

# Transformational Leadership Among School Principals And Its Impact On The Effectiveness Of Decision-Making From The Teachers' Point Of View

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## Abstract

The study aimed to identify the transformational leadership among school principals and its impact on the effectiveness of decision-making from the point of view of teachers. The descriptive, correlational approach was used. The study sample consisted of (584) male and female teachers in public schools in Abha City. The questionnaire was used as a tool for collecting data. The results of the study showed that the level of school principals' application of the transformational leadership method in government schools in Abha City was at a moderate degree, and the level of effectiveness of decision-making was at a moderate degree in government schools in Abha City from the point of view of teachers. The results also showed a positive relationship between transformational leadership and decision-making effectiveness in government schools in Abha City from the point of view of teachers, and that there is an impact of transformational leadership on the effectiveness of decision-making in public schools in Abha City from the point of view of teachers.

Keywords: transformational leadership, public schools, decision-making, personal influence, motivation and inspiration, intellectual stimulation, attention to individual feelings.

## 1. Introduction

Transformational leadership is one of the important leadership styles that researchers and scholars have paid attention to, as it represents the inspiring motivation that motivates and encourages subordinates to accomplish work, satisfy their needs, and enable them to achieve self-actualization. This is because transformational leadership focuses on intellectual stimulation, and it also seeks to achieve the integration of individuals into institutions and organizations. Institutions and organizations contain individuals, by focusing on building a culture of commitment and promoting creative behaviour (Al-Ghamdi & Al-Zahrani, 2017). In recent years, the transformational behaviour of leaders has become one of the terms that have attracted the attention of scholars and researchers in management, as this type of behaviour enables leaders to confront difficulties in more effective and successful creative ways. This is done by influencing the behaviour of subordinates in the organization and transforming them from a normal state to a state of change, more challenging and looking forward to outcomes that exceed expectations (Al-Akhdar, 2018).

Transformational leadership can change the culture and beliefs of institutions and organizations. It helps to set many standards for the performance of institutions and organizations in a linked and integrated manner, which makes them able to respond effectively to external and internal transformations and changes. It also raises the efficiency of the institution and organization's performance, increases subordinates' confidence in the institution and organization, and raises the spirit of belonging, which motivates subordinates to work (Al-Otaibi, 2020). The process of making and creating administrative decisions is one of the main components of successful management. It is one of the tasks inherent in the work of administrative leaders at all organizational levels, and the success of any institution and organization depends on the efficiency and effectiveness of the decisions taken and their suitability to the objectives set at all levels (Al-Zoubi & Al-Shayyab, 2018).

The decision-making process is a continuous task in administrative work, as it is not limited to an employee himself, but rather spreads throughout the institution and organization and can be practiced at all levels. The principal practices it while at the head of his work because administrative problems require analysis and scrutiny to

make appropriate decisions continuously. These decisions are the essence of management for decision-making and the formation of a relationship between management and decision-making, and the institution and organization are an entity consisting of a group of different decisions (Al-Mutairi, 2017).

### **1.1. Problem Statement**

The topic of leadership is one of the important topics in all societies and all institutions and organizations, as it helps to understand and appreciate many difficulties and problems. Therefore, institutions, including schools, need leaders who can bear responsibility to achieve goals and accomplish work effectively and efficiently. The absence of responsible and conscious leaders leads to Failure to practice desired activities, and confusion occurs while striving to achieve ambitions and goals. The Ministry of Education is witnessing rapid and continuous development and change in decision-making and the degree of its effectiveness, which requires reconsidering the traditional leadership styles followed and replacing them with modern leadership methods and patterns that contribute to keeping pace with rapid developments such as transformational leadership to increase the effectiveness and efficiency of successful decision-making in modern educational institutions.

### **1.2. Questions of the study**

- 1- What is the degree of application of the transformational leadership style among school principals in public schools in Abha City from the point of view of teachers?
- 2- What is the degree of effectiveness of decision-making among school principals in public schools in Abha City from the point of view of teachers?
- 3- What is the relationship between transformational leadership style and the effectiveness of decision-making in public schools in Abha City from the point of view of teachers?
- 4- Is there an impact of the transformational leadership style on the effectiveness of decision-making in public schools in Abha City from the point of view of teachers?

