The Role of Transformational Leadership on Private Yemeni Universities Knowledge Management

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Abstract: *This study aimed to measure the role of transformational leadership and its dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) in knowledge management at Private Yemeni Universities in the Capital Secretariat, Sana'a. The study adopted a descriptive-analytical approach and utilized a questionnaire for data collection. A population of (524) academic and administrative leaders from ten private universities in the Capital Secretariat were identified for this study. A sample of (233) individuals was selected, of which (221) valid questionnaires were retrieved for statistical analysis. After the statistical analysis, the study reached the following conclusions: there is a moderately high level of commitment to practicing transformational leadership among the leaders of Private Yemeni Universities, along with a similarly high focus on knowledge management within these institutions. Furthermore, the results revealed a positive role for transformational leadership in knowledge management at Private Yemeni Universities in the Capital Secretariat, Sana'a. Specifically, the study demonstrated that the dimensions of "intellectual stimulation" and "individualized consideration" play a significant positive role in knowledge management, whereas the dimensions of "idealized influence" and "inspirational motivation" showed no such role.*

Keywords: Transformational Leadership, Knowledge Management, Private Yemeni Universities.

1. Introduction

The global landscape and the business environment are undergoing rapid transformations, driven by expanding markets, a proliferation of organizations, and advancements in information and communication technologies (ICT). These developments have facilitated a more robust exchange of information and intensified competition at both local and international levels. Consequently, it has become imperative for organizations to adopt modern management methodologies anchored in a culture of change and continuous development within their activities, structures, and processes. Such measures are vital for achieving excellence, bolstering competitive advantage, and navigating contemporary challenges. The concept of Knowledge Management (KM) has emerged as a strategic asset in business organizations, vital for building and developing organizational capabilities to address and anticipate changes. KM functions by capturing and utilizing accumulated expertise from across the business whether residing in documents, databases, or the minds of employees to add value through innovation, application, and the unprecedented integration of knowledge (Al-Sayani, 2021, p. 59). Furthermore, KM is considered one of an organization's most critical assets, serving as an effective foundation for generating, storing, sharing, and applying knowledge. This reflects a strategic interest in the organization's cognitive structure, necessitating the adoption of methodologies and strategies that enable an effective transition toward knowledge management.

Concurrently, the concept of Transformational Leadership has emerged as a modern administrative paradigm of significant importance in achieving institutional goals. This is due to the pivotal role

leadership plays in guiding institutions and individuals toward performance enhancement and adaptive change. It serves as a vital foundation for various activities in both public and private sectors through its capacity for decision-making, goal-setting, and formulating policies and strategies to reach desired outcomes (Ahmed & Hamza, 2021). Transformational leadership styles can enhance KM, as an expert leader acts as a key element in motivating knowledge exchange and empowering subordinates by delegating sufficient authority and responsibility. Furthermore, transformational leadership contributes to inspiring followers and elevating sustainable performance beyond expectations (Kılıç & Uludağ, 2021). Based on the aforementioned, the transition toward knowledge management has become an inevitable necessity for universities. Various external conditions and forces compel these institutions to ensure their continuity, growth, and ability to keep pace with rapid developments while achieving excellence amidst intense competition. From this perspective, the present study was conducted to measure the role of transformational leadership in knowledge management within Yemeni private universities.

Higher education in the Republic of Yemen is undergoing a significant quantitative expansion in the number of private universities, colleges, and institutes, driven by a surge in secondary education graduates. However, this growth has not been accompanied by a corresponding qualitative enhancement in institutional performance or educational outcomes. This disparity has precipitated several challenges, most notably a deficient capacity for Knowledge Management (KM) within these institutions (Al-Himyari, 2017). Furthermore, Zaid and Al-Shujaa (2021) maintain that the outputs of Yemeni universities remain misaligned with national developmental requirements. This misalignment is compounded by deteriorating educational standards, the persistence of traditional academic leadership, and the absence of a cohesive strategic vision. Additionally, a lack of robust infrastructure, the presence of structural rigidities, and a shortage of essential educational resources render these institutions unable to attain benchmarks of quality and organizational excellence.

