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# The Relationship Of Transformational Leadership With Organizational Support For Teachers Of General Education Schools In The Royal Commission In Jubail

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**Abstract:** The study aimed to reveal the relationship of transformational leadership with organizational support for teachers at public education schools in the Royal Commission in Jubail. The study population consisted of all teachers at public education schools in the Royal Commission in Jubail, the study sample consisted of 304 teachers chosen randomly from the 1397 teachers who are the study population. The researcher used the descriptive correlative approach, for its relevance to this type of studies, the study data were collected using a questionnaire, and its validity and reliability were verified. The results of the study showed that the level of practice of leaders of public education schools in the Royal Commission for the dimensions of transformational leadership from the teachers' point of view was high on the total score. Also, the level of organizational support for teachers of public education schools in the Royal Commission from the teachers' point of view was high, and the results of the study showed a significant correlation (direct proportion) between the degree of transformational leadership practice among the leaders of public education schools in the Royal Commission and the degree of organizational support to the teachers of general education in the Royal Commission in Jubail, as all dimensions of transformational leadership have a relationship with the dimensions of the organizational support.

**Keywords:** Transformational Leadership; Organizational Support; The Royal Commission and Jubail.

## Introduction

We are witnessing a rapid educational renaissance under different cultural and economic conditions and civilizations of advanced countries focused on education, as it is the system through which we can achieve comprehensive development for the human being. Education helps develop a human personality, which affects him throughout his life. Therefore, the educational institution has become one of the most important institutions of society, and its efficiency is measured by the extent to which it achieves what society expects in terms of the

quality of education. For the educational institution to live up to expectations, it needs sufficient material resources, appropriate organizational structures, and leaders with an effective impact on individuals and workers.

The transformational leadership style is one of the methods that have emerged recently in the field of leadership and is considered one of the latest methods of leadership, and the use of transformational leadership in the educational field, especially in the field of school management to face the difficulties and challenges facing schools, and the impact of transformational leadership is reflected in several aspects such as the school's future vision and increasing respect for goals, as well as achieving support for teachers, and stimulating thinking to reach radical solutions to problems (Othman, 2016).

moreover, the transformational leader works to increase the level of subordinates' desire to a higher level, and thus a process of excitation takes place between the two parties through which the subordinates are made leaders (Al-Hawari, 2010).

The studies dealing with the dimensions of transformational leadership varied and were divided into: (idealized influence, Motivation, intellectual stimulation, and individual consideration. This division was adopted by Bass & Avolio, who presented a model called the MLQ Scale, which is a multi-factor leadership scale that included four dimensions of transformational leadership: charisma, intellectual stimulation, individual consideration, and inspirational motivation (Bin Muaiqel, 2015). While some studies divided it into six dimensions: (the ability to focus, bear risk, self-confidence, self-esteem, the ability to communicate, and feel others), and this division was adopted by (Al-Muqhem, 2020).

The transformational style of leadership enjoys its high ability to lead institutions to keep pace with modernity and face difficulties. This style of leadership has received great attention from those interested in the field of leadership and management, and even from scholars as well. Therefore, it is considered one of the good options because it has a high ability to reach the competitive advantage of institutions. Also, the educational leader seeks, through this method of leadership, to expand his influence to his colleagues in the school, and to provide support and encouragement on an ongoing basis through their participation and taking their opinions in the decision-making process within the school, where the transformational leader takes upon himself the concept of continuous improvement regarding School organization (Al-Sedawi, 2001).

Therefore, transformational leadership is considered one of the contemporary methods to motivate leaders and subordinates to benefit from their full potential, raise their performance and enhance their self-confidence to obtain the best service using available resources while providing support for their psychological, social, and emotional needs. Transformational leadership plays a pivotal role in bringing about organizational changes to reach Objectives, through the leader's pursuit for subordinates to reach a high level of

performance, for self-development, and work to develop their performance in the organization as a whole (Eliyana Anis, 2019).