### **1.3. Objectives of the study**

1. Detecting the degree of application of transformational leadership among school principals in public schools in Abha City from the point of view of teachers.
2. Revealing the degree of effectiveness of decision-making among school principals in public schools in Abha City from the point of view of teachers.
3. Knowing the relationship between transformational leadership style and the effectiveness of decision-making in public schools in Abha City from the point of view of teachers.
4. Verifying the impact of transformational leadership on the effectiveness of decision-making in public schools in Abha City from the point of view of teachers.

#### **1.4. Significance of the study**

This study contributes to defining the nature of administrative work in public schools and helps in knowing the nature of decision-making in public schools. The study's suggestions and recommendations may contribute to determining the best administrative patterns to be followed in public schools. This study is considered a reference to open new horizons for researchers, academics, and administrative principals on the subject of transformational leadership and decision-making. The study contributes to directing the attention of those in charge of administrative work in Saudi Arabian public schools to the importance of activating transformational leadership in decision-making.

#### **1.5. Limitations**

1. Human limitation: The study was limited to teachers in public schools.
2. Spatial limitation: The study was conducted in public schools in Abha City in the Kingdom of Saudi Arabia.
3. Time limit: The study was applied during the first semester of 2023-2024.

## **2. Literature review**

### **2.1. Transformational leadership**

Bojović & Jovanović (2020) defined transformational leadership as a systematic process involving a certain pattern of hierarchy

starting from the highest authority and moving to the lowest level of authority according to the characteristics of the organization. Youssef and Houria (2019, p. 527) defined it as “a leadership style that has a clear vision of the future and specific and clear goals that encourages subordinates to participate in formulating a long-term vision and setting clear, realistic goals for the institution, and seeks to bring about development, change and administrative development continuously, and adopts methods and systems.” Niessen et al. (2017) defined it as a creative and purposeful exchange between leaders and subordinates to guide subordinates through a vision that contributes to change.

The importance of transformational leadership is evident in delegating authority, empowering subordinates, developing them, and increasing their confidence in themselves and in the organization. It affects the performance of subordinates and their obligations at all levels of the organization. It increases moral responsibility, which is considered an effective element in encouraging subordinates to work and to go beyond personal interests to achieve the interests of the institution and the group. It is suitable for facing all situations, and its practice is evident in successful institutions, and it is practised in all institutions and at various levels. It also increases cultural and ethical awareness in the workplace. and seeks to confirm positive relationships between leaders and subordinates, to motivate them to increase effort and motivation toward cooperative work between the subordinates themselves and the leaders (Allen et al, 2016; Lai et al, 2020).

Transformational leadership is characterized by forming a strategic vision, which refers to defining a strategic plan in which the organization's goals are defined, and the efforts of the organization's subordinates are allocated to implement them. It helps in communicating and transferring the vision, which refers to conveying the vision to subordinates and their knowledge of their components so that they can implement programs easily. Transformational leadership also places the vision in a practical framework, which refers to moving beyond the framework of meetings and routine daily work to actions that reflect the vision in a way that increases the loyalty of subordinates to leaders. It also builds commitment and loyalty to the specific vision: It refers to commitment and loyalty by encouraging subordinates to adopt the vision and consider it their vision, integrating subordinates into the

procedures and processes that make up the vision, and publishing stories, conversations, and symbols that support building the vision (Spano-Szekely et al, 2016).

## **2.2. Decision-making**

Al-Alawiya (2018, p. 74) defined decision-making as “choosing the appropriate alternative from among the available alternatives regarding various practical issues that need to be thought about to reach an appropriate solution.” Al-Qatarna (2017, p. 123) defined decision-making as “choosing the appropriate alternative from among the alternatives available in a particular situation, and decision-making is not an automatic response and a direct subconscious reaction, but rather choosing the appropriate alternative from among the alternatives available in a particular situation.” Salama (2016, p. 150) also defined decision-making as “the process of issuing a specific judgment about what a particular action an individual should take in a given situation, where the best alternatives proposed to solve the problem or overcome the obstacle are chosen, after careful examination of those alternatives.”