This organizational crisis is manifested in the international standing of Yemeni higher education. According to the Shanghai Academic Ranking of World Universities (2022), only ten Arab universities achieved a position among the global top 500; notably, five were Saudi Arabian institutions, whereas no Yemeni university secured a place (Shanghai Ranking Consultancy, 2022). This trend is corroborated by the QS Arab Region University Rankings (2021), which featured 160 Arab institutions but excluded all Yemeni universities. Furthermore, the Times Higher Education World University Rankings (2019), which evaluated 1,258 institutions globally, similarly lacked any Yemeni representation. Despite the efforts made by private Yemeni universities to implement various activities aimed at achieving knowledge management, they still rely on traditional leadership and management patterns. This is supported by local studies (Ghowth, 2022; Al-Nashmi & Heba, 2020; Aqlan, 2010), which indicate that Yemeni universities suffer from deficiencies in evaluating academic programs, providing consultancy and research services, and focusing on human capital. The lack of transformational leadership and the dominance of traditional methods have hindered overall performance and the achievement of educational missions. The study seeks to measure the role of transformational leadership and its dimensions (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) in knowledge management within private Yemeni universities in the Capital Secretariat, Sana'a.

1.1 Transformational Leadership

The conceptualization of transformational leadership has evolved through diverse theoretical lenses, with scholars providing various definitions that reflect its multifaceted nature. Burns, a pioneer in this field, conceptualized it as a reciprocal process in which leaders and followers lift one another to higher levels of morality and motivation (Abu Amra, 2018). Building on this perspective, Al-Abidin (2019) emphasized the influential dimension of this leadership style, defining it as the leader's capacity to secure follower loyalty and mobilize their skills toward attaining strategic objectives. Similarly, Al-Zahrani (2020) characterized it as an interactive process of mutual influence between leaders and subordinates, aimed at boosting morale and providing the necessary guidance to achieve desired organizational outcomes. A review of the previous and contemporary empirical literature on

transformational leadership reveals a broad consensus among scholars and researchers regarding the core behavioral practices of this style. These practices are categorized into four distinct elements, collectively known as the " 4Is": Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation.

Idealized influence is defined as the leader's ability to connect employees with sublime, realistic, and applicable values. This connection directs their behavior toward performing tasks out of internal motivation and a desire for excellence, rather than a fear of punishment or similar deterrents (Buil et al., 2019). Consequently, it is evident that vision, trust, respect, integrity, risk-sharing, cooperation, integration, and strength of character are all fundamental attributes and characteristics of the i dealized influence dimension. Inspirational motivation refers to the leader's capacity to motivate and inspire employees using appropriate incentives to elicit the highest levels of effort and engagement, channeling this energy toward organizational goals. In this context, the leader consistently encourages subordinates to establish high performance standards while fostering a sense of optimism and positivity regarding the future attainment of these benchmarks (Mustafa et al., 2024). Intellectual stimulation involves the leader’s ability to challenge the status quo by seeking novel ideas and encouraging employees to solve problems through creative methods and innovative work models. Leaders work to increase awareness and advocate for the adoption of new work techniques, addressing traditional situations through modern perspectives that align with global developments. This fosters an inherent confidence in employee development, as it correlates positively with leadership attitudes (Hadi, 2018). Individualized consideration signifies the leader’s personal interest in subordinates and their responsiveness to individual needs. In this dimension, tasks are assigned based on each employee's specific requirements and capabilities. The leader acts as a coach and mentor, guiding followers toward further growth and development. Subordinates are treated uniquely yet equitably, taking individual differences into account (Al-Taie & Al-Zubaidi, 2019). Thus, the leader does not influence subordinates merely to change their behavior, but to empower them to perform their assigned roles and tasks more effectively and efficiently.

