is a vital requirement for change in institutions, as it enables them to offer new services and maintain their survival and continuity in light of the changing competitive environment. Creativity not only enables the institution to continue, but also enables it to offer everything that is new, thus facilitating growth and prosperity.

The objective of the present study was to identify the most crucial requirements for the practice of transformational leadership among the leaders of the College of Basic Education in Kuwait.

Study Problem

There is near consensus among educators that transformational leadership is one of the most effective ways to address the challenges and transformations currently facing higher education institutions, particularly in light of the accompanying technological developments. Deans and department heads in university colleges are often tasked with making important decisions on a daily basis, given their responsibilities related to their subordinates, faculty members, organisational changes, programmes, curricula, teaching methods, student development and establishing positive relationships between their colleges and surrounding community organisations. Although there is a clear need for a significant and effective role for deans and department heads in the success of educational institutions, there is a dearth of research which identifies effective leadership behavior of departments head and college deans (Al-Hilali, 2001, 12).

The researchers discovered, in their capacity as faculty members at the College of Basic Education in Kuwait, it is of the utmost importance that the college prioritises the identification, nurturing and training of its talented leaders. This is crucial to ensure the continued success of the institution and to prepare new generations of administrative leaders capable of assuming future responsibilities.

Similarly, the findings of recent studies on the Public Authority for Applied Education and Training in the State of Kuwait demonstrated the prevalence of several practices that are attributed to the presence of a leadership deficit and the perpetuation of outdated patterns within the Authority. Al-Azmi's study (2021a) recommended that all leaders of the College of Basic Education in Kuwait and at the departmental level be subjected to intensive training courses specialising in the strategic management method. Furthermore, the study proposed the establishment of a committee within the college to develop the strategic leadership skills of the assistant dean and department heads, and the implementation of an incentive system to support the strategic leader. The results of Makhseed's study (2022) also indicated that the level of work performance as evaluated by employees at the General Authority for Applied Education and Training is low. Consequently, the study recommended that attention and work be given to improving the system of job vacancies in place in the General Authority for Applied Education and Training in Kuwait. Furthermore, Al-Rashidi's study (2021) recommended the establishment of a centre for the development of educational leaders at the Public Authority for Applied Education and Training, which specialises in the preparation of these leaders and the development of their capabilities. The findings of Al-Azmi's study (2021b) also indicated that one of the primary requirements for achieving excellence in higher education institutions is the presence of exemplary leadership. This leadership is characterised by a set of attributes, the most significant of which are initiative, membership, representation, integration, organisation, control, production, communication and the ability to lead effectively. The College of Basic Education is responsible for the following functions within the Public Authority for Applied Education and Training in the State of Kuwait: setting the vision for the college, implementing its general policies, preparing the college's budget, developing its programmes, and following up on student training and programmes.

Consequently, the issue of this study can be addressed as follows: "The Requirements for Practising the Dimensions of Transformational Leadership at the College of Basic Education in Kuwait."
Study questions

The objective of this study is to address the primary research question, which is as follows: **"What are the requirements for the implementation of transformational leadership at the College of Basic Education, as perceived by assistant deans and department heads?"**

The primary question is followed by a series of subsidiary inquiries:

1. What are the optimal influence requirements for the practice of transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle-level leadership?

2. What are the individual considerations required for the practice of transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle-level leadership?

3. What are the intellectual stimulation requirements for the practice of transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle leadership?

4. What are the inspirational motivation requirements for the practise transformational leadership in the College of Basic Education in the State of Kuwait from the perspective of senior and middle-level leadership?

5. Does the study sample demonstrate statistically significant differences in their responses regarding the requirements for practising the dimensions of transformational leadership in the College of Basic Education in Kuwait, as a result of the variables of job title, years of service, and self-development in the field of transformational leadership?

Significance

The significance of the present study is underscored by the following factors:

1. The researchers anticipate that the findings of this study will be of benefit to the leaders of teacher training colleges and decision-makers in identifying the requirements for the practice of transformational leadership and striving to meet them in order to achieve excellence and leadership.

2. The topic of leadership is of great importance in all times and places. It is therefore essential to study it and gain an understanding of its various forms, with particular focus on transformational leadership, which is arguably one of the most significant types of leadership in enabling educational institutions to foster creativity.

3. The College of Basic Education is the second institution in Kuwait responsible for teacher preparation, following the College of Education at Kuwait University. As such, it has a significant role to play in the training of Kuwait's teachers. In order to understand the leadership styles of those responsible for managing this educational institution and to identify their requirements in order to achieve the

desired quality of the outputs of this educational institution, it is necessary to conduct a study.

0. Contribute to the accumulation of knowledge in the field of educational management, with a particular focus on transformational leadership. Provide the Arab library with a recent field study on the requirements for the practice of transformational leadership, thus opening the way for researchers to address the topic of transformational leadership for research and study according to new variables.

Objectives

The objective of this study is to identify the requirements for the practice of transformational leadership at the College of Basic Education from the perspective of senior and middle-level leadership, represented by assistant deans and department heads, this is achieved through:

0. Identification the optimal influence requirements for the practice of transformational leadership in the College of Basic Education in Kuwait, as perceived by senior and middle-level leadership.

0. Identification the individual considerations required for the practice of transformational leadership in the College of Basic Education in Kuwait, with a particular focus on the perspectives of senior and middle-level leadership.

0. Identification the intellectual stimulation requirements for the practice of transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle-level leadership.

0. Identification the requirements of inspirational motivation needed to practice transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle-level leadership.

0. Detection of statistically significant differences between the means of the responses of the study sample in relation to the requirements for practising the dimensions of transformational leadership in the College of Basic Education in Kuwait may be attributed to the variables of job title, years of service and self-development in the field of transformational leadership.

Limitations

The present study was limited to the following boundaries:

Thematic limit: The study concentrated on the requirements of transformational leadership at the College of Basic Education in Kuwait, as perceived by the senior and middle leadership, specifically the assistant deans and department heads.

Spatial limit: The Faculty of Basic Education at the Public Authority for Applied Education and Training in the State of Kuwait.

Temporal limit: Academic Year 2023/2024

Human Limit: The scope of this study was restricted to all department heads and assistant deans.

Terminology

Transformational Leadership

Transformational leadership, as defined by the World (2020, 7), "is an approach to leadership wherein the leader presents a clear and inspiring organisational vision to the workers, and subsequently works towards its achievement through the establishment of meaningful communication with the workers and an understanding of their needs. This approach enables the leader to motivate their subordinates to achieve greater levels of dedication and motivation. In this context, the leader's charisma is employed in order to raise the aspirations of their subordinates".

The concept of effective transformational leadership is defined by (2022, 494) as "a set of characteristics and mechanisms enabling academic and administrative leaders to effect beneficial change in the culture of the university institution, creating an environment conducive to the resolution of educational and administrative challenges through the four dimensions of transformational leadership, namely idealized influence, individual consideration, inspirational motivation, and intellectual stimulation, in alignment with the values and ethics".

Researchers empirically define the Transformational leadership in this study, as a change-oriented leadership style designed to enhance the performance and development of subordinates at the College of Basic Education in the State of Kuwait. This is achieved by increasing awareness, fostering innovation and organisational commitment, motivating and engaging employees, and providing them with opportunities for participation in planning and achieving the college's vision, mission, and objectives. The dimensions of transformational leadership, as described by the researchers, are as follows: The four dimensions of Idealized influence, individual consideration, inspirational motivation and intellectual stimulation were identified as the most effective in achieving the desired outcomes.

Theoretical framework and previous studies

I: Theoretical framework

The concept of transformational leadership

The term "transformational leadership" is attributed to the innovative school, which is based on creative leadership and the drive for change. The concept of transformational leadership was first introduced in 1978 by the American historian and political scientist James McGregor Burns in his

book Leadership. In this work, Burns outlined the characteristics of transformational leadership and drew a comparison between this concept and the concept of procedural leadership (Murad, 2018).

The term "transformational leadership" has been translated into Arabic studies as "transformational leadership," "change leadership," or "change leadership." A transformational leader is defined as "a leader who raises the awareness and consciousness of followers, and moves them beyond their own benefits for the good of the group, organization, society, or the nation as a whole" (Al-Faouri, 2009).

The lack of consensus among researchers on a specific definition of transformational leadership can be attributed to the diverse philosophies and perspectives on transformational leadership, given that it is considered one of the modern concepts in management. This has led to the emergence of multiple definitions. Abu Rumman (2016, 715) Transformational leadership is defined as a leadership style characterised by a clear vision of the need for change and a focus on the future. This is represented by the charismatic and influential personality of the leader, who can influence the behaviour of workers, expand their participation and respond quickly to deal with any emergency matter.

Transformational leadership, as defined by (2012, 22), is a leadership style based on the capabilities of individuals working in the organisation and their continuous motivation to improve and upgrade performance, contribute to setting goals, and seek creative solutions to issues that hinder work and affect the achievement of goals.

Al-Harahsheh (2015, 7) defined transformational leadership as "the extent to which an administrative leader seeks to elevate the level of their subordinates for the purposes of achievement and self-development, and to facilitate the development of groups and the organisation as a whole".

Al-Qaisi and Al-Taie (2014, 762) defined transformational leadership as: "Strategic leadership represents the most significant contemporary model of leadership. It is a distinctive form of leadership that assumes responsibility for initiating change and transformation in a manner that aligns with the demands of evolving internal and external environments. This approach ensures the achievement of organisational objectives in their quantitative, qualitative, and temporal dimensions."

