The Impact of Transformational Leadership Style on Organisational Commitment: Imam Abdulrahman Bin Faisal University as a Case Study

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Based on the review of the existing literature on the topic, this study's findings show that the style of transformational leadership may influence employees' organisational commitment. The purpose of this study was to investigate the impact of transformational leadership on the organisational commitment of the staff members working at Imam Abdulrahman Bin Faisal University. A total number of 384 questionnaires were distributed out of which 171 were returned representing a 45% response rate. This study's findings show that the style transformational leadership has a positive effect on the organisational commitment of the University's staff members. Also, in terms of employee gender, there are no significant differences between the members of staff with respect to their opinions about the availability of leadership styles for managers and the organisational commitment.

Key words: *Transformational Leadership; Organisational Commitment; University, Saudi Arabia, Charismatic Influence; Inspirational Motivation; Intellectual Stimulation; Individual Consideration; Affective Commitment; Continence Commitment; Normative Commitment.*

Introduction

Leadership is considered to be one of the important indicators that, in a wider picture, point to the extent of an organisation's success or failure. Effective leadership makes best use of the organisation's human capabilities and what it does in real terms, is to convert the desired goals into concrete results (Naktiyok, and Yekeler, 2016). The style of leadership, which is deemed to be the most important factor as regards the organisation's success or failure, is based on the leader's active role in motivating members of staff and in enhancing organisational

performance (Bushra et al., 2011, Keskes et al., 2018).   The style of leadership style means the leader's repeated behaviour that signifies his/her characteristic in his or her ability and influence on the subordinates. The leader can have different styles that vary according to the attitudes to which he or she either faces or is exposed to and which reflect his/her style of leadership and creativity in achieving defined objectives (Burn, 1978, Avolio & Bass, 1995, Sosik, et al., 2002).

In a very competitive global marketplace, universities seek to develop competitive positions both locally and internationally in the higher education market. This development starts by identifying effective leadership styles which, in turn, direct the members of staff to achieve the university's goals. Consequently, one is required to ensure the extent of the organisational commitment of the members of staff who represent the cornerstones in achieving the University's objectives (Muijs et al., 2006). Barrnett et al, (2000) point out that "transformational leadership is more facilitative of educational change and contributes to organisational improvement, effectiveness and school culture'. However, many educational institutions' administrations suffer from managers' behaviours that do not depend on the concept of transformational leadership. In turn, this can have an adverse effect on these institutions' members of staff's attitudes towards organisational commitment. As discussed widely in the management literature, previous research study findings prove that transformational leadership has a positive relationship with organisational performance. However, it is noteworthy that, to a certain extent, there has been little research on the association between transformational leadership and the University's performance. Nevertheless, it is recognised that transformational leadership plays an important role in supporting the members of staff and in motivating them to improve the University's performance in respect of research, teaching, and academic services (Militaru, 2014, Herbst & Garg, 2017). In addition, it is noteworthy that the existing literature about transformational leadership lacks any understanding of its nature and the implications from different contexts. This is because most research studies have been conducted in western societies, e.g. North America and Europe. Hence, in order to fill the gap in the current literature, there is still a need for research studies to investigate transformational leadership and its impact on the different organisational dimensions and performance in different contexts and in environments such as the MENA region (Williams, & Alshahrani, 2017).

Based on the above, and bearing in mind the importance of the higher education sector generally and in the Middle East in particular, this study investigates in the context of Saudi Arabia, the style of transformation leadership and its impact on the members of staff's attitudes towards organisational commitment by answering the following questions:

> To what extent is transformational leadership style available at Imam Abdulrahman Bin Faisal University?

What is the impact of transformational leadership style on the Imam Abdulrahman Bin Faisal University members of staff's organisational commitment?

What are the factors that help to increase the Imam Abdulrahman Bin Faisal University members of staff's organisational commitment?

By answering these questions, this study contributes to the current literature and knowledge in the area of leadership and its role in organisational performance and, more especially, in the higher education sector. This study assesses Saudi Arabia's Higher Education institutions transformational leadership capacity and its impact on the members of staff's commitment. Also, this study explores the factors that help to foster successful implementation of transformational leadership in achieving the organisation's goals.