Al-Hawari (2010) indicated that transformational leadership is the main key to achieving maximum results, as it works on a comprehensive and integrated qualitative shift in values, viewpoints, directions, visions, and goals, and the leader must work to convince subordinates of their ability to change for the better and enhance their confidence to increase their creativity.

Transformational leadership is a theory concerned with allowing managers to perform successful leadership tasks with a high level of employee satisfaction within the educational institution. Transformational leadership is the best option for building the future vision of the educational system as a whole, providing all forms of necessary support for teachers. Hence, the importance of transformational leadership is reflected in building the future visions of the educational system (Al-Harbi, 2004).

Accordingly, it can be said that the relationship of this new type of leadership (transformational leadership) to educational institutions and their level of efficiency is directly related to the abilities of teachers, academics, and administrators, where their level of performance is linked to the support provided to them, and their sense of satisfaction and job security that their educational institution feels, and this is from It would work to increase loyalty to the educational institution. The staff's awareness and feeling of psychological or moral support can be described as organizational support, as their feeling of organizational support is directly reflected on educational institutions in a positive aspect, as the goals, aspirations, and visions set by the educational institution are achieved (Krishnan & Mary, 2012).

When addressing highly qualified human resources, it was necessary to mention the organizational support, which is a strategic behavior that enables institutions to achieve their benefits, in a manner that does not conflict with the interests of others or with their goals, as workers' sense of support and empowerment contributes to the development of their skills and expertise, and indicates organizational support to the level of interest provided by the institution to its employees, and this would enhance their commitment and job satisfaction, as it is reflected in their behavior at work, ensuring that organizational goals are reached (Abu Hashish, 2018).

The interest in organizational support in institutions, in general, has exceeded that of educational institutions, especially schools, and the importance of organizational support in schools lies in that it contributes to achieving self-development for teachers and school staff as a whole, as it motivates them to do more to reach the goals of the school and aspirations, and work to permanently improve the level of performance, also, the organizational support raises the level of motivation, reduces the negative behaviors of some

teachers inside the school campus, enhances loyalty to the school, reduces the phenomenon of movement between schools, and enhances teamwork such as engaging in various school activities, and helps in the formation of constructive dialogues between superiors and subordinates and even between subordinates themselves, organizational support enhances creative work within the school (Al-Qarni, 2018).

Interest in the concept of organizational support increased in the sixties of the twentieth century among several theories that researched the subject of social exchange and mutual benefit. In the eighties of the twentieth century, Eisenberg and his group sought to employ these theories in explaining what the beneficial relationship exists between the organization on the one hand, and the individuals working in it on the other hand. The concept of organizational support is based on the theory of social exchange and mutual benefit (Benefits Exchange). These theories have contributed to explaining the motivation behind the mutual trends and behaviors between individuals and groups, the researcher Eisenberger had a significant contribution to the application and employment of these two theories to clarify the relationship between institutions and employees and its interpretation (Al Shanti, 2015).

The theory of the mutual benefit criterion holds that the motive behind the mutual behaviors between individuals, that is, the recipient of the benefit develops a feeling of loyalty towards the Person who helped them (Al-Kalaldeh, 2008).

The method of organizational support leads to raising the performance of individuals by working even what is not required of them, this method works on their participation in their views, which contributes to increasing cultural and social diversity in the institutions in which they work, moreover, this method is highlighted within the institution and benefit of all its various advantages and objectives (Jallab, 2016). The concept of organizational support also expresses the organizational policies and procedures adopted by departments in institutions, through which pressures are relieved on employees (Al-Ajarma, 2020).