Transformational leadership is defined as a style of leadership in which the leader alters the behaviour of subordinates, assesses their incentives, addresses their needs and treats them with respect (Allameh & Davoodi, 2011, 3132).

Consequently, transformational leadership is a style of leadership that has a clear vision for managing change within the organisation. It is represented by the leader's attributes and characteristics that enable them to

influence the behaviours of their employees in order to achieve the organisation's goals with efficiency and high quality.

Objectives of Transformational Leadership

Transformational leadership is defined as a style of leadership that aims to raise the level of subordinates in terms of achievement and self-development. This is achieved by evoking a higher level of awareness of key issues, while simultaneously increasing self-confidence. This, in turn, results in a shift in the subordinates' goals, moving them from a focus on survival and obtaining rewards and incentives, to a focus on outstanding achievement, progress and development.

Transformational leadership entails the delegation of significant authorities, the cultivation of individual competencies, the advancement of self-assurance, the formation of self-reliant collectives, and the transformation of these attributes through the influence of training on the perceptions, commitments, and output of followers at diverse organisational levels (Murad, 2018).

One of the most significant objectives of transformational leadership is to introduce novel concepts to educational leadership that align with the institution's future vision and mission. The principal serves as a pivotal figure, influencing employees to embrace a collaborative work ethic and translating future aspirations into tangible outcomes (Al-Hababi, 2022).

In a related context, Hassan (2022) elucidated that the objective of transformational leadership is to facilitate the development and transformation of educational institutions by implementing a novel model that encourages organizational change and motivates employees to embrace this change. The objectives of transformational leadership in university education can be identified in: The instilling of conviction in subordinates regarding the necessity for change and the subsequent development of their performance; the alignment of subordinates' behaviours with the values and cultural norms of society; the provision of subordinates with the opportunity to confront unconventional issues, thereby increasing their motivation and self-confidence; and the transformation of subordinates into leaders by delegating authority to them and training them in management. The objective is to transform subordinates into leaders by delegating authority to them and training them in management. This entails achieving the goals of the institution and meeting the needs and desires of subordinates, increasing their awareness and developing their moral values, and developing and enhancing their motivation.

Al-Zahrani and Sharif (2019) identified the goals of transformational leadership in universities. These include helping faculty members advance, building a collaborative culture, and fostering continuous improvement. Transformational leaders facilitate faculty members' participation in shared

decision-making, planning, and other activities. They also support cultural changes and delegate authority to others. Finally, they promote faculty professional growth. Faculty members' motivation to develop is enhanced when they follow goals for professional growth. This process becomes easier to achieve when they are strongly committed to the mission of departments, colleges, and then universities. When leaders give faculty a role in solving issues and improving university performance, it becomes evident that transformational leadership is an effective approach. This is because it motivates faculty members to participate in new activities and go above and beyond.

Evident from the aforementioned that the objectives of transformational leadership are numerous and diverse. The most significant objectives of transformational leadership are as follows: firstly, it seeks to instigate change by persuading subordinates to consider the common good of the organisation above their own interests; secondly, it encourages subordinates to broaden their interests; and thirdly, it strives to deepen their level of awareness to adopt the organisation's vision and achieve its goals through influence based on example and attraction, inspirational motivation, individual attention, and intellectual stimulation.

The dimensions of transformational leadership

Transformational leadership is comprised of four fundamental dimensions, which are inextricably intertwined and cannot be considered in isolation. Rather, they collectively define the essence of transformational leadership as a contemporary style of leadership that encompasses the institution's future vision.

Bass elucidated that transformational leadership behaviours encompass four elements, which he designated as the "Four I's." Each of these elements commences with the Latin letter "I." The four elements are as follows:

0. Idealised Influence, Charismatic Influence or Leadership Influence:

(Bass & Avolio, 2004, 72) defines Idealised influence as demonstrating respect for others and fostering mutual trust. A transformational leader can influence workers through their practices, and leaders along this dimension behave in a way that makes them a model for others to emulate over time, thus becoming worthy of admiration, respect, and trust.

The actions of idealistic leaders may be observed to include a consideration of the needs of others over their own, a willingness to sacrifice personal gains for the benefit of others, the sharing of the dangers that followers face, a congruence between their actions and their stated ethical standards, the avoidance of the use of power for personal gain, and

the utilisation of the power they have to move individuals and groups to achieve their mission and vision (Avolio, 2003).

(Judge & Piccolo, 2004, 755) posited that the Idealised Influence is achieved when leaders act as a model, a symbol, or the position they occupy, as workers regard them not as an exemplar of moral and ethical conduct but as sources of admiration, respect, and trust. The leader's conduct and practices reflect their concern for the public interest, thereby conferring greater influence upon those with whom they work.

Idealized influence can be defined as a set of practices and behaviours exhibited by academic and administrative leaders that serve to exemplify the values and behaviours that subordinates and followers should aspire to emulate. It ensures the existence of distinctive relationships based on trust and respect with subordinates.

0. Motivation, Inspiration, Inspirational drive or Inspirational Motivation:

The concept of inspirational motivation can be defined as the process that focuses on the leader's practices and behaviours, which are designed to generate a love of challenge in subordinates and followers. Furthermore, these behaviours serve to clarify expectations for followers and subordinates, encouraging a spirit of team work, collaboration and commitment to organisational goals. Motivation occurs when a transformational leader employs methods to motivate and inspire employees to overcome difficulties and to continuously strive to find meaning in their work. His enthusiasm serves as an example of motivating employees by generating in them a spirit of enthusiasm and desire to achieve the interests of the organisation (Bass & Avolio, 2004, p.).

Transformational leaders engage in a range of actions to motivate and inspire those around them. These include providing meaning and challenge to their subordinates' work, fostering team spirit, demonstrating enthusiasm and optimism, directing their followers' attention and thought to attractive future situations, presenting them with diverse and desirable alternatives, and providing them with the opportunity to contribute to achieving common goals. In order to achieve this, they utilise symbols and logos to direct efforts and to make clear their high expectations of their followers (Al-Ameri, 2002).

0. Individualised consideration, Individualised attention, or individuals' feelings consideration:

This concept encompasses leaders who foster a supportive environment and attend to the unique needs of their followers, acting as mentors and guides, facilitating the realization of their followers' potential. Additionally, it implies that the leader is concerned with the well-being of

his subordinates and recognizes the significance of individual differences among them. He responds to these differences in a manner that aligns with his interests and values, and he invests in the training and guidance of his followers, aiming to facilitate their growth and development (Bass & Rigio, 2006).

Concurrently, it is imperative to cultivate trust and comprehend the relative merits and shortcomings of employees' performance. The ability to recognise and address individual differences and discrepancies between employees is a pivotal skill for any leader striving to exemplify exemplary conduct and ensure organisational success (Weiping et al., 2017).

In accordance with this dimension, the transformational leader is attentive to the needs of each individual for their development, performance and growth. They act as a coach, mentor, friend and guide, and are concerned with the personal aspects of each of them. He creates new opportunities for their learning, taking into account their individual differences in their needs and desires. It is imperative that the leader views the individual as a holistic entity, rather than merely as a subordinate or a mere labourer. The leader must possess the ability to listen attentively and must be capable of instilling confidence and reassurance in those who wish to express their opinions. In this dimension, the leader also delegates tasks as a means of fostering the development of subordinates. However, this delegation is not merely a passive act; it is done under constant monitoring to ascertain whether the subordinates require additional guidance or evaluation (Avolio, 2003).

0. Intellectual or creative stimulation:

The term "transformational leadership" is defined as "the leader's ability to lead his subordinates and his desire to make them tackle problems, especially routine ones, in new ways and teach them to face difficulties as problems that need to be solved and search for logical solutions" (Bass & Rigio, 2006, 75).

The role of the leader is to demonstrate empathy towards others, actively listen to their ideas and suggestions, share their feelings and emotions, and empower employees by delegating powers that help them resolve daily issues with ease and encourage them to innovate and challenge themselves (Weiping et al., 2017).

Furthermore, it proactively identifies new concepts and methodologies, fosters the generation of novel and imaginative solutions to complex problems, and endorses novel and imaginative approaches to work performance (Elkins & Keller, 2013).

Transformational leaders engage in behaviors that motivate followers to embrace innovation. This is achieved by fostering awareness of challenges and opportunities, encouraging the adoption and creation of new

approaches to problem-solving, and exploring old situations through novel perspectives. In this context, transformational leaders avoid public criticism of group members when mistakes are made, instead encouraging them to propose new ideas and experiment with novel approaches without exposure to criticism. Conversely, followers prompt the leader to reconsider their opinions, assumptions, and initiatives, as nothing is absolute and can be subject to challenge, modification, or even elimination (Avolio, 2003).

In their 2019 study, Luyten and Bazo defined transformational leadership as a multidimensional concept comprising six key dimensions as follows:

0. **Vision and goals**: The extent to which the leader works to achieve consensus amongst subordinates to set the priorities of the organisation, taking into account the overall objectives.
0. **Culture**: The extent to which the leader encourages an interest and trust among subordinates, engages with them respectfully, and demonstrates a willingness to alter their practices when necessary.
0. **Structure**: The extent to which the leader establishes an organisational structure that facilitates participatory decision-making, supports delegative and distributive leadership, and encourages subordinates' autonomy in decision-making.
0. **Intellectual stimulation**: The encouragement of subordinates to consider work tasks and the means of their execution, the facilitation of collective learning opportunities and the provision of models for continuous learning.
0. **Individual support**: The extent to which the leader provides moral support, appreciates the work of subordinates individually, and takes their opinion into account when making decisions.
0. **Performance expectation**: A leader's expectations of their subordinates should be high, in terms of both effectiveness and innovation.