The remainder of this paper is structured as follows. First, the researcher reviews the literature and theoretical background to the study before proposing a set of formal hypotheses. This is followed by a description of the adopted research method and, then, the study's findings are explained. Finally, there is consideration of the managerial implications of the findings and this is followed by a discussion of the future research opportunities identified in this study.

Theoretical Background and Hypotheses

Effective leadership is regarded as a cornerstone in the organisation's evolution and in its success. The leader is the person who brings life into the organisation; and the person who is responsible for ensuring its stability and achieving success in its stated objectives. Therefore, the leader pushes the organisation forward through the important factors of strength, vitality and progress. Moreover, he/she ensures that it uses the factors of innovation and renovation so that it can develop and successfully meet the emergent challenges. Therefore, the leader is responsible principally for the organisation being successful and, consequently, its prosperity, progress and continuity (Greenberg & Baron 2003; Pearce, 2007; Militaru, 2014; Jing & Avery, 2016; Arif & Akram, 2018).

Due to this important role performed by leadership inside organisations, the issue of effective leadership has attracted the attention of researchers during the second half of the twentieth century. Researchers have pointed out several leadership styles such as classical, transactional, transformational (visionary), and organic leadership (Jing & Avery, 2016). However, great interest has been given to transformational leadership which is the type of leadership that increases the level of followers for achievements and development (Burns, 1978, Herbst & Garg, 2017). At the same time, it extends the process of growing and developing communities and organisations. It provides them, also, with a higher level of consciousness; uplifts their needs; and boosts their self-confidence. It can push them, also, to identify with and adhere to the leader's message and vision that can enhances them in a real way (Mansourah, 2005).

Moreover, the subject of organisational commitment has become an important issue that stirs the interest of many organisations because of its close relationship with employees' behaviors, their presence, absence and, more importantly the impact on their productivity, performance and psychological tendencies (Ardichvili & Kuchinke 2002). In turn, this impacts on the organisation's performance and its external relationships i.e. clients, suppliers, competitors and governments etc… For this reason, some managers have attempted to change the rules, procedures, and behaviors in order to make them all more flexible with a view to enhancing their members of staff's commitment towards their institution and making them connect it to their personal goals.

Several experimental studies were conducted on the extent to which work-related attitudes and behaviours related to such as job satisfaction and members of staff's commitment. (Avolio, et al., 2004; Yusof et al., 2013; Saeed et al., 2013; Keskas, et al., 2018). In another study, conducted on students and their administrators in Singapore, the findings show that there is a positive relationship between transformational leadership and performance and attitudes (Koh, et al., 1995). Also, the findings of another study of Chinese and Indian bank employees show a positive relationship between transformational leadership and collective efficacy. (Walumbwa, et al., 2004).

Also, the findings of Avolio et al.'s (2004) study of hospital nurses in a Singapore public hospital show a positive relationship between transformational leadership and organisational commitment. In addition, the findings of Saeed et al.'s (2013) study of higher education institutions in Yemen show similar results

In educational institutions, such as Universities, there is a great need to adhere to the roles and values of organisational commitment in order to achieve their missions and objectives (Militaru, 2014). Previous researches have demonstrated that transformational leadership contributes, andhas led to an improvement in the members of staff's organisational commitment (Naktiyok & Yekeler, 2016; Herbst & Garg, 2017). Transformational leadership is a multidimensional construct which can be defined as a leadership that is focused on long-term objectives. There is, also, an emphasis on building a clear vision and motivation, and encouraging members of staff to implement that vision and, and at the same time, work to change and modify existing systems to fit this vision (Burns, 1978, Roberts, 1985). According to Bass (1990), Bass, & Avolio (1994), there are four elements within transformational leadership style. These are:

1- *The charismatic influence* which indicates finding a leader with a clear vision, a sense of imparting the organisation's supreme message, instilling a sense of pride in the hearts of his followers and achieving their trust and respect. In addition, this element is shown through respect for others and the building of their trust and confidence towards the whole organisation.

2- *Inspirational motivation* refers to the leader's ability to deliver high expectations to others through the use of verbal methods, symbols, logos, and body language and the articulation of the important objectives in simple ways in order to focus efforts, i.e. accomplishing many things by increasing efforts.