Organizational support also reduces the phenomenon of movement in institutions and supports teamwork, which contributes to the formation of open communications between leaders and workers and enhances communication between workers themselves and the exchange of experiences between each other (Al-Asasfa, 2019). Organizational support, according to Steinberg and his colleagues, is based on the existence of reciprocal and participatory relations in everything between the institution and its employees, as the employees' opinions and viewpoints are affected by the level of attention and respect offered by the institution, this would lead the workers to form beliefs related to the institution's appreciation of their exerted efforts, It includes brotherhood, friendship, and mutual respect, and includes the moral and material aspect, services and social resources, accordingly, the organizational support appears with the interest of the workers in the institution in which

they work and the pursuit of goals and this is evaluated by the size of the effort expended, so workers must reciprocate through a full commitment to the work assigned them (El-Hawary, 2010).

In light of the foregoing, we can say that good teaching that advances educational institutions cannot be achieved without a teacher committed to practical, scientific professionalism and creativity, and managers and leaders who can understand the different needs of teachers, and provide organizational support that raises the level of motivation, and this requires in the first place teachers touch this, as this can ensure loyalty and belonging to the educational institution, and work collectively with principals and leaders to overcome the difficulties they may face (Abdeen et al., 2012).

### **Study Problem**

The problem of the current study is to try to find out the level of practice of transformational leadership and organizational support for teachers in the schools of the Royal Commission in Jubail. After reviewing previous literature in this field, such as the study in (Aku & Balci, 2009; Al-Anzi, 2005), which showed a low level of practice of transformational leadership by principals in some schools, which negatively affected the level of teachers' job performance. The results of several studies, such as the study in (Noah, 2013), the study in (Al Zaher, 2011), and the study in (Al-Sharifi, 2011) showed a decline in the use of the organizational support method for teachers in the Kingdom.

In light of what was previously presented about the importance of transformational leadership and organizational support, the results of the previous studies, and to find out the reality of the application of transformational leadership and organizational support in the schools of the Royal Commission in Jubail, the need to conduct this study emerged, to reveal the relationship between transformational leadership and organizational support, as the results could constitute a modest contribution to the development of the concept of leadership, transformation and organizational support among superiors and subordinates.

### **Study Questions**

1. What is the degree to which public school leaders in the Royal Commission practice the dimensions of transformational leadership from the teachers' point of view?
2. What is the degree of organizational support for teachers at public schools in the Royal Commission in Jubail from the teachers' point of view?
3. Is there a statistically significant relationship at the level of  $\alpha < 0.05$  between the degree of transformational leadership practice among the leaders of public schools in

the Royal Commission and the degree of organizational support among teachers of public schools in the Royal Commission in Jubail?

### **Study Objectives**

1. Identifying the degree of practicing transformational leadership in public schools in the Royal Commission in Jubail.
2. Identifying the degree of practicing organizational support in its dimensions for teachers at public schools in the Royal Commission in Jubail.
3. Determining the relationship between the transformational leadership style and organizational support among teachers of public schools in the Royal Commission in Jubail.

### **Study Significance**

It is hoped that this study will contribute to providing leaders with the necessary feedback on transformational leadership and its impact on organizational support in the educational field. This study also sought to show the extent to which leaders use transformational leadership so that they can enhance their skills in using transformational leadership in all dimensions, Also, it is hoped that decision-makers in the schools of the Royal Commission will benefit Jubail, through the results of this study on the impact of transformational leadership on organizational support among teachers of Royal Commission schools in Jubail.

### **Study Delimitations**

- **Objective:** This study aims to show the degree to which the leaders of public schools at the Royal Commission practice the dimensions of transformational leadership represented in charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration) and the degree to which organizational support is practiced in its dimensions: (organizational justice represented in: (distributive justice, procedural justice, and transactional justice), the behavior of leaders supporting subordinates, support and self-affirmation, and participation in decision-making) for teachers of public schools in the Royal Commission in Jubail.
- **Time delimits:** The study was applied in the first semester of the year 1443 AH.
- **Place delimits:** The application of this study was limited to public schools in the Royal Commission in Jubail.
- **Human limits:** The application of this study was limited to teachers at public schools in the Royal Commission in Jubail from the "primary, intermediate and secondary" stages.