The decision-making process is important because it helps in learning from mistakes by following the correct steps to reach correct decisions and correct mistakes. It allows reaching high-quality decisions, which refers to individuals subjecting themselves to studying and determining decisions, which leads to reaching experience in the decision-making process, and with time, the decisions become of high quality. It is also a necessary life skill and indicates that the individual must bear responsibility for the consequences of making decisions (Mahdi, 2021).

## **2.3. Previous studies**

Al-Sais and Zaid (2023) examined the impact of transformational leadership on organizational citizenship behaviour. The descriptive analytical approach was used. The study sample consisted of (289) employees at the Yemeni Red Sea Ports Corporation. The questionnaire was used as a tool for collecting data. The results of the study showed that the level of leadership Transformationalism came in at a low degree, and the level of organizational citizenship was at a moderate degree. The results also showed that there is an effect of transformational leadership on the organizational citizenship behaviour of the Yemeni Red Sea Ports Corporation.

Abu Arqoub (2023) explored the impact of management information systems on the effectiveness of decision-making in industrial facilities. The descriptive analytical approach was used. The study sample consisted of (125) managers of industrial facilities in the West Bank. The questionnaire was used as a tool for collecting data, and it showed the results of the study showed that the application of management information systems was high, and the level of effectiveness of decision-making was high. The results also showed that there is a positive relationship between management information systems and the effectiveness of decision-making in industrial facilities and that there is an impact of management information systems on the effectiveness of decision-making in industrial facilities.

Al-Athamneh and Batayneh (2022) investigated the impact of strategic intelligence on decision-making methods. The descriptive analytical approach was used. The study sample consisted of (332) employees of the Saudi Arabian Customs Department. The questionnaire was used as a tool for collecting data. The results of the study showed that the level of strategic intelligence among administrative leaders came at a high level, and the degree of decision-making among administrative leaders came at a high level, and the results showed that there is a correlation between strategic intelligence and the decision-making methods of administrative leaders and that there is an impact of strategic intelligence on the decision-making style of administrative leaders.

Al-Ghuwairi (2022) explored the impact of transformational leadership on employee performance. The descriptive analytical approach was used. The study sample consisted of (120) male and female employees in the Buildings and Lands Directorate in Zarqa Governorate. The questionnaire was used as a tool for collecting data. The results of the study showed that the level of application of Transformational leadership was at a moderate level, and the level of employee performance was at a moderate level. The results also showed that there is an impact of transformational leadership on the performance of employees in the Buildings and Lands Directorate.

Al-Taweel (2022) revealed the impact of organizational silence on the decision-making process. The descriptive approach was used. The study sample consisted of (80) employees at the Misrata Medical Center in Libya. The questionnaire was used as a tool for

collecting data. The results of the study showed that the level of organizational silence was at a degree Moderate, and the level of decision-making was high. The results also showed that there is an effect of organizational silence in the decision-making process at Misurata Medical Center.

Suleiman (2021) investigated the impact of transformational leadership on organizational development. The descriptive survey method was used. The study sample consisted of (276) employees at Al-Housh Private University. The questionnaire was used as a tool for collecting data. The results of the study showed that the level of application of transformational leadership was to a high degree, and the level of organizational development was high. The results also showed that there is a relationship between transformational leadership and organizational development among employees at Al-Housh University and that there is an impact of transformational leadership on organizational development among employees at Al-Housh University.

Al-Qahtani and Al-Subaie (2020) identified the relationship between technical leadership and the level of effectiveness of decision-making. The descriptive approach, both descriptive and relational, was used. The study sample consisted of (108) student leaders in the city of Dammam. The questionnaire was used as a tool for collecting data. The results of the study showed that the degree of technical leadership practice by school leaders was high, and the level of effectiveness of decision-making among school leaders was high. The results also showed a positive, statistically significant relationship between the degree of technical leadership and the level of effectiveness of decision-making among school leaders.

Kanani and Al-Saed (2020) explored the impact of transformational leadership on organizational commitment. The descriptive analytical approach was used. The study sample consisted of (310) male and female employees at Prince Hamzah Hospital. The questionnaire was used as a tool for collecting data. The results of the study showed that the level of leadership application Transformational leadership was moderate, and the level of organizational commitment was moderate. The results also showed that there is an impact of transformational leadership on organizational commitment among employees at Prince Hamzah Hospital.