As outlined by Leithwood & Jantzi (2002, 373-374), the dimensions of transformational leadership in higher education are as follows:

0. **Building the vision**: The behaviour of a transformational leader is designed to facilitate the institution's development by opening up new avenues for growth, clarifying its future vision to faculty members, and motivating them to work towards achieving it.
0. **Promotion of satisfaction with the group's goals**: The actions of a transformational leader are oriented towards establishing trust and collaboration among faculty members, with the aim of facilitating collective efforts towards shared objectives.

0. **Expectations of High Performance**: These behaviors elucidate the expectations of excellence, superior quality, and high performance among faculty members.
0. **Providing individualised support**: This concept is defined inthe transformational leader's respect for the employees and his/her concern for their feelings and needs.
0. **Intellectual provocation**: The leader encourages subordinates to re-examine their assumptions about their work and to consider alternative approaches to its execution.
0. **Setting the right example**: Where the actions of a leader serve as a model for those who follow, and followers tend to emulate the values espoused by their leaders.
0. **Supporting the organisation's culture**: The leader's actions seek to foster a shared value system, set of beliefs, and a unified mindset among their subordinates. This process helps identify shared interests and goals, which in turn leads to a heightened sense of commitment towards achieving the organization's objectives.
0. **Establishing engagement support systems**: The provision of subordinates with the opportunity to participate in decision-making processes concerning issues that affect them and about which they have sufficient knowledge serves to enhance their belief that change can be aligned with their needs.

Traits and Skills of a Transformational Leader

Transformational leaders are characterised by their proactive approach, role modelling behaviour, capacity for inspiring their subordinates to seek creative solutions to problems, setting new goals and various ways of achieving those goals, and attending to the professional development needs and goals of each subordinate. They are also known for encouraging subordinates. To fully develop their competencies, they sometimes act as a mentor. They also define the organisational reality through a vision that reflects their interpretation of the mission and values on which organisational work should be based (Khariba and Abulhasan, 2022).

Transformational leaders take action to increase awareness of what is important and right as well as to enhance motivational maturity and elevate actions beyond self-interest for the benefit of the organisation. They motivate subordinates to achieve goals for their own sake and not merely to receive incentives and rewards (Ngang, 2011, 2576).

In a related context, Alham (2014) posited that to enhance the efficacy of the transformational leader in fulfilling their mission, it is essential to possess a set of attributes and characteristics. The most pivotal of these attributes are as follows:

- **A prospective vision of the future**: He presents an ambitious and inspiring vision of the potential for the organisation to achieve its fullest potential.
- **Communication skills**: He addresses people in a manner that takes into account each individuals characteristics, psychological makeup and cultural background.
- **Influencing others**: Transformational leadership exerts a profound effect on leaders, the behaviours the psychological states followers.
- **Commitment and self-discipline**: Moral control, organisational learning and development culture.
- **The capacity to challenge the status quo of the organisation** and change it in accordance with future perceptions of the organisation.
- **The capacity & Skills to cultivate the knowledge**, abilities, ethical attitudes, and perspectives of followers, and the capability to propose alternatives that align with the prevailing cultural values and expectations of the group members.
- **Self-awareness** and self-management.
- **The comprehension of the requisites of globalisation and the capacity to adapt** in a manner that does not compromise principles and values.
- **The capacity to assume initiative, innovate**, create and make objective decisions in a context of constant change.
- **The capacity to pursue and undertake self-evaluation** at the individual and team levels, providing support and facilitating development at the team level.

(Ledimo, 2014) highlighted that transformational leaders possess the capacity to engage employees in the formulation of an organisational strategy that is both realistic and aspirational, thereby fostering employee engagement and directing their energies towards the achievement of organisational goals. In terms of organisational goals, they are able to communicate their vision to subordinates and raise the level of importance of their conceptual goals. They also activate their vision by focusing on modelling, as well as their ability to build commitment of employees to the vision.

Functions of Transformational Leadership

The function of the transformational leader, or the justification for his existence, is change. The most important thing that distinguishes him from other leaders is that he is the agent and advocate of change. In order to fulfil this function, the transformational leader is required to perform a number of tasks. These include: firstly, the realisation of the necessity for change; secondly, the ability to convince individuals and groups within the organisation of the necessity for change through the use of personal appeal or inspirational abilities. In addition to this, the transformational leader is responsible for formulating the vision and mission of the organisation. This entails the leader having a clear and ambitious vision that represents the possible and desirable future image of the organisation, and encouraging the organisation's workers in all ways and means to adopt it. The transformational leader is thus able to select the most appropriate change model for their organisation from a range of available intellectual models that have proven effective under certain circumstances and are appropriate for the conditions in which they work. Furthermore, the transformational leader must reshape the organisation's culture by adapting the prevailing patterns, behaviours, customs, values and feelings among employees to align with the new programme. This is because change cannot take place under the prevailing organisational culture, regardless of its appropriateness, given that the situation has become completely different and new functions have emerged, namely management. The transitional period represents the most challenging tasks for the transformational leader, as it requires the dissolution of the old and the dissolution of the illusion of the greatness of the old. Furthermore, it necessitates the implementation of an appropriate strategy to address the problems that arise due to the change and the implementation and monitoring of the change itself. This is the final stage of the transformational leader's role, namely the implementation of the change agenda and the monitoring of its implementation with care (Habaz, 2015).

As Luyten and Bazo (2019) perceives, the principal function of transformational leaders is to establish an environment conducive to the personal growth and collective learning of their subordinates. In educational contexts, transformational leadership is closely associated with the advancement of learning and the formulation of future aspirations. Kawash et al (2020) identified five essential practices of a transformational leader:

1. **Define the process**: The leader encourages employees to adopt new ideas and methods to address the challenges faced by the organisation.

They are also motivated to experiment, innovate and take calculated risks.

0. **Inspire the vision**: The leader establishes a prospective vision for the organization and motivates individuals to embrace it through an alignment of their own needs as a leader with those of the employees.

0. **Enabling others to perform**: By fostering a culture of participation, collaboration, and professional development and growth.

0. **Modelling**: The leader's behaviour is exemplary, thereby engendering the affection and confidence of their employees.

0. **Encouragement**: By acknowledging and celebrating the achievements of employees and employing an emotional approach to enhance their morale.

In a related context, Hafez and Abbas (2016, 94) elucidate that the transformational leader is tasked with a set of functions and tasks, the most significant of which are as follows:

Competitive management: This implies the management of procedures pertinent to the organisation's operations, the collation of data, and the cultivation of the capacity to utilise this data to enhance the competitive advantage of the organisation. This is achieved through the implementation of a personal information system and an organisational information system, the establishment of success criteria that are defined holistically, and the development of a system that delivers information at the appropriate time to the appropriate individual.

Complexity management: The leader is dealing with a multitude of variables simultaneously, irrespective of the extent of the changes in question, the degree of ambiguity surrounding them, or the divergence in goals among the parties involved. Furthermore, this must be done within the context of an ever-widening geographical area. Relationship management, therefore, plays an essential role. It entails the identification of relationships to be maintained with each of the parties involved, the use of emotions in the absence of sufficient information in order to make an appropriate decision, the pursuit of a balance between the interests of all parties concerned, regardless of their differences, and the avoidance of undue influence.

Adapting the organisation to the global trend: In order to achieve this, it is essential that the leader develops a future vision with a global orientation at all levels of the organisation. Furthermore, the mission of the organisation must be defined in a way that reflects this global orientation.

Finally, the pattern of values, beliefs and behaviours must be changed in order to align with the global orientation.

Global Team Management: The leader must form teams that are capable of achieving the required global communication. These teams must represent all disciplines, administrative levels and cultural backgrounds. In addition, the teams must possess the necessary language skills for the success of the organisation's dealings with global organisations.

Surprise Management: Transformational leaders must cultivate their intellectual convictions and mental and behavioural preparedness to navigate unanticipated challenges and continuous change. They must also develop their abilities and skills to make decisions in the face of frequent surprises, particularly in unstable situations.

Continous Learning & Training Management: Transformational leaders must establish a continuous education and training system within the organisation, given the numerous unforeseen developments and alterations that organisations are confronted with, which demand a high level of capability and expertise to navigate effectively.

It is evident from the aforementioned that the transformational leader performs a multitude of roles and duties, with the most critical of which being persuasion. This is achieved through instilling the necessity for change, advancement and continuous growth in both individuals and groups within the organisation. Furthermore, the transformational leader is responsible for facilitating adaptations in behavioural patterns, established habits, values and sentiments among workers. Additionally, the transformational leader is expected to cultivate and implement a future vision aligned with global trends. Moreover, the transformational leader is required to establish effective work teams capable of achieving global communication. Finally, the transformational leader is expected to take appropriate action in response to unexpected challenges and crises in uncertain situations.

The significance of transformational leadership in higher education institutions

In the contemporary universities, it is essential that leaders possess the capacity to inspire and motivate others, while simultaneously demonstrating a clear vision for the institution and the ability to achieve strategic goals. Administrative leaders must also demonstrate the ability to effectively interact with academic and student bodies, influencing their behaviours and emotions in a way that aligns with the university's objectives. it is essential that leaders possess the capacity to inspire and

motivate others, while simultaneously demonstrating a clear vision for the institution and the ability to achieve strategic goals. Administrative leaders must also demonstrate the ability to effectively interact with academic and student bodies, influencing their behaviours and emotions in a way that aligns with the university's objectives.