## **Methodology**

The methodology differs according to the type of study, its objectives, fields, and tools, as the current study relied on the descriptive approach, which describes the reality or phenomenon in an accurate description quantitatively or qualitatively. The qualitative expression describes and explains the characteristics of the phenomenon, while the quantitative expression gives us a numerical description that shows the amount or size of this phenomenon, leading to results or generalizations that help in understanding the reality of the phenomenon or the problem, according to (Salkind, 2019). The study also relied on the correlational approach, where Attia (2016) indicated that the correlational study is concerned with examining the relationship between two or more variables, and its degree or amount is expressed by the Correlation Coefficient.

## **Study Population**

The study population consisted of all teachers at public schools in the Royal Commission in Jubail, and their number is estimated at 1397 teachers, according to the statistics of (the Education Department of the Royal Commission in Jubail 1441).

## **Study Sample**

The sample is studied, estimated, analyzed, and described through its statistics or coefficients, we can infer statistically the parameters of the population through the study, analysis, and testing of the sample statistics (Al-Sefo and Al-Rifai, 2018). Where the researcher developed the study tool represented by a questionnaire and prepared it electronically (Online Questionnaire) and published it via (Google Form) in a random sampling method (Al-Jubouri, 2018) and after 30 days, 304 electronic questionnaires were answered, all of which are valid for statistical analysis and are representative and appropriate for the study population (Sekaran, & Bougie, 2016).

## **Study Tool**

A questionnaire was developed as a study instrument, as it was developed in a manner commensurate with the variables of the study, by reviewing previous studies related to the subject of the study, it included items related to the independent variable (transformational leadership) and its dimensions: (charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration). Among the studies that were referred to in developing questions related to the independent variable are Al-Ghamdi and Al-Zahrani study (2017), Amayrah study (2020), and Al-Zuman study (2021). The second part of the questionnaire includes paragraphs related to the dependent variable (organizational support) and its dimensions: (organizational justice, the behavior of the leader supporting

his subordinate, self-support and affirmation, participation in decision-making). Among the studies that were referred to in developing questions related to the dependent variable are the studies of Abdul Latif and Al-Qarni (2018), Al-Juraifani (2019), and Boutaleb (2019).

The questionnaire, in its final form, consisted of 40 items, 20 items that measured the dimensions of transformational leadership, and 20 items that measured the dimensions of organizational support. Likert scale was used, where the response indicating a very low degree of approval is given 1, a very high degree of approval was given 5.

### **Tool Correction Method**

The following criterion was adopted to judge the degree of transformational leadership practice and the level of organizational support for teachers of public schools at the Royal Commission in Jubail from the teachers' point of view:

(1-2.33) Low degree of practice (2.34-3.67) Medium degree of practice (3.68-5) High degree of practice

### **Face Validity**

To confirm the face validity of the scale, it was presented in the initial form to (14) academic arbitrators to express their observations and suggestions about the items of the scale in terms of the suitability of the items and terms of linguistic formulation, and the extent of their representation and belonging to its dimension, where the researcher considered a consensus (80%) of the arbitrators sufficient to change the item or delete them or add new items.

### **Construct Validity**

Construct validity is the relationship of the items of the scale to the total score if it measures one thing, the correlation coefficients indicate that the items measure something in common, which means their construct validity (Murad and Suleiman, 2015). To achieve the desired objectives of the scale items and to be able to measure their content, the value of the correlation coefficient (Pearson) was calculated, which shows the ability of each item of the scale and its relation to the total score. The item whose correlation coefficient is less than 0.25 are low and preferred to be omitted based on (Linn & Gronlund, 2012) and the construct validity result is shown in Table (1).