3- *Intellectual Stimulation* means the leader's ability and desire to make his or her followers confront old problems in new ways through teaching them how to search for unconventional solutions to the problems that need to be solved.

4- *Individual Consideration* means that the leader's personal interest in his or her subordinates through recognising their individual differences; dealing with all subordinates in a certain way; and working to train and guide them to achieve further growth and development. The transformational leader shows a special personal interest in each of his or her subordinates and, in taking account of their personal achievements, focuses attention in developing their needs. The transformational leader takes time to know his/her subordinates personally in order to be able to help them develop their potential and their knowledge, as well as focusing on their needs (Avolio & Bass, 1995).

Previous research studies' findings on transformational leadership have pointed out that leadership styles have a positive impact on the members of staff's creativity and innovation (Militaru, 2014); the organisation environment, employees' performance (Jing & Avery, 2016, Hayward, 2005); and comprehensive quality management (Dyoup, 2007, McCarley et al., 2016). However, its ambiguity has a negative impact on role conflict (McCarley et al. 2016). Also, Ardichvili and Kuchinke (2002) emphasise that there is a social cultural impact on the individual's leadership styles. Furthermore, the existent studies show that the style of transformational leadership influences the members of staff's emotional intelligence (Gardner & Stough, 2002; Hayward 2005); the availability of comprehensive quality management principles (Omari, 2003); citizenship performance (Halldorsson, 2007); and procedural fairness (Naassani, & Al Yosfi, 2002).

Furthermore, previous research findings show that, as intermediate variables, procedural fairness and trust have an indirect impact on the behaviour of organisational citizenship (Naassani, & Al Yosfi 2002). Transformational leaders use behavioural and conceptual style in actions of critical thinking and decision-making when they evaluate their members of staff's performance (Gingras, 2006). However, there is inconclusive evidence on the effect of the variable on the characteristics of transformational leadership behaviour and how these impact on either the commitment of the member of staff towards either life and career positions or academic qualifications and experiences (Omari, 2003).

On the other hand, from reviewing the literature, the findings show that there has been a significant effect in empowering members of staff with regard to organisational commitment; the enrichment of functions; discipline at work (Ryan, 2001); organisational justice (Hassanein,

2004); job turnover (Narimawati, 2007, Herman et al., 2013); and the tendency of members of staff to build a relationship with the employer (Bloemer & Schroder, 2006, McCarley et al. 2016).

Previous studies have examined the effect of transformational leadership on organisational commitment i.e. Patiar & Wang. (2016), Joo, et al., (2012), Peng, et al., (2020). According to the study (Martin and Epitropaki, 2001), it was found that intellectual stimulation and inspirational motivation had significant effect on organisational commitment. While individual considerations had no impact on organisational commitment. According to the Bass (1985) Avolio & Bass, (1988) studies intellectual stimulation encourages employees to become more connected to their organisation, and motivates them to create solutions to current problems in new ways. This is by creating an organisational environment in which employees feel psychologically safe. A transformational leader can foster cooperation among employees and transcend their self-interest for the sake of their organisational objectives, which may make them more committed to their organisation (Pillay & Williams, 2004). Also, the study of Bass, (1998) found that there was no effect of role modeling and individual considerations on organisational commitment, and this was confirmed by the study of Joo, et al., (2012).

As a multidimensional construct, organisational commitment consists of affective commitment, continuance commitment and normative commitment (Allen & Meyer, 1990, Meyer & Allen. 1991). Where affective commitment is defined as the emotional link to a certain organisation and this is shown through the support for the organisation and acceptance of ideas and the organisation's own values; members of staff, who display great commitment, continue to work within the organisation because they want to and they love doing so. However, continuance commitment refers to the perceived investment by working in an organisation. It indicates the individual's realisation of the costs related to quitting the organisation and, therefore, the members of staff, who are connected to their organisation, rely on continuance commitment to stay within the organisation. This is because they have such a need. On the other hand, normative commitment refers to the responsibilities and duties perceived by members of staff to support the organisation. The members of staff with high levels of normative commitment remain within the organisation because they feel that they should stay in the organisation (Angle & Perry, 1981; Iverson & Buttigieg, 1999).