This is why transformational leadership is emerging as a new paradigm in management, predicated upon transforming organisations from their traditionally stable leadership styles to contemporary methodologies predicated on flexibility and responsiveness to change and development. It has gained considerable traction and is now regarded as one of the most suitable leadership approaches to address the contemporary realities and challenges facing universities. It is therefore becoming a transformational leadership style capable of effecting change. The capacity to effect change and to unlock the potential and creative abilities of followers represents a pivotal aspect of leadership, influencing subordinates and enhancing their effective contribution to the development of work at the university (Kawash et al., 2020).

The success of universities is contingent upon the implementation of changes that enhance their competitiveness and overall quality. This transformation is directly influenced by the academic staff, as the university's academic and administrative personnel are structured in a manner that aligns with the established objectives. The administrative apparatus is divided between the academic and administrative apparatus in a manner consistent with the set goals. Colleges are divided into organisational units under the supervision of deans, and the roles of these deans and heads of departments are expanding. The roles of these deans and heads of departments are becoming more complex, as they are required to perform both academic and administrative tasks. This places greater demands on them, and the heads of departments are appointed by decree by the Minister of Higher Education and Scientific Research based on the proposal of the dean of the college and after taking the opinion of the university president. In order to be appointed, the candidate must be a permanent professor with the highest scientific rank (Rafee et al., 2020).

Transformational Leadership Theory

Theories of leadership are of significant importance for two main reasons: First, they provide a means of comprehending and elucidating the actions of leaders. Second, they serve as a guide to leadership practice for managers and other leaders. Furthermore, they facilitate the expansion of

horizons and the avoidance of reliance on limited individual or collective experience (Bush, et al., 2018).

Mohammed (2018) posited that transformational leadership theory represents a significant paradigm shift in the field of leadership studies, occupying a pivotal position in the latter half of the 20th century and the early years of the 21st. Transformational leadership theory, as a theoretical framework, has been instrumental in elucidating the nature of leadership behaviour. In his 1978 publication, Leadership, James Burns (Burns, 1978) defined leadership behaviour as a series of actions or procedures employed by leaders to motivate or influence their subordinates. Burns identified two broad categories of influence: the first, transformational leadership, is based on the belief that leaders and subordinates can raise each other to higher levels of motivation and moral ideals.

Transformational leadership was first proposed as a theory by James Burns, an American political scientist, in 1978. Burns sought to re-examine long-held leadership practices and policies, with a particular focus on the essential features and elements of effective leadership, He re-examined long-held leadership practices and policies, revising the fundamental attributes and elements of effective leadership in practice, The theory of transformational leadership, as first proposed by Burns in the late 1970s, was welcomed by numerous researchers. Bass (1985) built upon this foundation by further developing Burns' ideas and creating scales to measure transformational leadership. Notably, Bass (1985) aligned with many of Burns' assertions, particularly regarding the influence of transformational leadership on subordinates' performance expectations. Subsequently, a number of researchers and scholars made contributions to Burns' work, which were subsequently developed by Bass and Avolio and their colleagues through evaluative research, resulting in the full range of leadership development model. The theory was also presented in the form of programmes for hundreds of thousands of leaders from different industrial, health and educational sectors and institutions. The emergence of transformational leadership in education can be attributed to the work of Sergiovanni, which spanned from 1984 to 1990 (Al-Mekhlafi, 2007).

Transformational leadership has undergone a significant evolution as a result of the contributions of Bass. He developed models and measures of leadership behaviour factors, which is known as the Multifactor Leadership Questionnaire (MLQ). This includes three elements of transformational leadership: charisma, creative encouragement and concern for the

individual. Bass subsequently added a fourth component, inspired motivation, in 1990 (Tafesh and Al-Saoud, 2022).

This theory posits that the leader engages in social relationships with followers, forming bonds that elevate the level of motivation, values, and morals among his followers. The leader meets the needs and motivations of his followers and endeavors to assist them in developing their potential to reach their full potential. The leader frequently endeavors to enhance their self-confidence. This helps them to effect change and motivates them to a high level of awareness of key issues. Furthermore, it affects the level of their goals once their basic needs are met. This is evidenced by their concern with high achievement, progress, and self-development, as well as their willingness to go beyond their own interests to care for the interests of the group and work. It acknowledges the needs and aspirations of each member of the group and encourages them to consider the problems they face from different perspectives, facilitating their development and addressing their higher-level needs as outlined by Maslow (Qatami and Abu Naim, 2015).

The concept of transformational leadership can be defined as an approach to leadership wherein the leader is conceptualised as an agent capable of inspiring enthusiasm in their subordinates, thereby facilitating the attainment of both individual and collective objectives (Lan and Chong 2015, 185).

Northouse identifies several deficiencies of transformational leadership, including the lack of a clearly defined concept, which makes it challenging to delineate its boundaries. Transformational leadership encompasses a broad range of characteristics, including a vision for the future, motivation, change, and confidence-building. Additionally, the effectiveness of transformational leadership is often contested due to the use of a multidimensional questionnaire to assess its impact. It is unclear whether the transformational leader's qualities are inherited, influenced by external factors, or acquired through training and experience. Additionally, the questionnaire did not account for the diverse contexts in which the leader operates. Additionally, the questionnaire did not consider the various situations that leaders encounter in the workplace. Many organisational factors influence the effectiveness of a leader, and transformational leadership addresses leadership as personal traits rather than a set of behaviours that can be taught to individuals. If leadership is a trait, then training people on this approach becomes more challenging because it is difficult to teach people how to change their traits (Al-Kaabi, 2015).

II: Previous studies

A substantial body of prior research has addressed the phenomenon of transformational leadership in the context of higher education institutions. Al-Shammari's study (2023) sought to ascertain the extent to which transformational leadership is practiced by educational leaders within the Qatari Ministry of Education and Higher Education. Adopting a descriptive survey methodology, the study employed a questionnaire, which was administered to a randomly selected sample of 375 educational leaders. The findings demonstrated that the level of transformational leadership practice among educational leaders within the Qatari Ministry of Education and Higher Education was considerable. The field of influence and attractiveness was identified as the most prevalent, with a high degree of practice. The field of intellectual stimulation, with a high degree of practice, ranked third in the field of motivation and inspiration, with a high degree of practice, and ranked fourth in the field of individual considerations, with a high degree of practice. The results of the study also demonstrated that there were no statistically significant discrepancies attributed to the variables gender, academic qualification, nationality, and years of experience.

The objective of Al-Balawi's study (2023) was to propose a strategy for the application of transformational leadership as a means of fostering organisational identity among faculty members at the University of Tabuk. The study employed a descriptive approach and utilised a questionnaire as a research instrument, which was administered to a sample of 305 faculty members and leaders at the university. The findings indicated that the academic leaders' application of transformational leadership in general, and in the dimension of Idealized influence, was considerable, while the application of the dimensions of intellectual stimulation and individual considerations was moderate. The results indicated that there were statistically significant differences in the average responses of the sample members regarding the degree of application of transformational leadership, as a function of the variables gender, specialty, nature of work, and years of experience.

The objective of the study conducted by Ruwaidi and Al-Rami (2022) was to ascertain the reality of practising transformational administrative leadership in Moroccan universities from the perspective of employees. The study employed the descriptive approach and utilised questionnaires as a means of collecting data, which were distributed to a sample group of 392 individuals. The results of the study indicated that the reality of practicing transformational administrative leadership in Moroccan

universities, as perceived by the surveyed sample, was of a high degree. Furthermore, there were no statistically significant differences between the estimates of the study sample members regarding the reality of the practice of transformational administrative leadership in Morocco. It is evident that universities can be influenced by a number of variables, including gender, age, and the nature of the work. However, there were also differences observed in relation to the variables of academic qualification and experience. With regard to the former, the bachelor's degree category demonstrated a greater level of empowerment, while with regard to the latter, the categories with higher experience demonstrated a greater level of intellectual stimulation and individual considerations.

The study by Al-Mail and Al-Sharif (2021) also aimed to identify the extent of the impact of transformational leadership on organisational creativity from the perspective of faculty members at the Faculty of Economics and Commerce, Al-Marqab University, Libya. The study employed a descriptive approach, with the questionnaire serving as a tool for data collection. A sample of 79 faculty members was surveyed, and the results yielded several noteworthy findings. Firstly, the degree of practice of the dimensions of transformational leadership was found to be high, with the following order of importance: Idealized influence, empowerment, motivation, intellectual stimulation. Secondly, the results demonstrated a significant effect of the dimensions of transformational leadership on organisational creativity.

The study of Hassan (2020) had the aim of investigating the extent of practice observed in the dimensions of transformational leadership, and its subsequent relationship with the development of social responsibility among the presidents of Jordanian universities. The study was carried out from the perspective of deans of colleges in these universities, and the study sample consisted of (85) deans, selected by random method. The study instrument was a questionnaire, and the descriptive approach was adopted in the study methodology. The findings of the study indicate that the extent to which transformational leadership is practiced by the presidents of Jordanian universities is generally high.

Whereas, the objective of the Al-Shammari (2020) study was to ascertain the extent to which scientific department heads at King Faisal University demonstrated transformational leadership behaviours, as perceived by faculty members. Additionally, the study sought to identify the requirements for developing the performance of scientific department heads and to propose a conceptual framework for enhancing the administrative

performance of scientific department heads in Saudi universities in the context of transformational leadership. The study employed a descriptive approach, and the study tool was a questionnaire administered to a sample of 166 faculty members. The results indicated that the most crucial factors influencing the performance of heads of scientific departments in Saudi universities, as perceived by faculty members, were the establishment of a general council tasked with listening to and considering the evaluations and suggestions of faculty members and departmental staff, the creation of an engaging work environment based on effective communication between staff and addressing their needs and concerns, and the simplification of work procedures to ensure clarity and transparency.