### **3. Methodology**

#### **3.1. Research design**

The study used the correlational descriptive approach, which is defined as “one of the descriptive approaches, used to measure the relationship between two variables (an independent variable and a dependent variable), and whether this relationship is positive or negative, and then predict a certain level of significance in a digital image” (Al-Marai et al., 2021, p. 29).

#### **3.2. Sample**

The study population consisted of all public-school teachers in Abha City, represented by all its education directorates. The number of teachers, according to the statistics of the Saudi Arabian Ministry of Education for the year 2020/2021 in all directorates, reached (16,397) thousand male and female teachers. The study sample consisted of (584) teachers from various directorates in Abha City, who were selected by a simple random method by distributing an electronic questionnaire to the targeted sample.

#### **3.3. Study Tool**

After reviewing previous studies, research, and educational literature related to the subject of the study on transformational leadership as a study (Abu Ghaith, 2022; Al-Toukhi, 2020), and the effectiveness of decision-making as a study (Omran and Al-Tali, 2018; Al-Qadoumi et al., 2014), the study tool was designed in a way that is consistent with the nature of the study and its objectives. The tool consisted of two major dimensions. The first dimension was Transformational leadership, consisting of (28) items divided into four dimensions of transformational leadership. The second dimension was the effectiveness of decision-making, consisting of (12) items.

##### **3.3.1. Validity of the tool**

The questionnaire was presented in its initial form to a group of specialists in the field of educational administration and the educational sector, to express their observations and opinions about the questionnaire items. They expressed their opinions about the correctness of the linguistic formulation and the suitability of each item to measure what it was designed to measure. The opinions and directions of the arbitrators were taken into account by deleting, modifying, and adding some items, the

amendment was made following the comments and directions, and thus the questionnaire came out in its final form.

### 3.3.2. Reliability of the tool

To verify the stability of the study tool, the Cronbach-Alpha coefficient was calculated on a survey sample of (25) individuals, to ensure the stability of the transformational leadership scale and the decision-making effectiveness scale, and the following table shows this.

**Table 1. Reliability of the questionnaire using Cronbach's alpha method**

Dimension	Number of items	Cronbach-Alpha coefficient
Influence by personality	7	.816
Motivation and inspiration	7	.794
Intellectual arousal	7	.779
Completion of individual feelings	7	.840
Transformational Leadership	28	.882
Effectiveness of decision making	12	.857

The table shows that the overall reliability coefficient for the transformational leadership axis was (.882), and the reliability coefficient values for its fields ranged between (.840-.779). This indicates a high reliability of the study sample's answers to the questionnaire questions, which indicates their understanding of the items and their ability to deal with them. The questionnaire has a high degree of confidence. The table also shows that the overall reliability coefficient for the decision-making effectiveness axis was (.857), and this indicates that there is high reliability for the study sample's answers to the questionnaire questions, which indicates their understanding of the items and the ability to deal with the questionnaire with a high degree of confidence.

### 3.4. Data analysis

The study used Statistical Package for Social Sciences (SPSS), which is one of the most important and popular statistical programs for analyzing social and educational research, to transcribe and analyze the questionnaire to obtain the results of the study, by performing the necessary analyses. The analysis included mean scores, standard deviation, Cronbach's Alpha coefficient to verify

the stability of the questionnaire items, Pearson Correlation Coefficient to know the relationship between variables (reclining, dependent), Simple Linear Regression Analysis Model, and Multiple linear regression model.