Turning to organisational commitment, this is deemed to be the power of the individual to match with his or her organisation and his or her relationship with it. Also, the individual shows a high level of organisational commitment based on his or her strong belief in accepting the organisation's goals and values; being ready to make maximum efforts on behalf of the organisation; and a strong willingness to maintain the affiliation to the organisation (Allen & Meyer, 1996).

Based on the previous review, this study is based on the following two main hypotheses:

H1: There is a significant positive effect of the level of managers' adoption of transformational leadership: a) Charismatic influence, b) inspirational motivation, c) intellectual stimulation, and d) individual consideration on the level of organisational commitment.

H2: There is a significant positive effect of the level of managers' adoption of transformational leadership: a) Charismatic influence, b) inspirational motivation, c) intellectual stimulation, and d) individual consideration on the level of affective commitment.

H3: There is a significant positive effect of the level of managers' adoption of transformational leadership: a) Charismatic influence, b) inspirational motivation, c) intellectual stimulation, and d) individual consideration on the level of continuance commitment.

H4: There is a significant positive effect of the level of managers' adoption of transformational leadership: a) Charismatic influence, b) inspirational motivation, c) intellectual stimulation, and d) individual consideration on the level of normative commitment.

H5: According to the variables (gender – age – education – experience – monthly income), there are no substantial differences between the members of staff's views in relation to the availability of the characteristics of transformational leadership and organisational commitment.

Based on this study's hypotheses, the researcher uses Proposed Model of the Relationship between this study's variables which are as follows:

1. The independent variable is the style of transformational leadership and it includes a set of sub-variables. These are: the charismatic influence; inspirational motivation; intellectual stimulation; and individual consideration.

2. The dependent variable is the member of staff's organisational commitment and it includes a set of variables. These are: the affective commitment; continence commitment; and normative commitment.

Figure 1: The study's Proposed Model
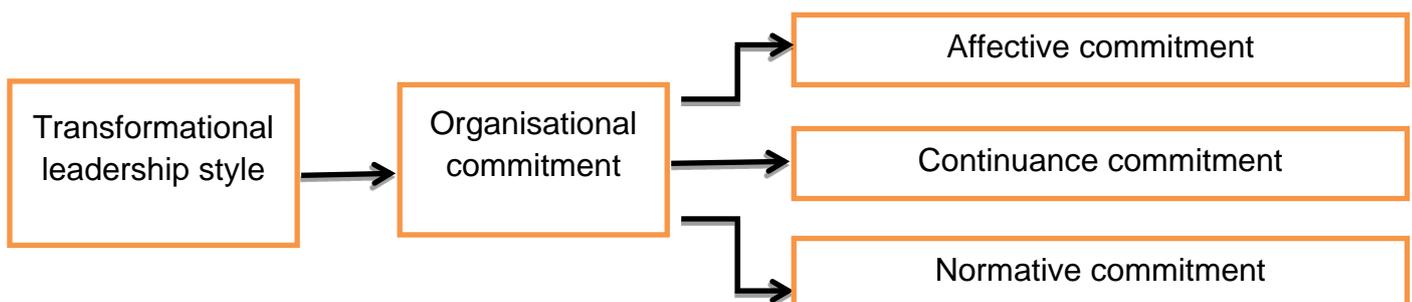
Methodology

Sample and data collection

The researcher collected the data from the 171 Imam Abdulrahman Bin Faisal University staff and faculty members. They are teaching staff and teaching assistants who have a university degree and a minimum two years of experience in their positions. The researcher used the Krejcie and Morgan (1970) sample table to select the sample and he used the random sampling technique. Our participants assessed to what extent the University leaders displayed the characteristics of the transformational leader and evaluated the leaders' organisational commitment. The researcher used the University's public relations office to contact the participants since it specialised in sending to all teaching staff and their assistants' emails that included the link to the online questionnaire and included the measures of transformational leadership, and organisational commitment. The researcher used a five-point Likert-type scale to measure the participants' responses to each question to which they were asked to indicate the extent of their agreement (1=strongly disagree, 5=strongly agree). The researcher translated the original scales into Arabic and used back translation to cross-validate their responses. The questionnaire consists of three main parts. The first part of the questionnaire is the demographic variables scale. The sample included a balanced between male and female participants of 79 and 92 respectively. 57% of the sample had more than 30 and less than 45 years' experience. The second part of the questionnaire measured leadership styles. In this regard, we relied mainly on Avolio et al.'s (1999) scale of Multifactor Leadership Questionnaire (MLQ). The third part of the questionnaire is concerned with the measurement of organisational commitment through its different dimensions. In this regard, we relied on Allen & Meyer's (1990) and Meyer & Allen's (1991) Organisational Commitment Questionnaire (OCQ). Table 1 presents the descriptive statistics for the vocational teachers who participated in this study.