The objective of the study conducted by Al-Arimi (2020) was to ascertain the extent to which transformational leadership practices were observed among academic leaders at the University of Jordan, as perceived by faculty members. The study employed a descriptive approach and utilised a questionnaire as the primary data collection instrument. The study was conducted on a sample of 370 faculty members, and the results indicated that the overall degree of practice of transformational leadership at the University of Jordan from the perspective of faculty members was 2.35 on average, with a high degree of practice. At the level of the axes, the axis of idealised influence (charisma) obtained the highest average, followed by the axis of inspirational motivation, then the axis of individual considerations, and finally the axis of intellectual stimulation.

The objective of Al-Majdoub's (2020) study was to ascertain the extent to which academic department heads at Omar Al-Mukhtar University in Libya practise transformational leadership and its relationship with the level of job performance from the perspective of faculty members. The study employed a descriptive-correlational approach and utilised a questionnaire to survey a sample of 171 faculty members. The study's most significant findings were as follows: The degree of practice of transformational leadership by the heads of academic departments at Omar Al-Mukhtar University (Al-Bayda branch) from the perspective of its faculty members was found to be moderate overall, with all four areas falling within the intermediate level.

The study (Iqbal, et al., 2020) also sought to identify the impact of the transformational leadership style exercised by supervisors in nursing colleges on fostering job commitment among nurses and achieving empowerment and psychological satisfaction among nurses. The study's objectives were met through the utilisation of descriptive and analytical

methods. The study's sample comprised 299 nurses working in the Sargodha province of Pakistan. Questionnaire-based research was employed as a tool to gather data for this study. The results of the study indicated that: The transformational leadership style exercised by the supervisors of the nursing team in the hospital has been found to enhance their psychological empowerment, leading to a higher level of well-being. This, in turn, has been shown to result in increased commitment to their hospitals. The study revealed that the impact of transformational leadership on the two variables of psychological empowerment is greater than the impact on psychological well-being.

The study (Al-Mansoori & Roc, 2019) aimed to identify the extent to which innovative capabilities can be developed through the impact of transformational leadership on follower satisfaction and outcomes in two colleges of engineering at Camps State University in the United States and Camps University in Qatar. The researchers employed a questionnaire to collect data, and the study employed descriptive and inferential statistical methods to analyse the data. The study revealed that the leaders (deans) exhibited varying degrees of transformational leadership styles, which were below the typical levels. The study suggested that greater emphasis should be placed on the implementation of transformational leadership to enhance employee satisfaction and address obstacles to innovation.

The researcher employed the descriptive method, utilising a questionnaire to survey a random sample of 150 individuals. The results indicated that all dimensions of transformational leadership were practised to a satisfactory degree. The ideal effect dimension of transformational leadership was observed to be the most prevalent, while the intellectual stimulation dimension was the least practised. Furthermore, the dimensions of organisational creativity were observed to be practised to a satisfactory degree. The fluency dimension was the most prevalent, followed by the axis.

The Objective of (Fullchis et al. 2019) Study, was to ascertain the significance of transformational leadership within Indonesian universities. The study aimed to identify the importance of transformational leadership in Indonesian universities, based on the four dimensions of transformational leadership in the 1990 Bass and Avolio model, namely idealism and influence, inspirational motivation, intellectual stimulation, and individual consideration. The study relied on examining and analysing books and studies covering transformational leadership and projecting them. Analytical examination of books and studies on transformational leadership revealed

that transformational leaders have a significant impact in fostering trust and a sense of pride among employees. Additionally, transformational leaders play a crucial role in motivating subordinates in practical matters, thereby enhancing employee's performance.

The objective of the (Manansala, 2015) study was to identify the behavioural transformational leadership skills of university presidents and vice presidents in the Philippines. The study employed a mixed methodology, comprising both quantitative and qualitative approaches to data collection. The study employed a mixed quantitative and qualitative methodology, with a random sample of 258 individuals selected (7 presidents, 25 vice presidents, 116 directors, 52 deans, 58 specialists in student affairs) and a questionnaire comprising 40 paragraphs distributed across four domains: motivation skills, individual consideration, personal influence and intellectual stimulation. Individual qualitative interviews were then conducted with university presidents and vice presidents. The results indicated that presidents and vice presidents were satisfied with the degree of application of transformational leadership in universities. The order of preference for the four dimensions of transformational leadership was as follows: Idealized influence, intellectual stimulation, individual consideration, and intellectual arousal. The study also demonstrated that the practice of transformational leadership yields advantages such as team building, responsibility, and motivation to work in Philippine universities.

The study by Al-Maani and Al-Kharabsheh (2016) set out to investigate the influence of transformational leadership on administrative creativity among employees at Al-Balqa Applied University in Jordan. It adopted a descriptive approach, utilising a questionnaire administered to a random sample of 162 employees working in affiliated university colleges. The study yielded significant findings for the university in the central region. These include the following: Administrative leaders at Al-Balqa Applied University demonstrated a moderate level of transformational leadership, and respondents exhibited a high level of administrative creativity. There was a statistically significant effect of transformational leadership on the level of administrative creativity felt by respondents, as the transformational leadership variable explained 21% of the variance in the level of administrative creativity according to the R2 value.

The aim of Al-Awadi and Al-Awadi (2015) was twofold: firstly, to identify the presence of transformational leadership characteristics and traits amongst leaders in educational institutions in the State of Kuwait; and secondly, to ascertain the prevalence of creative abilities amongst

employees in these institutions. In addition, the study aimed to determine the relationship between transformational leaders' traits and the availability of administrative creativity among employees in educational institutions was studied using the MLQ scale, designed by Bass & Avolio (1994), which is designed to measure transformational leadership behaviour. The scale was applied to a non-probability sample of 300 employees. The findings revealed a positive direct relationship between the four attributes of transformational leadership and managerial creativity. These attributes were ranked in order of their impact on managerial creativity as follows: creative encouragement, concern for individuals, inspirational motivation and charismatic influence. It was also found that transformational leadership characteristics and attributes are highly available in leaders working in the educational institutions, except for three attributes. In addition, the research sample indicated that nineteen detailed creative abilities are highly available to those employed in educational institutions.

The study (2014 Boating) aimed to assess the prevalence of transformational leadership characteristics among leaders of the University of Valley View, Ghana. The Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio (1999), was employed to collect data, which was distributed to 306 academic leaders and 33 student leaders, representing the entire study population at the university. The findings of the study indicated that academic leaders exhibited moderate levels of transformational leadership characteristics, while students demonstrated weak levels of these characteristics and required training to address identified weaknesses.

Basham's study (Basham, 2010) sought to examine the challenges confronting university presidents who employ transformational and transactional leadership styles in their efforts to address the difficulties they encounter. The study employed the Delphi method, based on the analysis of the performance of 52 higher education experts in the United States of America. The results demonstrated that the experts selected 41 criterions, encompassing numerous successful management practices and concepts that must be available in the heads of higher education institutions (universities). Furthermore, 61% of these criterions were identified as medium, while 56% were considered to be statistically significant. The study concluded that the distinction between transactional and transformational leadership is not as clear as previously believed. Furthermore, the majority of HEI presidents prefer to practice transformational leadership. Additionally, university presidents appreciate the critical need for a vision, mission and goals, as

well as a distinctive university environment supported by trust. Finally, university presidents are motivated to practice both transformational and transactional leadership.

Field study

Methodology

In order to achieve the study's objectives, the researchers employed the descriptive method, which is considered the most appropriate methodology for the nature of this study. The study deals with the requisite elements for transformational leadership in the context of the College of Basic Education in Kuwait.

Population & Sample

The study population comprised senior and middle-level managers, including all assistant deans and department heads at the Public Authority for Applied Education and Training. The study sample consisted of 22 individuals, comprising 5 assistant deans and 17 department heads. The following table provides a description of the sample and demographic data.

Table (1) Demographic characteristics of the study sample

		No.	%
Job Title	Assistant Dean	5	22.7
	Department Head	17	77.3
Years of service in college	More than five & less than 10 years	5	22.7
	More than 10 years	17	77.3
Attending transformational leadership training courses.	No	14	63.6
	Yes	8	36.4

Upon careful examination of Table 1, it becomes evident that the study sample consisted of 22 individuals, 17 of whom were department heads (77.3% of the study sample). In contrast, the number of assistant deans constituted 5 (22.7% of the study sample). Furthermore, it is evident that 77% of the study sample had more than 10 years of field experience, which enhances the quality of their responses and the accuracy of the study results. Additionally, 63.6% of the study sample demonstrated a lack of interest in developing themselves in the field of transformational leadership, as evidenced by their lack of attendance at training courses in this field. A significant proportion of the study sample (63.6%) has more than 10 years of field experience, which enhances the quality of their responses and the

accuracy of the study results. Additionally, a notable number of the study sample (36.4%) has not demonstrated an inclination to develop their expertise in the field of transformational leadership, as evidenced by their lack of participation in training courses in this area. A total of 36.4 per cent of the study sample attended these courses.

Instrument

In order to construct the study instrument, previous studies pertaining to the subject matter were reviewed with the intention of identifying the requirements for the implementation of transformational leadership at the College of Basic Education in Kuwait and the interconnection between this leadership style and administrative creativity. The questionnaire was divided into two principle sections:

0. **Demographic data**: comprises five variables, namely job title, years of service and self-development in the field of transformational leadership.