#### 4. Results and Discussion

##### 4.1. Results of the first question

The first question states, “What is the degree of application of the transformational leadership style among school principals in public schools in Abha City from the point of view of teachers?” To answer this question, arithmetic means, standard deviations, ranking, and degree of agreement were used, and the following table shows this:

**Table 2. The mean scores, standard deviations, ranking, and degree of agreement for the field of “influence by personality”**

Item	Mean score	Standard deviation	Rank	level
The principal deals with teachers in the school with confidence	3.39	.942	2	Medium
The principal deals honestly with the teachers at the school	3.15	.967	6	Medium
The principal seeks excellence in his work	3.17	.928	5	Medium
The principal puts the public interest before the private interest	2.89	1.067	7	Medium
When making a decision, the principal allows a large number of calculated risks	3.37	1.126	3	Medium
The principal treats teachers in a fair manner, without favouritism	3.57	1.083	1	High
Teachers trust the principal's leadership ability	3.27	1.097	4	Medium
Total	3.26	.712		Medium

The table shows that there is a moderate degree of agreement among members of the study sample on the items in the field of “influence by personality” in general. The arithmetic mean reached (3.26), and the item that states “The principal fairly treats teachers, away from favouritism” came in first place with an arithmetic mean. It reached (3.57) with a high degree of approval, while the item that states, “The principal puts the public interest before the

private interest,” came in last place with a mean of (2.89) and a moderate degree of approval.

**Table 3. The mean scores, standard deviations, ranking, and degree of agreement for the field of “motivation and inspiration”**

Item	Mean score	Standard deviation	Rank	level
The principal urges teachers to work hard	3.19	1.135	6	Medium
The principal motivates teachers to develop and change	3.60	1.139	1	High
The principal stimulates teachers' ideas for innovation, creativity and innovation	3.59	1.123	2	High
A principal begins his work with optimism and positivity when trying to solve business problems	2.22	1.184	7	Low
The principal raises awareness of important issues	3.43	1.218	3	High
The principal's work is based on developing teachers' performance	3.23	1.103	5	Medium
The principal works to clarify working methods for teachers	3.32	1.155	4	Medium
<b>Total</b>	<b>3.23</b>	<b>.714</b>		<b>Medium</b>

The table shows that there is a moderate degree of agreement among members of the study sample on the items in the field of “motivation and inspiration” in general, and the arithmetic average reached (3.23). The item that states “The principal motivates teachers to develop and change” came in first place with an arithmetic average of (3.23). 3.60) with a high degree of approval, while the item that states “The principal begins his work with optimism and positivity when trying to solve work problems” came in last place with a mean (2.22) and a low degree of approval.

**Table 4. The mean scores, standard deviations, ranking, and degree of agreement in the field of “intellectual arousal”**

Item	Mean score	Standard deviation	Rank	level
The principal provides an environment that stimulates teachers to innovate and create	2.62	1.168	7	Medium
The principal looks at problems from different angles	3.11	1.375	2	Medium

The principal works to transform visions into reality	3.00	1.318	5	Medium
The principal makes room for new creative ideas presented by teachers	3.20	1.266	1	Medium
The principal uses realistic solutions to address problems	2.89	1.290	6	Medium
The principal encourages teachers to use scientific methods to deal with problems	3.08	1.218	4	Medium
The principal motivates teachers to try new ideas and methods to achieve the goals and mission of the school	3.09	1.162	3	Medium
<b>Total</b>	<b>3.00</b>	<b>.777</b>		Medium

The table shows that there is a moderate degree of agreement among members of the study sample on the items in the field of “intellectual stimulation” in general. The arithmetic mean reached (3.00), and the item that states “The principal makes room for new creative ideas presented by teachers” ranked first with an average My calculation reached (3.20) with a moderate degree of approval, while the item that states “The principal provides an environment that stimulates teachers to innovate and create” came in last place with a mathematical mean (2.62) and with a medium degree of approval.

**Table 5. The mean scores, standard deviations, ranking, and degree of agreement for the field of “completion of individual feelings”**

Item	Mean score	Standard deviation	Rank	level
The principal listens to teachers and respects their feelings	3.52	1.120	1	High
The principal addresses the weaknesses of teachers	3.11	1.216	3	Medium
The principal delegates some powers to teachers	2.76	1.337	4	Medium
The principal deals with teachers with humility and humanity	3.33	1.169	2	Medium
The principal cares about teachers' personal needs	2.58	1.341	6	Low
The principal encourages teachers to self-evaluate their performance	2.59	1.288	5	Low

The principal takes into account individual differences in his dealings with teachers	2.54	1.339	7	Low
<b>Total</b>	2.92	.901		Medium

The table shows that there is a moderate degree of agreement among members of the study sample on the items in the field of “completion of individual feelings” in general, and the arithmetic mean reached (2.92), and the item that states “The principal listens to teachers and respects their feelings” came in first place with an arithmetic mean of (2.92). 3.52) with a high degree of agreement, while the item that states “The principal takes into account individual differences in his dealings with teachers” came in last place with a mean of (2.54) and a low degree of agreement.