Knowledge Management (KM)

Knowledge Management (KM) is considered one of the modern management concepts that has gained significant attention over the last two decades. This has led to a variety of definitions, reflecting the diverse specializations and perspectives of researchers and writers. This diversity is attributed to the concept’s dynamic nature and its rapidly evolving field. Key definitions of KM include: Ben Arrous (2015) defines KM as the organizational process aimed at maximizing the efficiency of intellectual capital within business activities. This requires networking and connecting the best individual minds through collective participation and group thinking. Building on this, Abu al-Saud (2022) describes it as a conscious and organized effort by an organization to acquire, collect, classify, organize, and store all types of knowledge relevant to its activities. The goal is to make this knowledge accessible for sharing among individuals and departments, thereby enhancing decision-making efficiency and overall organizational performance. Furthermore, Hajar (2021) characterizes KM as a set of coordinated organizational practices designed to achieve precise understanding by leveraging personal expertise. These practices facilitate the collection and utilization of knowledge to solve organizational problems, support dynamic learning, and reinforce the decision-making process. Based on a review of theoretical literature and previous studies, there appears to be a general consensus among researchers regarding the dimensions of Knowledge Management (KM). Consequently, this study adopts the following dimensions:

This process is considered one of the most critical KM operations, as it ensures that the organization possesses the necessary knowledge to achieve its strategic objectives. Knowledge generation refers to the creation and formation of new, distinctive knowledge by restructuring or redesigning existing knowledge, which is facilitated through employee participation and the integration of new information technologies (Nassira & Nabawiya, 2018). Knowledge acquisition is the process of gathering knowledge from the external environment and channeling it for the organization's benefit. This is achieved through various means such as benchmarking, attending conferences and workshops, consulting experts, and utilizing professional journals, publications, e-mail, and individualized

learning. The organization is responsible for identifying the value of this knowledge, followed by its optimal storage and retrieval (Ilham et al., 2019). This involves the exchange of knowledge among organization members and between the organization and its external stakeholders. Knowledge sharing occurs through learning, demonstration, experimentation, or practical application, which enhances overall knowledge levels through shared experiences. This process is regarded as the "fruit" of KM operations and the ultimate goal that management strives to achieve (Hamada et al., 2020). Knowledge storage encompasses the processes of retaining, preserving, maintaining, and organizing knowledge. Its primary purpose is to facilitate efficient searching, access, and retrieval methods for organizational use (Al-Maghrabi, 2020). The ultimate purpose of KM is the effective application of the organization's available knowledge. Application involves making knowledge more suitable for organizational activities and more closely aligned with specific tasks (Musallam, 2015). It can be argued that knowledge regardless of its type, complexity, or field remains of limited value unless it is put into practical use to solve problems and support decision-making processes.

1.2 Hypotheses of the Study

The study by Salah al-Din and Haitham (2023) aimed to identify the role of transformational leadership through its five dimensions (idealized influence, intellectual stimulation, individualized consideration, motivation, and empowerment) in activating Knowledge Management (KM) within the investigated institution. The results revealed a statistically significant role of the transformational leadership style in enhancing KM within the studied hospital. Malouki and Mohammed (2020) examined the impact of transformational leadership dimensions (individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence) on activating KM at the Plasti-Anabib Company in Kouinine. The study concluded that there is a direct, positive, and statistically significant impact of transformational leadership dimensions on KM. Furthermore, Deif (2019) sought to test the indirect effect of transformational leadership on the "Learning Organization" through the mediating role of KM at Algerie Telecom. The findings indicated a statistically significant indirect effect, reflecting how KM contributes to amplifying the impact of transformational leadership in building learning organizations. Finally, Al-Shanti (2017) measured the level of transformational leadership practices and their role in KM processes within the Palestinian Ministry of Interior in the Gaza Strip. The study found a statistically significant impact of transformational leadership dimensions (idealized influence, intellectual stimulation, and individualized consideration) on KM processes, with the exception of the inspirational motivation dimension. Main hypothesis: There is a statistically significant impact of Transformational Leadership on Knowledge Management in private Yemeni universities at the significance level.

1.3 Sub-hypotheses:

The main hypothesis is further divided into the following sub-hypotheses:

H1a: There is a statistically significant role of Idealized Influence in knowledge management within private Yemeni universities.

H1b: There is a statistically significant role of Inspirational Motivation in knowledge management within private Yemeni universities.

H1c: There is a statistically significant role of Intellectual Stimulation in knowledge management within private Yemeni universities.

H1d: There is a statistically significant role of Individualized Consideration in knowledge management within private Yemeni universities.