0. **Dimensions of the questionnaire**: The questionnaire comprised four principal dimensions, which were the requirements for the implementation of transformational leadership practices at the College of Basic Education. These dimensions were subdivided into 20 sub-requirements, distributed across four main dimensions:
    – The Idealized influence requirements, are expressed in five phrases.
    – Individual consideration requirements, expressed in (five) phrases.
    – Inspirational Motivation requirements, express in (five) phrases.
    – Intellectual stimulation requirements, express in (five) phrases.

Each requirement is associated with a range of responses on a five-point Likert scale.

Questionnaire validity

The questionnaire was validated using the following:

. **Apparent Validity (Face Validity)**: The questionnaire was presented to a group of academic and specialised arbitrators, who made suggestions for modifications. These modifications were made according to the arbitrators' suggestions, and the arbitrators' agreement indicates the content validity of the questionnaire.

0. **The internal consistency:** validity of the questionnaire was verified using the statistical technique of internal reliability, whereby the correlation coefficients between each dimension and the total score were calculated using the SPSS statistical package. As illustrated in Table 2.

Table (2) Correlation coefficients between the item and the overall score of its domain and the total score of the axis of the requirements of practising the dimensions of transformational leadership at the College of Basic Education

Sr.	First axis dimensions	Correlation coefficient between the item and the overall score of the dependent domain	Correlation coefficient between the item and the overall axis score
	Idealized influence requirements		
1	Guarantee that college staff develop shared values.	**654.	0.398
2	Persuade the college staff to pursue the interests of the business.	**886.	**834.
3	Confidence in the capabilities of the employees	**700.	**736.
4	Commitment to providing an environment conducive to optimal work performance within the academic institution in question.	**824.	**694.
5	Acknowledge and address the individual differences among college employees.	**880	**900.
	Individual consideration requirements		
6	Emphasise commitment to high values, principles and ethics.	*445.	0.334
7	Possess a clear vision and defined goals for the college.	**814.	**753.
8	The capacity to make sound judgments in circumstances characterised by an inherent risk.	**704.	0.291
9	The capacity to effectively manage occupational stressors.	**661.	**793.
10	Benefit from feedback and previous mistakes.	**849.	**720.
	Inspirational Motivation requirements		
11	The capacity to inspire and encourage the collective efforts of college staff.	**847.	**845.
12	The establishment of work objectives that are aligned with the objectives of the college's affiliates.	**876.	**788.
13	Encourage staff to work creatively.	**918.	**825.
14	The provision of an opportunity for staff to participate in the sound judgments process.	**582.	**577.
15	Demonstrate a remarkable capacity to disseminate enthusiasm and vitality among the staff.	**927.	**846
	Intellectual stimulation requirements		
16	Promoting innovation and excellence amongst college employees.	**885.	**847.
17	Stimulate staff ideas through brainstorming.	**808.	**668.
18	Establishing the concept of participation among the college's staff.	**885.	**878.
19	Enriching the work with new innovative ideas.	**775.	**786.
20	The provision of opportunities for staff to address issues in innovative ways.	**772.	**635.

As evidenced in Table 2, all items exhibited a high degree of correlation with the overall score of the respective field, as well as statistically significant positive correlations. This indicates that the questionnaire is statistically valid, suggesting a high degree of internal consistency validity among all statements on the first axis, which pertains the requirements for practicing the dimensions of transformational leadership at the College of Basic Education.

Stability of Instrument

The stability coefficient of the questionnaire was calculated using the statistical package SPSS to determine the Cronbach's alpha stability coefficient, as detailed in Table 4.

Table 4: Stability coefficients for the first axis, Requirements for the practice of transformational leadership dimensions at the College of Basic Education

		Items	Cronbach's Alpha value
A	Idealized influence Requirements	5	0.82
B	Individual Consideration Requirements	5	0.72
C	Inspirational Motivation Requirements	5	0.89
D	Intellectual Stimulation Requirements	5	0.88
Total1	The First axis: Requirements for practising the dimensions of transformational leadership at the College of Basic Education	20	0.94

Table 4 illustrates the stability coefficients for the initial axis of the questionnaire. The findings demonstrate high stability coefficients for each of the dimensions of the first axis, with a Wackernagel coefficient ranging from 0.72 to 0.89 for the individual dimensions. The stability coefficient for the entire axis, at 0.94, represents a high degree of stability, ensuring that the instrument achieves the objectives of the study and answers its questions, and that the results attained can be reliably trusted for further analysis.

To assess the estimates provided by the study sample members regarding their level of agreement on the importance of the aforementioned dimensions of transformational leadership within the context of the College of Basic Education (CBE) and on the requirements of achieving administrative creativity within the CBE, the responses were categorised into five levels. This was conducted using a five-point scale, as employed in the e-management questionnaire, for the purposes of interpreting the results more readily. The equation used for this categorisation is as follows:

- The researchers employed the confidence interval method for the arithmetic mean, as expressed by the following formula: Confidence Interval = x + 1.96 x p at the 95% confidence level.
- The frequencies of each statement were then multiplied by the numerical scale of the response alternatives and subsequently added together to yield a score for each statement.
- Statements with a mean score of 4.20 or above are considered to be of very high importance (or very significant) by the respondents.
- Statements with a mean score of (4.19 - 3.40) are considered to be of a high (moderately important) level of significance by the respondents.
- Statements with a mean score of (3.39 - 2.60) are considered to be of a medium nature (I don't know) by the respondents and are fulfilled by them.
- Statements with a mean score of (2.59 - 1.80) are considered to be of low significance by the respondents.
- Statements with a mean score of (1.79 - 1.00) are considered to be of minimal significance by the respondents.

Findings and Discussion

This section presents the findings of the study following the completion of a statistical analysis of the data. Responses from the study sample were counted and statistically processed using the statistical package (SPSS), and these findings are presented and discussed in alignment with the original study questions.

The principal research question is: What are the requirements and requirements for practising the dimensions of transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle-level leadership?:.

The percentages, arithmetic means, and standard deviations were calculated for the responses of the study sample members on the questionnaire domains. The results are presented in the following table.

Table 5 presents the means and standard deviations of the domains of the first axis (requirements for practising the dimensions of transformational leadership at the College of Basic Education).

Sr.	Dimensions	Mean	Standard Deviation	Ranking of fields by average
1	Idealized influence Requirements	4.76	0.389	1
2	Individual Consideration Requirements	4.67	0.417	2
3	Intellectual Stimulation Requirements	4.65	0.520	3
4	Inspirational Motivation Requirements	4.60	0.608	4
Total1	The First axis: Requirements for practising the dimensions of transformational leadership at the College of Basic Education	4.67	0.431	

It is evident from Table 5 that the requirements for practicing the dimensions of transformational leadership at the College of Basic Education in the State of Kuwait were perceived as highly important by the study sample. This is evidenced by the general arithmetic mean of the axis, which reached (4.67), with a standard deviation (0.431). The responses of the sample members exhibited considerable variation in their ranking of the requirements for practicing the dimensions of transformational leadership at the College of Basic Education. Idealized influence emerged as the most highly ranked requirement, with a mathematical average of 4.76. The second-ranked requirement was individual consideration, with a mathematical average of 4.67. The requirements of individual consideration were ranked second with a mathematical average of 4.67. The third-ranked requirements were those of intellectual stimulation, with a mathematical average of 4.65. The fourth and final rank was occupied by the requirements of inspirational stimulation, with a mathematical average of 4.60.

The researchers posit that the aforementioned requirements for practicing the dimensions of transformational leadership in the College of Basic Education—namely, ideal influence, individual consideration, intellectual stimulation, and inspirational stimulation—are of paramount importance to the study sample. This is attributed to the fact that transformational leadership in the College of Basic Education in Kuwait is a crucial element in achieving institutional excellence and administrative creativity. Transformational leadership is defined by its capacity to inspire and motivate members of a work team, including faculty, training, and workers, to collectively pursue shared objectives, cultivate a positive and supportive educational environment for students, advance a culture of

innovation and continuous development, enhance the quality of education, facilitate student learning, and encourage critical and creative thinking.

This outcome aligns with the findings of Saad's (2022) study, which demonstrated that the prevalence of transformational leadership behaviors amongst employees of the Sports Activity Department was at the intermediate level. These findings are also consistent with those of Al-Shammari's (2020) study, which indicated that the degree of practice of transformational leadership by heads of scientific departments at King Faisal University was moderate. This viewpoint is also consistent with the results of Al-Majdoub's (2020) study, which showed that the degree of practice of transformational leadership by heads of academic departments at Omar Al-Mukhtar University (Al-Bayda Branch) was moderate. The degree of practice of transformational leadership by heads of academic departments at Omar Al-Mukhtar University (Al-Bayda Branch) was found to be at a moderate degree, which is consistent with the results of the Al-Maani and Al-Kharabsha study (2016), which showed that administrative leaders at Al-Balqa the applied university employs the transformational leadership style to a moderate extent, which aligns with the findings of the Boating (2014) study. This study demonstrated that academic leaders exhibit the characteristics of transformational leadership to a moderate degree, indicating the necessity to implement the requirements of transformational leadership, which were of significant importance in the current study's outcomes.

The present study yielded different results than those reported by Al-Shammari (2023), Al-Balawi (2023), Ruwaidi and Al-Rami (2022), and Al-Mayel and Al- The findings of Sharif (2021), Hassan (2020), and Al-Arimi (2020) indicate that the practice of transformational leadership dimensions in universities under their study was at a high level.

In response to the initial inquiry, "What are the optimal influence requirements essential for the practice of transformational leadership in the College of Basic Education in Kuwait from the standpoint of senior and middle leadership?"

Table 6 presents the frequencies, percentages, means, and standard deviations for the items comprising the first dimension, Idealized Influence Requirements.