The researcher carried out the study sampling according to the variables whereby 54% of the respondents were females and 46% were males. In terms of the level of education, the category of Doctorate holders was 44% and represented the largest proportion followed by Master holders at 32%. In terms of years of experience, the largest proportion at 39% was those with more than 15 years. As regards their monthly income, more than 50 % of the respondents were within the average monthly income of 10,000 to less than 20,000 riyals.

Table 1. Sample Personal Characteristics

Variable	Description	Number	Percentage
Gender	Male	79	46%
	Female	92	54%
Age	Less than 30 years	25	15%
	More than 30 and less than 45 years	98	57%
	More than 45 years	48	28%
Education	Upper intermediate	4	2%
	Bachelor's	37	22%
	Master's	55	32%
	Doctorate	75	44%
Experience	More than 1 year and less than 5 years	37	22%
	More than 5 and less than 10 years	40	23%
	More than 10 and less than 15 years	28	16%
	More than 15 years	66	39%
Monthly income	More than 1000 riyals and less than 10,000	61	36%
	More than 10,000 riyals and less than 20,000	96	56%
	More than 20,000 riyals and less than 30,000	8	5%
	More than 30,000 riyals	4	2%

Measures

Transformational Leadership

The researcher used Avolio et al.'s (1999) scale to assess the dimensions of transformational leadership. These dimensions are as follows: vision; Charismatic Influence; Inspirational Motivation; Intellectual Stimulation; and Individualised Consideration. Avolio et al.'s (1999) has been developed several times. This means that it has undergone a lot of studies and research and the literature review mentions many of them. In addition, most of the high rates (on average 94%) in the studies and, more particularly those by Bass & Avolio, measured, also, the diversity and the different environments and applied the internal consistency rate (Cronbach's alpha) was 94%, particularly in the studies by Bass & Avolio. This part consists of 36 items related to transformational leadership style.

Organisational Commitment

The researcher relied on the OCQ as modified by Powell and Meyer (2004). The researcher used five items to assess effective commitment, six items to assess continuance commitment

and eight items to assess normative commitment & Allen. 1991); in total, this part consists of 19 items related to organisational commitment.

Reliability and validity tests

The researcher calculated the Cronbach's Alpha for the measure used in the study with the aim of testing the reliability of these measures. The Alpha coefficient value ranged between zero and one; the closer it was to 1 the greater the likelihood that there was a high reliability and the closer it was to 0 the less likelihood that there was a high reliability. The results indicate that the Alpha coefficient value of the measures, used in the study, is 0.93 which is greater than 0.6 that represents the minimum acceptable Alpha coefficient value. Therefore, we can say that the used scales were characterised by internal reliability. As for the validity of the scale, it is the square root of the coefficient Alpha which reached 0.96.

Results

The researcher carried out the study sampling according to the variables of 54% females and 46% males. While for age, the largest percentage was 57% which related to those between 30 and 45 years. In terms of the level of education, the category of Doctorate holders represented the largest proportion at 44%, followed by Master holders at 32%. In terms of years of experience, those with more than 15 years represented the largest proportion at 39%. As regards their monthly income more than 50 % of respondents in the sample were within the average monthly income of 10,000 to less than 20,000 riyals. As shown in **Table 1**.

Descriptive Analysis of the Study Variables

The results of the descriptive analysis of the practical part on this study's sample are as shown in Table 2, 3. Through the results of the means of the transformational leadership components as shown in table 2, it was found that charismatic influence is the highest mean (M=3.8), while the lowest mean was for the Intellectual Stimulation variable (M=3.51).