2. Methodology

The study adopted a descriptive-analytical approach, which describes the study variables and the extent of their practice in private Yemeni universities. This approach involves examining, interpreting, and analyzing the relationships between these variables to reach conclusions that contribute to theoretical knowledge. Study Population and Sample: The study population consists of all academic leaders (University Presidents, Vice Presidents, Deans, Vice Deans, and Heads of Academic Departments) and administrative leaders (Secretaries-General, Faculty Secretaries, Directors, and Heads of Administrative Departments) in private Yemeni universities in Sana'a. The scope was limited to universities accredited by the Ministry of Higher Education and Scientific Research that have been established for 17 years or more. The total population size is 524 individuals, as detailed in Table (1). The sample size was determined based on the Krejcie & Morgan table (as cited in Al-Ariqi, 2016). According to the table, for a population of 524, the appropriate sample size is 222. To ensure the required number of responses, the researcher increased the sample size by 5%, bringing the total distributed sample to 233 individuals.

Table 1: Sample size determination

No	University Name	Foundation Year	Academic Leaders	Administrative Leaders	Population Size	Sample size
1	University of Science and Technology	1994	56	55	111	49
2	Yemeni University	1995	21	26	47	21
3	National University	1994	22	32	54	24
4	Saba University	1994	20	16	36	16
5	Al-Andalus University for Science and Technology	1994	20	30	50	22
6	Queen Arwa University	1996	26	26	52	23
7	University of Modern Sciences (UMS)	2004	23	29	52	23
8	Future University	2004	29	20	49	22
9	Lebanese International University (LIU)	2006	16	15	31	14
10	Al-Nasser University	2007	22	20	42	19
Total			255	269	524	233

Source: Developed by the researcher based on statistics from the Ministry of Higher Education (2020) and the Electronic Coordination Portal (2021-2022).

A questionnaire was employed as the primary tool for data collection. The questionnaire was structured into two main sections: Section One: Dedicated to demographic variables and Section Two: Comprised of items designed to measure the role of transformational leadership in knowledge management. This section included a total of (45) items, distributed as follows: the independent variable (Transformational Leadership) consisted of (20) items, while the dependent variable (Knowledge Management) consisted of (25) items. The questionnaire utilized a seven-point Likert scale to measure participants' responses. The scoring was assigned as follows: (7) Strongly Agree, (6) Agree, (5) Somewhat Agree, (4) Neutral, (3) Somewhat Disagree, (2) Disagree, and (1) Strongly Disagree. The reliability of the questionnaire was verified using Cronbach's Alpha coefficient to ensure internal consistency among the items. Table (2) presents the results of the Cronbach's Alpha test for each dimension and for the overall instrument. As evidenced by Table (2), the Cronbach's Alpha coefficients for each dimension of Transformational Leadership were notably high, ranging from 0.925 to 0.912, with a composite reliability of 0.919 for the overall construct. Similarly, the reliability coefficients for the Knowledge Management dimensions were also robust, ranging between 0.921 and 0.945, while the total scale achieved a coefficient of 0.900. These results signify an

exceptionally high level of internal consistency, thereby confirming the instrument's validity and effectiveness as a measurement tool for the current study.

Table 2: Cronbach's Alpha Reliability Coefficients for the Study Instrument

Questionnaire Dimensions	Number of Items	Cronbach's Alpha
Idealized Influence	5	0.925
Inspirational Motivation	5	0.942
Intellectual Stimulation	5	0.945
Individualized Consideration	5	0.912
Total: Transformational Leadership	20	0.919
Knowledge Generation	5	0.921
Knowledge Acquisition	5	0.924
Knowledge Sharing	5	0.923
Knowledge Storage	5	0.926
Knowledge Application	5	0.945
Total: Knowledge Management	25	0.900

2.1 Findings and Discussion

Table (3) demonstrates that the overall mean score for the Transformational Leadership axis in Yemeni private universities was 5.24, with an agreement rate of 74.88% and a standard deviation of 1.26. This result indicates that the level of transformational leadership practices within these institutions is somewhat high. This finding is attributed to the competitive landscape among Yemeni universities to attract distinguished academic and administrative talent to their programs and specializations. Such competition necessitates a visionary university leadership committed to achieving institutional excellence. This is realized either by fostering a supportive organizational environment that empowers and motivates employees, or through leadership and administrative behaviors that position the university as a pioneering and distinguished academic entity.