**Table (1):** The degrees of correlation of the scale items with the total score

<b>Transformational Leadership</b>
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Charismatic Influence		Inspirational Motivation		Intellectual Stimulation		Individualized Consideration	
Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.708	6	0.715	11	0.753	16	0.763
2	0.743	7	0.694	12	0.814	17	0.804
3	0.677	8	0.795	13	0.813	18	0.758
4	0.738	9	0.810	14	0.802	19	0.841
5	0.759	10	0.782	15	0.736	20	0.808
Organizational Support							
Organizational Justice		The Behavior of a Leader Supporting His Subordinates		Self-Support and Affirmation		Participation in Decision Making	
Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
21	0.760	26	0.799	31	0.781	36	0.712
22	0.721	27	0.786	32	0.659	37	0.688
23	0.805	28	0.780	33	0.703	38	0.837
24	0.801	29	0.766	34	0.788	39	0.666
25	0.788	30	0.797	35	0.790	40	0.576

We note from Table (1) that the correlation coefficients of the scale items ranged between (0.576-0.841), all of which exceed 25% and this result is an indication of its structural validity.

#### **Cronbach's Alpha Coefficient of the scale:**

Reliability means the amount of variation or convergence between individuals' scores if it is re-applied to the same individuals and under similar conditions. The reliability coefficient is called the consistency coefficient, which indicates the consistency of responses over time and is measured by (Cronbach Alpha) coefficient, the result is statistically acceptable if it is

greater than 0.70 based on (Sekaran & Bougie, 2016), the result of this test is shown in Table (2).

**Table (2):** The results of the reliability of the scale based on the Cronbach Alpha test

Study variables and dimensions	Number of items	Cronbach Alpha
• Charismatic Influence	5	0.774
• Inspirational Motivation	5	0.814
• Intellectual Stimulation	5	0.843
• Individualized Consideration	5	0.853
<b>Transformational leadership</b>	<b>20</b>	<b>0.938</b>
• Organizational justice	5	0.833
• The behavior of a leader supporting his subordinates	5	0.845
• Self-support and affirmation	5	0.798
• Participation in decision making	5	0.733
<b>Organizational support</b>	<b>20</b>	<b>0.925</b>
<b>The total coefficient for all the items</b>	<b>40</b>	<b>0.961</b>

From Table (2), we find that the Cronbach's alpha coefficient for the items of the scale ranged between 73.3% and 93.8%, the total for all items reached 96.1%, so this scale can be described as reliable, and that the data obtained are appropriate and its degree of reliability being greater than 70%.

### Study Variables

The study variables are as follows:

- **The main variables**
  - The independent variable (transformational leadership) and its dimensions are: (transformational leadership) and its dimensions: (charismatic influence,

inspirational motivation, intellectual stimulation, and individualized consideration).

- The dependent variable (organizational support) and its dimensions are: (organizational justice, the behavior of the leader supporting his subordinate, self-support and affirmation, participation in decision-making).

### Statistical Analysis

The arithmetic means and standard deviations of the responses of the study sample members towards the degree of the practice of leaders of public schools in the Royal Commission for dimensions of transformational leadership were calculated, and the level of organizational support for teachers of public schools in the Royal Commission in Jubail, to examine the correlation between the degree of transformational leadership practice among the leaders of public schools in the Royal Commission and the degree of organizational support among teachers of public schools in the Royal Commission in Jubail, the Pearson Correlation coefficient was used (question 3 in the study problem).

### Results and Discussion

First: the results related to question 1, which states: "**What is the degree to which leaders of public schools in the Royal Commission practice the dimensions of transformational leadership from the teachers' point of view?**"

To answer this question, the independent variable was described to determine the degree to which the leaders of public schools in the Royal Commission practice the dimensions of transformational leadership from the teachers' point of view as shown in table 3.