Table 2. Level of Transformational Leadership Style Elements

Transformational Leadership Components	Std. Deviation	Mean	Maximum	Minimum	N
Charismatic influence	.62850	3.8099	5.00	2.20	171
Inspirational motivation	.78218	3.6532	5.00	1.00	171
Intellectual Stimulation	.65235	3.5132	5.00	1.00	171
Individual Consideration	.62835	3.6115	5.00	2.25	171

Through the results of the means of the organisational commitment elements as shown in table 3, it was found that affective commitment is the highest mean (M=3.77), while the lowest mean was for the Continuance commitment variable (M=3.1).

Table 3. The features expressing Organisational Commitment elements

Element	Std. Deviation	Mean	Maximum	Minimum	N
Affective commitment	.87985	3.7789	5.00	1.80	171
Continuance commitment	.73081	3.1988	5.00	1.83	171
Normative commitment	.83741	3.5943	5.00	1.38	171

Testing the Study's hypotheses

From the results mentioned below in Table 4, the researcher concludes that there is no statistically significant positive correlation at the 0.01 level and below between Imam Abdulrahman Bin Faisal University leaders' transformational leadership behaviour with its four dimensions (charismatic influence, inspirational motivation, intellectual stimulation, individual consideration) and the levels of Organisational commitment among Imam Abdulrahman Bin Faisal University's members of staff and faculty members. It is clear that the greater the transformational leadership behaviour with its four dimensions, the greater the improvement in the organisational commitment of Imam Abdulrahman Bin Faisal University's members of staff and faculty members. The researcher sees that this result is due to the fact that the leaders' practice of the transformational leadership behaviour raises the members of staff's level of awareness towards the University's stated objectives and which can strengthen their conviction and sense of importance in achieving these objectives. This underpins their work and increases their motivation to make maximum efforts to achieve these objectives. This provides them, also, with a strong desire to stay in the University. Overall, this represents a high level of organisational commitment.

Table 4. Correlation values between leadership styles and Organisational commitment

Elements of Transformational Commitment \ Elements of Organisational Commitment	Affective commitment	Continuance commitment	Normative commitment	Organisational commitment
Charismatic influence	0.759**	0.423**	0.576**	0.643**
Inspirational motivation	0.790**	0.453**	0.613**	0.698**
Intellectual Stimulation	0.396**	0.396**	0.640**	0.686**
Individual Consideration	0.663**	0.505**	0.759**	0.684**
Transformational leadership	0.801**	0.501**	0.656**	0.739**

* means significant at 5%   ** means significant at 1%

Due to the high correlation between the independent variables and to avoid the collinearity problem in the estimated regression models, the researchers use the logarithm variables of all variables' models as shown in table 5, 6. It was also found that there is a high correlation between the total independent variable and the rest of the component sub-variables, which led to the emergence of a problem in the results of the estimated model. This problem was overcome by estimating the following models for dependent variables with the total independent variable separately as shown in table 5.

According to result table 5, 6 it is found that there is positive significant effect of transformational leadership on organisational commitment. inspirational motivation, individual consideration have positive significant effect on organisational commitment, whereas it is found that charismatic influence, intellectual stimulation, has no significant influence on organisational commitment. So this result supports study's hypothesis 1 partially.

Also according to result table 5, it is found that there is positive significant effect of transformational leadership on affective commitment. According to results table 6, inspirational motivation, individual consideration have positive significant effect on affective commitment, whereas it is found that charismatic influence, intellectual stimulation, has no significant influence on affective commitment. So this result supports study's hypothesis 2 partially.

Additionally, it is found that there is positive significant effect of transformational leadership on continuance commitment. Also, inspirational motivation, individual consideration have positive significant effect on continuance commitment, while it is found that charismatic influence, intellectual stimulation, has negative significant influence on continuance commitment. So this result supports study's hypothesis 3 partially.

Furthermore, it is found that there is positive significant effect of transformational leadership on normative commitment. Also, inspirational motivation, intellectual stimulation, and individual consideration have positive significant effect on normative commitment, while it is found that charismatic influence, has no significant influence on normative commitment. So this result supports study's hypothesis 4 partially.