Table (3) further reveals that the implementation levels of the various Transformational Leadership dimensions were closely aligned. These dimensions are ranked in descending order according to their prevalence as follows: Idealized Influence Dimension: The idealized influence dimension ranked first with a high level of prevalence, achieving a mean of 5.48, which corresponds to an agreement rate of 78.27%, and a standard deviation of 1.25. This score indicates a significant commitment among Yemeni private university leaders to practicing idealized influence. Inspirational Motivation Dimension: The Inspirational Motivation dimension ranked second with a somewhat high level of prevalence, achieving a mean of 5.25, which corresponds to an agreement rate of 75.04%, and a standard deviation of 1.33. This score demonstrates that Yemeni private universities exhibit a somewhat high level of interest in fostering inspirational motivation. Intellectual Stimulation Dimension: The Intellectual Stimulation dimension ranked third with a somewhat high level of prevalence, achieving a mean of 5.21, which corresponds to an agreement rate of 74.39%, and a standard deviation of 1.35. This score demonstrates that Yemeni private universities place a somewhat high emphasis on implementing intellectual stimulation. Individualized Consideration Dimension: The Individualized Consideration dimension ranked last with a somewhat high level of prevalence, achieving a mean of 5.03, which corresponds to an agreement rate of 71.81%, and a standard deviation of 1.42. This result may be attributed to the fact that while leadership in Yemeni private universities values the human element, this attention has not yet reached a level where employees feel sufficiently comfortable in their work environment to maximize their performance and achieve their full potential.

Table 3: Descriptive Analysis of Transformational Leadership Dimensions

No	Dimension	Mean	SD	Agreement Percentage	Practice Level	Rank
1	Idealized Influence	5.48	1.25	78.27%	High	1
2	Inspirational Motivation	5.25	1.33	75.04%	Somewhat High	2
3	Intellectual Stimulation	5.21	1.35	74.39%	Somewhat High	3
4	Individualized Consideration	5.03	1.42	71.81%	Somewhat High	4
Overall		5.24	1.26	74.88%	Somewhat High	

Table (4) illustrates that the overall arithmetic mean for the Knowledge Management axis in private Yemeni universities reached (3.20), with a standard deviation of (1.17) and an agreement rate of (74.32%). This indicates a 'somewhat high' level of practice. This score confirms that the implementation of knowledge management in the universities studied was, according to the respondents' views, somewhat high across all dimensions except for the 'Knowledge Storage' dimension, which received a 'high' level of practice. This can be attributed to the fact that leadership in these universities recognizes knowledge management as a vital element for advancement and excellence. Furthermore, they are aware of the significant challenges posed by a volatile environment and intense competition, necessitating the use of knowledge management processes to continuously adapt, achieve a competitive advantage, reduce costs, enhance asset quality, and coordinate activities to meet organizational goals.

As illustrated in Table (4), the level of implementation for the various dimensions of Knowledge Management across the universities was relatively convergent. These dimensions are ranked in descending order according to their level of prevalence as follows: Knowledge Storage Dimension: This dimension placed first with a 'High' practice level, achieving an arithmetic mean of (5.46), a standard deviation of (1.21), and a percentage of (77.95%). This score confirms that the universities under study place a high level of importance on capturing, documenting, and storing knowledge to ensure its protection. This is achieved through the use of electronic mechanisms and tools that secure knowledge storage and facilitate its preservation. Knowledge Acquisition Dimension: This dimension placed second with a 'Somewhat High' practice level, obtaining a mean of (5.23), a standard deviation of (1.24), and a percentage of (74.70%). This score confirms that the level of knowledge management implementation, specifically regarding the knowledge acquisition dimension in private Yemeni universities, was somewhat high. Knowledge Application Dimension: This dimension placed third with a 'Somewhat High' practice level, recording an arithmetic mean of (5.13), a standard deviation of (1.32), and a percentage of (73.31%). This result is attributed to the universities' use of knowledge in executing activities and operations to achieve goals and solve future problems. Knowledge application is considered a fundamental stage of knowledge management; without applying the knowledge that has been generated, stored, and transferred, knowledge management may not fully achieve its objectives. Knowledge Sharing Dimension: This dimension placed fourth with a 'somewhat high' practice level, recording an arithmetic mean of (5.10) and a standard deviation of (1.24), with a percentage of (72.90%). Knowledge Generation Dimension: This dimension placed last, also with a 'somewhat high' practice level, achieving an arithmetic mean of (5.09) and a standard deviation of (1.29), with a percentage of (72.73%). This indicates that the universities under study pay reasonable attention to this aspect; however, it does not fully achieve the desired results.