**Table 6. The mean scores, standard deviations, ranking, and degree of agreement for the areas of transformational leadership and the scale as a whole**

Item	Mean score	Standard deviation	Rank	level
Influence by personality	3.26	.712	1	Medium
Motivation and inspiration	3.23	.714	2	Medium
Intellectual arousal	3.00	.777	3	Medium
Completion of individual feelings	2.92	.901	4	Medium
Transformational Leadership	3.10	.625		Medium

The table shows that there is a moderate degree of agreement regarding the application of transformational leadership in public schools in Abha City, and the arithmetic average was (3.10). The field of “influencing personality” ranked first, with an arithmetic average of (3.26), and the field of “motivation and inspiration” ranked second, with an arithmetic average of (3.26). 3.23), and the field of “intellectual arousal” ranked third with a mean of (3.00), and the field of “completion of individual feelings” ranked fourth with a mean of (2.92), all with a moderate degree of agreement.

This can be explained by the fact that teachers find that leaders do not have charismatic personality traits to a high degree, do not realize the importance of change, and have average

tendencies to appreciate teachers and trust in their abilities to achieve goals. They also do not care about teachers' feelings and are not optimistic about the future, and school leaders do not motivate teachers to raise morale. They do not pay attention to stimulating intellectual motivation to find creative and new solutions to the problems facing the business. The results also indicate that leaders overlook fundamental issues. This result is consistent with (Al-Ghuwairi, 2022; Kanani and Al-Saed, 2020), and differs from (Al-Sais and Zaid, 2023; Suleiman, 2021).

#### 4.2. Results of the second question

The second question states, "What is the degree of effectiveness of decision-making among school principals in public schools in Abha City from the point of view of teachers?" To answer this question, arithmetic means, standard deviations, ranking, and degree of agreement were used, and the following table shows this.

**Table 7. The mean scores, standard deviations, ranking, and degree of agreement on the "Effectiveness of Decision-Making" dimension**

Item	Mean score	Standard deviation	Rank	level
The principal respects the opinions of all teachers in the school	3.00	1.318	7	Medium
The principal makes decisions that are consistent with the school's goals	3.20	1.266	3	Medium
The principal does objective planning to ensure successful decision-making	2.89	1.290	8	Medium
The principal directs teachers in the general interest of the school	3.08	1.218	6	Medium
The principal enjoys answering teachers' questions	3.08	1.162	5	Medium
The principal participates with teachers in planning the proper functioning of the school	3.52	1.120	1	High
The principal involves teachers in the decision-making process	3.11	1.216	4	Medium
The principal has the ability to make decisions quickly to confront problems	2.76	1.337	9	Medium
The principal bears responsibility when he fails to work	3.33	1.169	2	Medium
The principal's decisions are accepted by teachers	2.58	1.341	11	Low

The principal chooses the easier alternative to carry out the business when making decisions	2.59	1.288	10	Low
The principal makes decisions in a timely manner	2.54	1.339	12	Low
<b>Total</b>	2.97	.803		Medium

The table shows that there is a moderate degree of agreement among members of the study sample on the items of the “Effectiveness of Decision-Making” axis in general. The arithmetic mean was (2.97), and the item that states “The principal participates with teachers in correctly planning the school’s workflow” ranked first. It came first with a mean of (3.52) and a high degree of approval, while the item that states, “The principal makes decisions at the appropriate time,” came in last place with a mean of (2.54) and a low degree of approval.

This can be explained by the fact that school leaders do not have a high degree of creative abilities and cannot bear responsibility and make decisions. Decisions are not built on an objective and transparent basis and may be affected by the personal influences of the decision-maker. Likewise, principals feel bored with teachers’ questions and are alone in making critical decisions without planning for them. Objectively make appropriate decisions that help solve problems that occur during the completion of work to reach the desired goals. The results differ from the study of (Abu Arqoub, 2023; Al-Athamna and Batayneh, 2022; Al-Taweel, 2022; Al-Qahtani and Al-Subaie, 2020).