Table 5. Results of OLS estimated models total transformational leadership

Variables	Affective commitment		Continuance commitment		Normative commitment		Organisational commitment	
	β	t	β	t	β	t	β	t
Transformational Leadership	1.01	15.41**	0.26	2.17*	1.05	12.18**	0.94	14.79**
F	237.40**		4.72*		148.34**		218.90**	
Adjusted R^2	0.582		0.02		0.464		0.562	

* means significant at 5%   ** means significant at 1%

Table 6. Results of OLS estimated models sub-variables of transformational leadership

Variables	Affective commitment		Continuance commitment		Normative commitment		Organisational commitment	
	β	t	β	t	β	t	β	t
Charismatic Influence	-0.18	-1.19	-0.49	-2.06*	-0.27	-1.54	-0.23	-1.78
Inspirational motivation	0.47	4.41**	0.86	4.46**	0.32	2.25*	0.409	3.91**
Intellectual Stimulation	-0.04	-0.28	-1.08	-3.98**	0.53	2.62**	0.126	0.865
Individual Consideration	0.71	7.36**	0.87	4.94**	0.39	2.98**	0.587	6.18**
F	73.62**		8.98**		44.34**		66.09**	
Adjusted R^2	0.631		0.158		0.505		0.605	

* means significant at 5%   ** means significant at 1%

As shown in Table 7 below, the researcher used the T-test to illustrate any statistically significant differences in the averages of answers of the study population according to the gender. In this regard, the results show that there are no statistically significant differences at levels of 0.01 or less between the tendencies of males and females with regard to the extent of availability of transformational leadership style dimensions in university leaders. In real terms, this means that gender has no impact on the respondents' stated opinions.

As for knowing whether there are statistically significant differences in the averages of the respondents' individual answers as regards the difference of the variable "age", the researcher used Chi-squared test to clarify the significance differences between the averages of the answers. Therefore, as illustrated in Table 7, the results show that there are substantial

differences for age with respect to the respondents' opinions about the extent of availability of transformational leadership style dimensions in the Imam Abdulrahman Bin Faisal University's leaders and the extent of the members of staff's organisational commitment. This means that the variable "age" impacts on the respondents' stated opinions.

As for knowing whether there are statistically significant differences in the averages of the respondents' individual answers as regards the difference of the variable "education", the researcher used Chi-squared test to clarify the significance differences between the averages of the answers. Therefore, as illustrated in Table 7, the results show that there are substantial differences for education with respect to the respondents' opinions about the extent of the availability of transformational leadership style dimensions in the Imam Abdulrahman Bin Faisal University's leaders, and the extent of the members of staff's organisational commitment. This means that the variable "education" impacts on the respondents' stated opinions.

As for knowing whether there are statistically significant differences in the averages of the respondents' individual answers as regards the difference of the variable about "the years of experience", the researcher used Chi-squared test to clarify the significance differences between the averages of the answers. Therefore, as illustrated in Table 7, the results show that there are substantial differences for "the years of experience" variable with respect to the respondents' opinions about the extent of the availability of transformational leadership style dimensions in the Imam Abdulrahman Bin Faisal University's leaders, and the extent of the members of staff's Organisational commitment. This means that the variable about "the years of experience" impacts of on the respondents' stated opinions.

As for knowing whether there are statistically significant differences in the averages of the respondents' individual answers as regards the difference of the variable about "the monthly income", the researcher used the Chi-squared test to clarify the significance differences between the averages of the answers. Therefore, as illustrated in Table 7, the results show that there are substantial differences for "the monthly income" variable with respect to the respondents' opinions about the extent of availability of transformational leadership style dimensions in the Imam Abdulrahman Bin Faisal University's leaders, and the extent of the members of staff's Organisational commitment. This means that the variable about "the monthly income" impacts of on the respondents' stated opinions.

Table 7. Results of moral differences testing according to the variables of gender, age, education, experience and monthly income

Different leadership styles	Gender T-test	Chi-squared for age	Chi-squared for education	Chi-squared for years of experience	Chi-squared for monthly income
Transformational Leadership	0.880	0.000	0.000	0.000	0.000
Organisational Commitment	0.017	0.000	0.000	0.000	0.000

Discussion

The previous analysis detailed the opinions of Imam Abdul Rahman bin Faisal University's faculty members and their assistants about their leaders in the various colleges. This analysis showed that the evaluated leaders exercised high level styles of transformational leadership in the following three components in order of priority: namely, charismatic influence; inspirational motivation; and individual considerations. This analysis confirmed, also, that those leaders: Adhered to ethical standards and behaviours; Instilled pride and trust in subordinates; Built respect for others; Prioritised others' needs in advance of their own personal needs; Instilled optimism and a spirit of challenge in their subordinates; and Used motivational phrases and slogans for their subordinates.