Table 4: Descriptive Analysis of Knowledge Management Dimensions

No	Dimension	Mean	SD	Agreement Percentage	Practice Level	Rank
1	knowledge Generation	5.09	1.29	72.73%	somewhat High	5
2	knowledge Acquisition	5.23	1.24	74.70%	somewhat High	2
3	knowledge sharing	5.10	1.24	72.90%	somewhat High	4
4	Knowledge Storage	5.46	1.21	77.95%	High	1
5	Knowledge Application	5.13	1.32	73.31%	somewhat High	3
Total KM Axis Average		5.20	1.17	74.32%	somewhat High	

This hypothesis states that: There is a statistically significant role of transformational leadership in knowledge management within private Yemeni universities. To test this hypothesis, a simple regression analysis was employed; the results are presented in Table (5). Table (5) reveals that the Coefficient of Determination (R2) reached (0.795), indicating that Transformational Leadership generally accounts for 79.50% of the variance in Knowledge Management levels. This suggests that the majority of knowledge management practices within Yemeni private universities are a result of transformational leadership implementation. Furthermore, the Effect Size, which stood at (0.835), explains that assuming all other unstudied variables remain constant a 100% increase in the practice of transformational leadership behaviors would lead to an 83.50% increase in knowledge management levels. The significance of this impact is further confirmed by the calculated F-value of (851.80), which is statistically significant at the (0.05) level. This indicates a statistically significant role of transformational leadership in knowledge management within private Yemeni universities. This finding is consistent with the study of (Malouki & Mohammed, 2020), which demonstrated a significant positive impact of transformational leadership dimensions on knowledge management. It also aligns with the study of (Deif, 2019), which confirmed that transformational leadership, through its various dimensions, significantly influences knowledge management processes.

Table 5: The Role of Transformational Leadership in Knowledge Management

Correlation Coefficient (R)	(R^2)	F-test	(p-value)	β	T-test	Sig.T
0.891	0.795	851.80	0.000	0.835	29.19	0.000

To test the sub-hypotheses derived from the main hypothesis, Multiple Regression Analysis was employed, as presented in Table (6). Table (6) demonstrates that the multiple correlation coefficient (R) for all independent variables (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) in relation to the mediating variable (Knowledge Management) reached (0.902). This indicates a statistically significant correlation and impact of transformational leadership dimensions on knowledge management within Yemeni private universities. Furthermore, the multiple coefficients of determination (R2) was (0.814), which implies that transformational leadership dimensions collectively account for 81.40% of the variance in knowledge management levels. The significance of this result is further confirmed by the F-statistic of (237.628), which proves the substantial role of transformational leadership dimensions in managing knowledge within private Yemeni universities. Table (6) reveals that there is no statistically significant role for Idealized Influence in knowledge management within private Yemeni universities. The calculated t-value (1.730) was not statistically significant, as its corresponding significance level (Sig. = 0.085) exceeds the established alpha level of (0.05). Additionally, the regression coefficient (β) was very low, standing at (0.090), indicating that idealized influence does not affect knowledge management in the universities studied. Consequently, we reject the first sub-hypothesis (H1) of the second main hypothesis and accept the null hypothesis (H0), which states: 'There is no statistically significant role of idealized influence in knowledge management.

Table (6) also indicates that there is no statistically significant role for Inspirational Motivation in knowledge management within Yemeni private universities. The t-value (1.554) was not statistically significant, as the corresponding significance level (Sig. = 0.122) exceeds the (0.05) threshold. Additionally, the regression coefficient (β) was very low, standing at (0.097), which indicates that inspirational motivation does not influence knowledge management in Yemeni private universities. Consequently, we reject the second sub-hypothesis (H2) of the second main hypothesis and accept the null hypothesis (H0), which states: 'There is no statistically significant role of inspirational motivation in knowledge management within private Yemeni universities'.