Sr.	Paragraphs	Completely unimportant		Unimportant		I don't Know		Moderately important		Significantly important		Means	Standard Deviation	Ranking
		T	%	T	%	T	%	T	%	T	%			
1	Guarantee that college staff develop shared values.	0	0	0	0	1	4.5	3	13.6	18	81.8	4.77	0.528	2
2	Persuade the college staff to pursue the interests of the business.	0	0	0	0	0	0	4	18.2	18	81.8	4.82	0.395	1
3	Confidence in the capabilities of the employees	0	0	0	0	0	0	4	18.2	18	81.8	4.82	0.395	1
4	Commitment to providing an environment conducive to optimal work performance within the academic institution in question.	0	0	0	0	0	0	4	18.2	18	81.8	4.82	0.395	1
5	Acknowledge and address the individual differences among college employees.	0	0	1	4.5	0	0	6	27.3	15	68.2	4.59	0.734	4

It is evident from Table 6 that the idealized influence requirements for transformational leadership in the College of Basic Education in the State of Kuwait are of paramount importance. The arithmetic mean of these requirements ranged between 4.59 and 4.82, with a standard deviation between 0.395 and 0.734. The idealized influence requirements were comprised of five sub-requirements, and the responses of the sample members demonstrated a convergence on the order of importance of these sub-requirements. The first requirement for idealized influence is that of Clause (2), which stipulates "influencing the employees of the college to achieve the interests of the work." This is followed by the requirement included in Clause (3), which stipulates "confidence in the abilities of employees at work," and the requirement included in item (a4), which states "diligence in providing a comfortable work environment within the college." The mean of 4.82 may be attributed to the fact that one of the most crucial attributes of a transformational leader is the capacity to positively influence college employees to achieve work interests in an efficient manner. This is

achieved through the establishment of robust relationships, effective communication, the provision of professional development opportunities, the recognition of employees' achievements, the demonstration of confidence in their abilities, the encouragement of their participation in decision-making processes and the assumption of responsibilities, and the creation of a conducive work environment.

This result is consistent with the findings of Al-Shammari's study (2023), which demonstrated that the prevalence of transformational leadership practices among educational leaders in the Qatari Ministry of Education and Higher Education was considerable. The field of influence and attractiveness emerged as the most prevalent area of practice, with a high degree of implementation. This finding aligns with the results of Al-Balawi's study (2023). The results demonstrated that academic leaders generally applied transformational leadership, particularly in the dimension of ideal impact. This finding aligns with the results of Al-Shammari's (2020) study. The results indicated that the most crucial factors for enhancing the performance of heads of scientific departments in Saudi universities in accordance with the transformational leadership approach, as perceived by faculty members, the creation of an appealing environment based on effective communication between employees and addressing their needs and concerns.

Conversely, the least crucial ideal influence requirement for practising transformational leadership in the College of Basic Education was the requirement included in item (5), which states "taking into account the individual differences among the college workers" with an arithmetic mean of (4.59). This result may be attributed to the fact that this requirement is already in place at the college, where distinguished and creative workers are honoured and given material and moral encouragement.

Answer to the second question: What are the individual considerations required for the practice of transformational leadership in the College of Basic Education in Kuwait, as perceived by senior and middle leadership figures, specifically assistant deans and department heads?

Table 6 presents the frequencies, percentages, means, and standard deviations for the items comprising the first dimension, Idealized Influence Requirements.

Sr.	Paragraphs	Completely unimportant		Unimporta nt		I don't Know		Moderately important		Significantly important		Means	Standard Deviation	Ranking
		T	%	T	%	T	%	T	%	T	%			
6	Emphasise commitment to high values, principles and ethics.	0	0	0	0	0	0	2	9.1	20	90.9	4.91	0.294	1
7	Possess a clear vision and defined goals for the college.	0	0	0	0	1	4.5	3	13.6	18	81.8	4.77	0.528	2
8	The capacity to make sound judgments in circumstances characterised by an inherent risk.	0	0	1	4.5	2	9.1	7	31.8	12	54.5	4.36	0.848	4
9	The capacity to effectively manage occupational stressors.	0	0	0	0	0	0	6	27.3	16	72.7	4.73	0.456	3
10	Benefit from feedback and previous mistakes.	0	0	1	4.5	0	0	6	27.3	15	68.2	4.59	0.734	5

It is evident from Table 7 that the individual considerations essential for practicing transformational leadership at the College of Basic Education in Kuwait are of paramount importance. The arithmetic mean of these requirements ranged between 4.91 and 4.59, with a standard deviation between 0.294 and 0.734. The individual considerations included five sub-requirements. The responses of the sample members differed with regard to the arrangement of the sub-requirements according to their respective importance. The first requirement, included in Item (6), states, "Emphasizing commitment to values, principles, and high ethics," and was rated with a mean of 4.91. This result may be attributed to the fact that adherence to high values and ethics is one of the most important elements of institutional excellence, as it increases the prestige and reputation of the institution. Among competitors from the corresponding colleges, therefore, these values must be adhered to, with the most important of which being the values of accountability, transparency, and competitiveness. The requirement included in Clause (7), which states "having a clear vision and goals for the work of the college," came in second place, with an arithmetic average of (4.77). This result may be attributed to the necessity of having a vision for the college that everyone knows, believes in, and strives to

achieve, and which does not change with the change of people, but rather it is a work strategy. This result is consistent with the findings of Basham's study (Basham, 2010), which concluded that university presidents recognize the critical need to have a vision, mission, and goals to practice transformational leadership.

The third rank of the requirements included in item (9), which states, "the ability to cope with work pressures successfully." This is likely a reflection of the fact that educational institutions are consistently operating under significant pressure, whether from employees or learners. Consequently, those in leadership roles within the education sector require the capacity to effectively navigate pressure.

The least significant requirement for practising the dimensions of transformational leadership at the College of Basic Education, as indicated by the arithmetic average of 4.59, was item (10), which states, "benefiting from feedback and previous mistakes." This may be attributed to the fact that the college has established clear mechanisms for benefiting from the opinions and suggestions of its employees. These include faculty members, training staff, employees, and students. This result differs from the results of Al-Shammari's study (2020), which indicated that the most important requirement for developing the performance of heads of scientific departments in Saudi universities in light of the transformational leadership approach from the perspective of faculty members was the formation of a general council whose mission was to listen to the evaluation and suggestions from faculty members and workers in the department.

Answer to the third question:

What are the intellectual stimulation requirements for practising transformational leadership in the College of Basic Education in Kuwait from the perspective of senior and middle leadership, as represented by assistant deans and department heads?

Table 8 presents the frequencies, percentages, means, and standard deviations of the items pertaining to the intellectual stimulation requirements.

Sr.	Paragraphs	Completely unimportant		Unimportant		I don't Know		Moderately important		Significantly important		Means	Standard Deviation	Ranking
		T	%	T	%	T	%	T	%	T	%			
11	The capacity to inspire and encourage the collective efforts of college staff.	0	0	1	4.5	0	0	3	13.6	18	81.8	4.73	0.703	1
12	The establishment of work objectives that are aligned with the objectives of the college's affiliates.	0	0	2	9.1	0	0	4	18.2	16	72.7	4.55	0.912	4
13	Encourage staff to work creatively.	0	0	1	4.5	0	0	6	27.3	15	68.2	4.59	0.734	3
14	The provision of an opportunity for staff to participate in the sound judgments process.	0	0	0	0	0	0	11	50.0	11	50.0	4.50	0.512	5
15	Demonstrate a remarkable capacity o disseminate enthusiasm and vitality among the staff.	0	0	1	4.5	0	0	5	22.7	16	72.7	4.64	0.727	2

it is evident from table (8) that the intellectual arousal requirements for practising transformational leadership in the basic education faculty in the State of Kuwait are considerable. The arithmetic mean of these requirements ranged between 4.73 and 4.50, with a standard deviation between 0.703 and 0.512. The standard deviation between the two groups was (0.703: 0.512). The intellectual stimulation requirements included five sub-requirements, and the sample members differed in their order of preference for these sub-requirements. The first rank among the intellectual stimulation requirements necessary for practicing transformational leadership in the College of Basic Education was the requirement included in item (11), which states "the ability to motivate college employees to work as a team", with an arithmetic mean (4.73). This discrepancy may be attributed to deficiencies in the college's endeavours to fulfil this requirement, which may not be commensurate with expectations. This outcome aligns with the findings of Manansala's (2015) investigation, which revealed that transformational leadership practices yielded benefits such as team building, responsibility and motivation to work in Philippine universities.

The second-ranked requirement, as outlined in item (15), which states "the capacity to disseminate enthusiasm and vitality among employees," may be attributed to the fact that it necessitates particular competencies from those entrusted with the management of the institution, and such abilities demand refinement and training, which was not duly provided. The requirement included in clause (13), which states "encouraging college employees to work in a creative way," was the third most highly rated requirement, with an arithmetic average of 4.59. These results are consistent with those of Al-Balawi's study (2023), which demonstrated that academic leaders applied transformational leadership in the dimension of intellectual stimulation to a moderate degree. This finding aligns with the results of Al-Ara. In a study conducted by IMI (2020), faculty members at the University of Jordan indicated that the practice of transformational leadership in the dimension of intellectual stimulation was perceived as the least effective. This finding aligns with the results of the aforementioned study. Manansala (2015) demonstrated that university presidents and their deputies were satisfied with the extent to which transformational leadership was applied in their institutions, particularly in relation to intellectual stimulation, which was perceived to be the least effective aspect.