In relation to individual considerations, to a large degree, the leader delegated tasks to their subordinates and took account of their individual differences in the development of their levels. As for intellectual stimulation, the leaders displayed this at an intermediate level. This means that leaders need to be concerned with building their subordinates' spirit of creative and creative thinking and change their perceptions in solving problems.

This study's results show, also, that there is a positive relationship between transformational leadership and its elements and organisational commitment. These results are consistent with the findings of previous studies conducted by (Avolio, Zhu, Koh, and Puja (2004), Yusof et al. (2013), Saeed et al. (2013) and Keskas, et al. (2018), Therefore, consistent with the findings of previous studies, this study's results confirm that transformational leadership is considered to be one of the most dominant management practices in the public and private sectors.

Contrary to previous studies i.e. Bass, (1985) Avolio & Bass, (1988), Martin and Epitropaki, (2001) the results showed that intellectual stimulation had non-significant effect on organisational commitment. However regarding to inspirational motivation the result aligns with Martin and Epitropaki, (2001) study results. Whereas in terms of individual considerations the result does not consist with Bass, (1998), Martin and Epitropaki, (2001), Joo, et al., (2012)

studies. This is because our study showed that individual consideration has a positive effect on organisational commitment. This may be because the leader guide the employees to achieve further growth and development. Also the leader may be show special personal interest in each of his subordinates. On the other hand with regard to charismatic influence in our study has no effect on organisational commitment, which aligns with Bass, (1998) and Joo, et al., (2012). Which suggesting that in order to increasing the charismatic influence on employees commitment, leaders in the university should be more attention to build the employee trust and confidence to their organisation, clarifying their vision, and instilling a sense of pride in the hearts of his followers.

There is no doubt that many educational organisations and, more especially universities, face many problems in our Arab societies. Therefore, this study's results can benefit the management officials and the development of human resources. These results can help, also, policy makers in higher education institutions to design effective training programs for their leaders in order to make the required developments and improvements to the educational process and to solve work related problems. In addition, the Saudi community will benefit from these improvements by having graduate students at distinguished levels. In this regard, it is necessary to seek the assistance of specialists in the field of human resources development in designing effective training programs commensurate with the Saudi environment and its differences from other environments.

Conclusion and Future Research

The importance of this study is that it deals with the various dimensions of the leadership role in guiding and influencing employees to change their behaviours in relation to the achievement of the organisation's overall strategy and defined objectives. As shown by the findings of previous studies, this can be achieved through the impact of the many variables of transformational leadership. Consequently, on the one hand, this study's results add theoretically to the areas of applicable researches on organisational behavior. Its results shed light on the relationship between transformational leadership and some indicators of organisational commitment represented by affective commitment, normative commitment and continuance commitment.

On the other hand, from a practical standpoint, this study's results shed more light on the nature of the relationship and impact of the university leader's transformational leadership on the members of staff's organisational commitment. Hence, one can benefit from these results to achieve more effective policies related to human resources, such as policies on training and development of leaders, in being able to understand all modern behaviours, related to leadership styles, that leaders should use when dealing with their subordinates. More particularly, one can benefit from this study's results in reconsidering the policy of choosing managers, and leaders, since their leadership styles impact on their subordinates' organisational commitment. Also one can benefit, from this study's results in achieving more effective

evaluation of performance evaluation and incentive systems that have a significant impact on the levels of organisational commitment levels and a tendency to leave the organisation to the members of staff. In addition, this study's results can be implemented in building a relationship between the leader and his/her subordinates to work through their own relationships in order to have a positive impact on each individual's performance and, consequently, the college's performance.

However, in terms of the limitation of this study's sample size, the researcher recommends that there should be future research studies of different KSA Universities with larger sample sizes in order to achieve more accurate generalisations. In addition, it is recommended that a comparative study on the impact of transformational leadership on the staff members' commitment should be conducted in developed and developing countries with respect to their different economic settings. Moreover, it is recommended that consideration should be given to some mediating factors such as organisational citizenship behaviors, emotional intelligence, organisational performance and employee turnover.

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