#### 4.3. Results of the third question

The third question states: “What is the relationship between transformational leadership style and the effectiveness of decision-making in public schools in Abha City from the point of view of teachers?” To answer this question, the Pearson correlation coefficient was used to determine the relationship between transformational leadership and the effectiveness of decision-making, and the following table shows this:

**Table 8. The mean scores, standard deviations, ranking, and degree of agreement on the “Decision-making Effectiveness” axis**

Variable	Decision-making
Influence by personality	.315**



Motivation and inspiration	.433**
Intellectual arousal	.845**
Completion of individual feelings	.941**
Transformational Leadership	.877**

The table shows that there is a positive, statistically significant correlation at the significance level (0.01) between the total score of transformational leadership in its fields and the effectiveness of decision-making. This indicates that the greater the application of the transformational leadership style, the greater the effectiveness of decision-making. This can be explained by directing school leaders to create new and creative ideas by motivating teachers. This contributes to increasing the leaders' ability to develop many appropriate alternatives and identify the appropriate alternative to confront the problems that occur during the completion of work. Leaders' encouragement of teachers to use new methods to reach the desired goals leads to carrying out work simply and quickly without difficulty or complexity. Leaders deal with teachers with humility, making them close to them and listening to them with great interest, creating communication channels for dialogue and discussion in all work, which helps teachers accept all decisions made by leaders. This result is consistent with (Abu Arqoub, 2023; Al-Athamna and Batayneh, 2022; Suleiman, 2021; Al-Qahtani and Al-Subaie, 2020).

#### 4.4. Results of the fourth question

The fourth question states: "Is there an effect of transformational leadership on the effectiveness of decision-making in public schools in Abha City from the point of view of teachers?" To answer this question, simple and multiple linear regression analysis was used to determine the effect of transformational leadership on the effectiveness of decision-making, and the following tables illustrate this:

**Table 9. Simple linear regression analysis to measure the effect of applying transformational leadership on the effectiveness of decision-making in public schools**

Variable	T value	Beta value	B value	Sig.
Independent	6.458		.524	.000
Transformational Leadership	43.987	.877	1.128	.000

Correlation coefficient (R) = .877a
Adjusted coefficient of determination (R <sup>2</sup> ) = .769
Value (F) = 1934.887
Significance level = .000

The table shows that the correlation coefficient was (R-.877) and the adjusted coefficient of determination was (R2=.769). This indicates that (76.9%) of the change in decision-making in public schools in Abha City was explained by the linear relationship, and the remaining percentages may be due to other factors. The value of the calculated (F) test was (1934.887), and the level of significance was equal to (.000). This indicates that there is a statistically significant effect of transformational leadership on the effectiveness of decision-making in public schools in Abha City. The value of (T) in the fixed amount was (6.458), and the level of morale was (.000), and the value of (T) for the transformational leadership axis was (43.987), and the level of morale was (.000), and this indicates the existence of a significant direct relationship for transformational leadership in the effectiveness of decision-making in public schools in Abha City.

This can be explained by the fact that the transformational leader must carry out behaviours and actions that impress teachers and increase their appreciation and respect for him, put the public interest ahead of the private interest, and participate in overcoming the penalties and pressures that arise in the work environment, which leads to making the right decision that serves educational and pedagogical goals. for school. This result is consistent with a study (Al-Sayes and Zaid, 2023; Abu Arqoub, 2023; Al-Athamneh and Batayneh, 2022; Al-Fuwairi, 2022; Al-Taweel, 2022; Suleiman, 2021; Kanani and Al-Saed, 2020).

##### **5. Recommendations**

The study recommends the necessity of strengthening transformational leadership in educational institutions and schools due to its importance in reaching correct and effective decisions. It is important to build positive relationships between school leaders and teachers and hold training programs to develop and improve teachers. Principals should ensure that teachers' inclinations and desires are increased in various ways to stimulate their motivation and enthusiasm to increase the effectiveness of decision-making. The schools should establish a system of moral and material

incentives for teachers, ensuring that it is proportional to the efforts expended in completing the work.

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