**Table (3):** Arithmetic means, standard deviations, and degree of the practice of the dimensions of transformational leadership

Transformational leadership	Arithmetic mean	Standard deviation	Percentage	Degree of practice	Rank
Charismatic Influence	3.91	0.639	%78.2	High	1
Intellectual Stimulation	3.70	0.758	%74	High	2

Inspirational Motivation	3.65	0.740	%73	Medium	3
Individualized Consideration	3.65	0.798	%73	Medium	4
<b>Overall mean</b>	<b>3.73</b>	<b>0.650</b>	<b>%74.6</b>	<b>High</b>	

It is clear from Table (3) that the arithmetic mean values for the independent variable (transformational leadership) ranged between 3.65 and 3.91, where the dimension of (charismatic influence) got the highest degree of practice, where the arithmetic mean of the level of that charismatic influence reached 3.91 with a standard deviation of 0.639, this indicates that the level of charismatic influence of the leaders of public schools in the Royal Commission is high from the teachers' point of view.

The arithmetic mean of the level of intellectual stimulation was 3.70 with a standard deviation of 0.758, it ranked second among the rest of the dimensions of transformational leadership. The arithmetic mean of the level of inspirational motivation was 3.65 with a standard deviation of 0.740 and is ranked third among the rest of the dimensions of transformational leadership. The dimension of individualized consideration got the least with a medium degree of practice, where the arithmetic means for this dimension was 3.65 and with a standard deviation of 0.798, and is ranked fourth among the rest of the dimensions of transformational leadership, this indicates that the level of interest of the leaders of public schools in the Royal Commission in individuals was not an absolute priority in practice from the point of view of teachers.

The general mean for practicing transformational leadership in its various dimensions (charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration) was 3.73 and with a percentage of 74.6%, thus, it can be said that the level of practice of the leaders of public schools in the Royal Commission for the transformational leadership style from the teachers' point of view was high.

Second, the results related to the question (2), which states: "**What is the degree of organizational support for teachers at public schools in the Royal Commission in Jubail from the teachers' point of view?**"

To answer this question, the dependent variable was described to determine the level of organizational support for teachers at public schools in the Royal Commission from the

teachers' point of view, as the arithmetic mean and standard deviation of the responses of the study sample towards the dimensions of organizational support as shown in Table (4).

**Table (4):** Arithmetic means, standard deviations, and the degree of practicing the dimensions of organizational support

Organizational Support	Arithmetic Mean	Standard Deviation	Percentage	Degree of Practice	Rank
Self-support and affirmation	3.87	0.712	%77.4	High	1
Participation in decision making	3.78	0.656	%75.6	High	2
Behavior of a leader supporting his subordinates	3.66	0.764	%73.2	Medium	3
organizational justice	3.61	0.756	%72.2	Medium	4
<b>Overall mean</b>	<b>3.73</b>	<b>0.618</b>	<b>%74.6</b>	<b>High</b>	

It is clear from Table (4) that the arithmetic mean values of the dependent variable (organizational support) ranged between 3.61 and 3.87, where the dimension of self-support and affirmation got the highest level and ranked first. The arithmetic means for this dimension reached 3.87 with a standard deviation of 0.712, this indicates that school principals provide support and self-affirmation to the teachers at public schools in the Royal Commission, as seen by the teachers.

The total arithmetic mean of the level of participation in decision-making was 3.78, with a standard deviation of 0.656, and is ranked second among other dimensions. The arithmetic mean of the leader's behavior in providing support to his subordinates was 3.66, with a standard deviation of (0.764), that is, at a medium degree, and ranked third among the rest of the dimensions, this indicates that the level of behavior of the leader to provide support and assistance to his subordinates in the public schools of the Royal Commission is less than the rest of the dimensions as seen by the teachers.

While the degree of the dimension of organizational justice was medium and ranked last. Where the total arithmetic mean of this dimension was 3.61 with a standard deviation

of 0.756, this indicates that the level of organizational justice in the public schools of the Royal Commission was medium from the teachers' point of view. The general mean of organizational support was 3.73 at a rate of 74.6%. Thus, the level of organizational support for teachers at public schools in the Royal Commission from the teachers' point of view is within the high level.

Third: the results related to the question (3), which states: **“Is there a statistically significant correlation at the level of  $\alpha \leq 0.05$  between the degree of transformational leadership practice of the leaders of public schools in the Royal Commission and the degree of organizational support for public schools’ teachers in the Royal Commission in Jubail?”**

To answer this question, the correlation coefficient (Pearson Correlation) was calculated, the results of which are shown in Table (5).