The least significant intellectual stimulation requirement for practising transformational leadership at the College of Basic Education was the stipulation included in item (14), which stated that "the college should offer staff the opportunity to be involved in decision-making", with an arithmetic mean of (4.5). This may be due to the fact that the college provides faculty members with the opportunity to participate in decision-making processes through departmental councils within the college.

Answer to Fourth Question: What are the inspirational motivation requirements for transformational leadership in the College of Basic Education in Kuwait, as perceived by senior and middle leadership, specifically assistant deans and department heads?

Table 8 presents the frequencies, percentages, means, and standard deviations of the items pertaining to the intellectual stimulation requirements.

Sr.	Paragraphs	Completely unimportant		Unimportant		I don't Know		Moderately important		Significantly important		Means	Standard Deviation	Ranking
		T	%	T	%	T	%	T	%	T	%			
16	Promoting innovation and excellence amongst college employees.	0	0	1	4.5	0	0	4	18.2	17	77.3	4.68	0.716	2
17	Stimulate staff ideas through brainstorming.	0	0	0	0	1	4.5	8	36.4	13	59.1	4.55	0.596	3
18	Establishing the concept of participation among the college's staff.	0	0	1	4.5	0	0	4	18.2	17	77.3	4.68	0.716	2
19	Enriching the work with new innovative ideas.	0	0	0	0	0	0	5	22.7	17	77.3	4.77	0.429	1
20	The provision of opportunities for staff to address issues in innovative ways.	0	0	0	0	2	9.1	6	27.3	14	63.6	4.55	0.671	4

It is evident from Table 9 that the requirements for inspirational motivation necessary to practice transformational leadership in the College of Basic Education in Kuwait are of significant importance. The arithmetic mean ranged between 4.77 and 4.55, with a standard deviation between 0.429 and 0.671. This included five sub-requirements. The sample members' rankings differed on the five sub-requirements. The first-ranked requirement was that of inspirational motivation necessary to practice transformational leadership in the College of Basic Education in Kuwait. This was item (19), which states, "enriching the work with new innovative ideas." This may be attributed to the fact that new ideas in administrative work necessitate high-quality transformational leadership specifications, which are derived from the accumulation of knowledge and diverse experiences. The second-ranked requirement was included in item (18), which states: "Establishing the concept of participation among the college's affiliates." This may be due to the fact that the implementation of the principle of participation in all aspects of the college's operations necessitates the development of specific

guidelines for individuals engaged in these tasks, taking into account their respective competencies, experiences, and knowledge bases. Additionally, innovation in administrative work often encounters numerous administrative and legal challenges within the college, largely due to the presence of established, inflexible administrative work templates coupled with intricate administrative regulations and decisions.

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The least important of inspirational motivation requirements for the practice of transformational leadership at the College of Basic Education is that set out in item (20), which states that "employees should be given opportunities to address issues in innovative ways". This is evidenced by an arithmetic mean of 4.55.

Answer to fifth question: Are there statistically significant differences in their responses regarding the requirements for practising the dimensions of transformational leadership in the College of Basic Education in Kuwait, as a result of the variables of job title, years of service, and self-development in the field of transformational leadership?

1. Differences according to job title variable

The researchers employed nonparametric statistics to identify the discrepancies between the means, given the limited sample size and the non-normal distribution.

Table 10 illustrates the findings of the Mann-Whitney statistical analysis, which examined the differences in the means according to the variable representing job title.

		N	Ranks Average	Ranks Total	Mann-Whitney U	Z	Significance
Idealized Influence Requirements	Assistant Dean	5	8.70	43.50	28.50	-1.233	0.22
	Department Head	17	12.32	209.50			
Individual Consideration Requirements	Assistant Dean	5	9.30	46.50	31.500	-0.909	0.36
	Department Head	17	12.15	206.50			
Inspirational Motivation Requirements	Assistant Dean	5	9.00	45.00	30.000	-1.027	0.30
	Department Head	17	12.24	208.00			
Intellectual Stimulation Requirements	Assistant Dean	5	9.10	45.50	30.50	-1.010	0.31
	Department Head	17	12.21	207.50			
First axis: Requirements for practicing the dimensions of transformational leadership at the College of Basic Education	Assistant Dean	5	9.60	48.00	33.000	-0.753	0.45
	Department Head	17	12.06	205.00			

By extrapolating Table 10, it can be inferred that there is no statistically significant differentiation between the mean values of the study sample in terms of the requirements for practising transformational leadership dimensions in the College of Basic Education in Kuwait. This observation may be attributed to the variable of... The job title was found to have no effect on the responses of the study sample, as the requirements of transformational leadership are of great importance to employees of the College of Education, regardless of their position.

The present results diverge from those of Al-Balawi's study (2023) and Ruwaidi and Al-Rami's study (2022), which demonstrated a statistically significant discrepancy in the mean responses to the question regarding the extent to which transformational leadership principles are implemented, contingent upon the nature of the work in question.

2. Differences according to years of service

Table 11 illustrates the findings of the Mann-Whitney discrepancies between the approaches to transformational leadership as a function of the number of years of experience.

		N	Ranks Average	Ranks Total	Mann-Whitney U	Z	Significance
Idealized Influence Requirements	More than 5 years and less than 10 years	5	8.90	44.50	29.500	-1.145	0.25
	More than 10 years	17	12.26	208.50			
Individual Consideration Requirements	More than 5 years and less than 10 years	5	9.50	47.50	32.500	-0.827	0.41
	More than 10 years	17	12.09	205.50			
Inspirational Motivation Requirements	More than 5 years and less than 10 years	5	9.70	48.50	33.500	-0.739	0.46
	More than 10 years	17	12.03	204.50			
Intellectual Stimulation Requirements	More than 5 years and less than 10 years	5	9.80	49.00	34.000	-0.715	0.47
	More than 10 years	17	12.00	204.00			
First axis: Requirements for practicing the dimensions of transformational leadership at the College of Basic Education	More than 5 years and less than 10 years	5	8.90	44.50	29.500	-1.031	0.30
	More than 10 years	17	12.26	208.5			

By extrapolating Table (11), it is clear that there are no statistically significant differences between the means of the responses of the study sample in determining the requirements for practicing the dimensions of transformational leadership in the College of Basic Education in Kuwait, which means that the variable of years of service has no effect in determining the degree of importance of the requirements for practicing the dimensions of transformational leadership.

These findings align with those of Al-Shammari's (2023) study, which demonstrated that the degree of transformational leadership practice was not statistically significantly influenced by the variables or years of experience.

3. Differences according to number of courses in transformational leadership:

Table 12 presents the results of the Mann-Whitney test for differences in mean values according to the variable of the number of self-development courses in the field of transformational leadership.

		N	Ranks Average	Ranks Total	Mann-Whitney U	Z	Significance
Idealized Influence Requirements	No	14	11.86	166.00	51.000	-0.384	0.70
	Yes	8	10.88	87.00			
Individual Consideration Requirements	No	14	12.32	172.50	44.500	-0.828	0.41
	Yes	8	10.06	80.050			
Inspirational Motivation Requirements	No	14	12.25	171.50	45.500	-0.751	0.45
	Yes	8	10.19	81.50			
Intellectual Stimulation Requirements	No	14	12.07	169.00	48.000	-0.586	0.56
	Yes	8	10.50	84.00			
First axis: Requirements for practicing the dimensions of transformational leadership at the College of Basic Education	No	14	12.07	169.00	48.000	-0.553	0.58
	Yes	8	10.50	84.00			

By extrapolating Table (12), it is clear that there are no statistically significant differences between the means of the responses of the study sample in identifying the requirements for practising the dimensions of transformational leadership in the College of Basic Education in Kuwait that can be attributed to attending courses on transformational leadership. Attending or not attending the courses had no effect in determining the importance of the identified requirements for practising transformational leadership.

Proposals and Recommendations:

The findings of the study have led to the following recommendations:

1. The objective is to address the requisite skills and attributes of transformational leadership, encompassing participation, example-setting, and the provision of information that would empower these leaders to execute their duties. This will be accomplished through the organisation of a series of training programs and workshops tailored to the subject matter, namely transformational leadership.

2. The necessity to utilise the expertise of national, regional and international scholars specialising in transformational leadership, in accordance with an established strategy. This may involve hosting these experts at the institution, holding seminars, workshops and

conferences, or sending distinguished members on scientific missions to exchange experiences with international competencies.

0. The college administration endorses and implements transformational leadership across all academic and administrative departments. To this end, it provides all necessary resources, whether material or technical, to facilitate this process.

0. The necessity for new decisions and the enactment of new regulations that permit academic and administrative leaders in the college to develop, innovate, and implement creative decisions and innovative solutions to address the issues currently facing the college's operations.

0. The implementation of collaborative work practices across all departments within the college facilitates the completion of tasks and the assumption of responsibilities. This approach also empowers subordinates with the authority to make decisions and provides them with the guidance and directives necessary to exercise these powers effectively and accurately. This approach has the dual benefit of fostering a second tier of leaders within the college who are inclined towards creativity and innovation.

0. The renewal and development of the criteria and specifications for the selection and appointment of university leaders should be accompanied by the promotion of transformational leadership dimensions, including exemplary influence, inspirational motivation, intellectual stimulation and individual considerations.

0. The encouragement and motivation of academic, training and administrative staff who exhibit the characteristics of transformational leadership are encouraged to apply for academic and administrative positions at the college. Such an appointment would provide them with the opportunity to gain confidence in their abilities, which would in turn encourage them to apply for leadership positions when they become vacant.

0. Academic leaders (deans, assistant deans, heads of departments) and administrative leaders shall receive training on the skills and dimensions of transformational leadership, with the provision of feedback on their practice of leadership.

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