Table 6: Results of Testing the Sub-hypotheses of the Main Hypothesis

Model Variables	R	R^2	F. Test	Sig.	Beta (β)	T. Test	Sig. (p)
Idealized Influence	0.902	0.814	237.628	0.000	0.090	1.730	0.085
Inspirational Motivation					0.097	1.554	0.122
Intellectual Stimulation					0.207	3.083	0.002*
Individualized Consideration					0.418	8.063	0.000*

This result is consistent with the findings of the study by (Al-Shanti, 2017), which demonstrated that transformational leadership has an impact on knowledge management processes, with the exception of the inspirational motivation dimension. Table (6) demonstrates a statistically significant role for Intellectual Stimulation in knowledge management within private Yemeni universities. The regression coefficient (β) reached (0.207), and the t-value (3.083) was statistically significant at a level below (0.05). This indicates that assuming all other unstudied variables remain constant a 100% increase in the level of attention to intellectual stimulation would lead to a 20.70% increase in knowledge management within Yemeni private universities. Consequently, we accept the third sub-hypothesis of the second main hypothesis, which states: 'There is a statistically significant role of intellectual stimulation in knowledge management within Yemeni private universities'. This result is consistent with the findings of the study by (Salahuddin & Haitham, 2023), which revealed a strong positive correlation between the intellectual stimulation dimension and knowledge management. It also aligns with the study of (Malouki & Mohammed, 2020), which demonstrated that intellectual stimulation has a significant and positive impact on knowledge management.

3. Conclusion

The leadership of the universities under study demonstrates a relatively high level of commitment to practicing transformational leadership behaviors. Specifically, the commitment to 'Idealized Influence' was found to be high, while it was relatively high for the dimensions of 'Inspirational Motivation,' 'Intellectual Stimulation,' and 'Individualized Consideration.' This indicates that academic and administrative leaders in these private universities exert an idealized influence on employees, inspiring them to accomplish tasks and intellectually stimulate them while taking individual considerations into account. The results indicate that private "1. The impact of transformational leadership on knowledge management within Yemeni private universities varies across its different dimensions. The results revealed that 'Intellectual Stimulation' and 'Individualized Consideration' have a positive impact on knowledge management. Conversely, 'Idealized Influence' and 'Inspirational Motivation' showed no significant effect. This discrepancy can be attributed to the fact that intellectual stimulation and individualized consideration are directly linked to behaviors that foster knowledge creation and sharing. In contrast, inspirational motivation and idealized influence focus on the symbolic and morale-boosting aspects of leadership, which do not necessarily translate into practical knowledge management practices within the university context. Yemeni universities demonstrate a relatively high level of commitment to implementing knowledge management across all dimensions, except for the 'Knowledge Storage' dimension, which received a high practice rating. This may be attributed to the nature of university operations, which involve handling vast amounts of data and information that must be stored in appropriate systems to ensure easy access and retrieval. There is a significant role of transformational leadership dimensions (Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration) in enhancing knowledge management within Yemeni private universities.

Based on the study's conclusions, the following recommendations are proposed, enhancing Transformational Leadership Practices: private Yemeni universities should pay greater attention to transformational leadership behaviors due to their positive and effective impact on knowledge management. This can be achieved by motivating employees and fostering a work environment that encourages continuous development and growth. Strengthening Idealized Influence: Universities

should increase their focus on the practice of Idealized Influence by building trust and credibility with employees. Leaders should strive to make staff feel comfortable and secure while working under their leadership, thereby enhancing organizational loyalty. Prioritizing Inspirational Motivation: private Yemeni universities should place more emphasis on Inspirational Motivation by stimulating enthusiasm and a spirit of challenge among employees. This involves using all possible motivational methods to align individual goals with the university's vision. Promoting Knowledge Management Awareness: University leadership should prioritize raising awareness among employees regarding the importance of Knowledge Management and its potential benefits. This can be achieved by organizing specialized workshops and training programs aimed at enhancing knowledge management practices and activating its various dimensions within the institution. Encouraging Knowledge Creation: There should be a concerted effort to encourage the process of Knowledge Creation by leveraging the skills and capabilities of employees to generate new insights. This recommendation is particularly critical as knowledge creation was found to be the least practiced dimension among the knowledge management processes in the universities studied.

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