**Table (5):** Correlation coefficients between transformational leadership and organizational support dimensions

Dimension	organization al justice	The behavior of a leader supporting his subordinat es	Self-support and affirmati on	Participati on in decision making	Organizatio nal support
Charismatic Influence	**0.536	**0.628	**0.538	**0.381	**0.614
Inspirational Motivation	**0.670	**0.717	**0.599	**0.517	**0.736
Intellectual Stimulation	**0.642	**0.695	**0.627	**0.507	**0.726
Individualized Consideration	**0.734	**0.788	**0.719	**0.571	**0.827
Transformatio nal leadership	**0.735	**0.803	**0.706	**0.564	**0.825

Sample size(N=303)

\*\* significant at (0.01)

Table (5) indicates that there is a significant correlation (direct proportion) between the degree of transformational leadership practice among public school leaders in the Royal Commission and the degree of organizational support among public school teachers in the Royal Commission in Jubail, which is shown by the value of the correlation coefficient of (0.825), which is a significant value at the Significance level ( $\alpha \leq 0.05$ ).

We note that all dimensions of transformational leadership (charismatic influence, inspirational motivation, intellectual stimulation, and individualized consideration) have a correlation with the dimensions of organizational support, where the value of the correlation coefficient ranged between (0.381-0.788), and all of them have significant values at the significance level ( $\alpha \leq 0.05$ ).

### **Conclusion and Recommendations**

The results of the study showed that the level of practice of leaders of public schools in the Royal Commission for the dimensions of transformational leadership from the teachers' point was high and the items of (charismatic influence), got the first rank and with a high degree, the items of stimulation) came in the second rank with a high degree of practice, and the items related to (inspirational motivation) got the third rank and with a medium degree of practice, and the items related to (individualized consideration) ranked fourth and with a medium degree of practice. The researcher attributes the results related to the first question of the study questions to the fact that the members of this study sample believe that their principals possess values and convictions and have leadership skills that enhance teachers' confidence in them and have a significant impact on them and that they consider their principals as role models. Also, the results of the study showed that the level of organizational support for teachers of public schools in the Royal Commission from the teachers' point of view came within the high level, and the dimension (self-support and affirmation) got the first rank with a high degree of practice, the dimension (participation in decision-making) got the second rank with a High degree, the dimension (the behavior of the leader supporting his subordinates) got the third rank with a medium degree, and the (organizational justice) dimension got the fourth rank with a medium degree. The results of the study also showed a significant correlation between the degree of transformational leadership practice among public school leaders in the Royal Commission and the degree of organizational support level among public schools' teachers in the Royal Commission in Jubail in a direct direction, as all dimensions of transformational leadership correlate with the dimensions of organizational support.

### **The researcher recommends the following:**

1. Spreading the concept of transformational leadership as a leadership style with an effective impact in public schools in the Royal Commission in Jubail because it reflected on the creative growth of teachers.
2. The directors of public schools in the schools of the Royal Commission in Jubail must work as a team with teachers, and this is done by building relationships with teachers, emphasizing the need to enhance confidence in teachers, and involving them in running school affairs, considering that they are the beating heart of the educational process.
3. Developing the skills of principals of public schools at the Royal Commission in forming a clear vision of the best practices of transformational leadership and its relationship to organizational support for teachers and translating them into feasible programs.
4. Develop a special system for reward and incentives that meets the aspirations of all teachers, based on clear foundations that can be realistically achieved.
5. Emphasis on the participation of teachers in decision-making on a large scale, which leads to allowing them to express their opinions freely.
6. Developing plans that meet the needs of teachers, presenting them new ideas, and contributing to the completion of work in a renewed manner.
  
7. The researcher recommends the necessity of conducting more studies related to the study variables at the level of the Kingdom in the public sector at its various levels.

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