

Impact of Transformational Leadership of University Presidents on Intrinsic Job Satisfaction for Academic Deans and Department Chairs at Jordan Universities

1. Dr. Bassam Fathi Al-Theabat
aldiabat@yahoo.com

2. Dr. Mustafa Mohammed Soumadi
mmsadi1@yahoo.com

Al-Balqa Applied University, Irbid University College
 P O BOX: 1293- Jordan –Irbid

3- Dr. Jadallah Hazaa' Al Ejdeitawi
jad5000@yahoo.com

The world your Islam science

Abstract

This study aims to clarify the impact of transformational leadership among university presidents on intrinsic job satisfaction for academic deans and department chairs in both the official and private Jordanian universities. The study population consists of (1052) academic deans and department chairs, while the number of the sample reached (449) academic deans and department chairs. The study's sample was chosen randomly by stratified random sampling, from which (413) questionnaires were retrieved to identify validity for statistical analysis. The results of the study found a medium level of existence of transformational leadership and a high level of existence intrinsic job satisfaction. The study found that there is an average level for the exercise of transformational leadership by university presidents and high level of availability of job satisfaction for deans and heads of academic departments, and the results showed multiple regression progressive analysis that more dimensions ability to predict the level of job satisfaction is the perfect effect and interpreted (21.9%) of the variance in Job satisfaction, then the idealized influence and individual consideration together, which accounted for a proportion (22.7%) of the variance in job satisfaction. The results of stepwise multiple regression also showed that the best predictor of intrinsic job satisfaction is idealized influence which explained (34.3%) of the variation followed by idealized influence and individual consideration which together explained (36.8%) of the variation in intrinsic job satisfaction. Based on the results above the researchers presented a number of recommendations, which included the establishment of institutes to train and prepare leaders to practice transformational leadership, University presidents placed greater importance on the factors that constitute academic deans and department chairs satisfaction and the improvement of salary levels.

Key words: Transformational Leadership, Intrinsic Job Satisfaction, Official Universities, Private Universities, Faculty Deans, Department Chairs.

Introduction:

The need for positive change is among the basic characteristics of modern organizations nowadays, with the aim being to achieve their goals and provide job satisfaction for the employees, and for the purposes of employing the technological and informational advances. Thus, several organizations sought change, based on the belief that this will result in achieving success, to discover later that change has resulted in their failure, which is due to the fact that the management which adopted the change, hadn't studied sufficiently the situation of the organization and its employees, and hadn't set a strategy and a method for managing change, and hadn't set a strategy for controlling and eliminating resistance to the anticipated change, from certain individuals and traditional managers, and other interest groups, which led to their failure. Transformational leadership was the focus of several researchers recently, based on the assumption that the adoption of the transformational leadership behaviors assists in increasing the capabilities of the organization in terms of introducing organizational change, which is ascribed to the ability of the transformational leader to inspire the employees to introduce dynamic changes.

Importance of the study:

The importance of this study is related to the two topics it handles: transformational leadership and job satisfaction. The study explores the nature of that type of leadership and its impact on the satisfaction of employees, and assists the presidents of universities in terms of acquainting them about transformational leadership as well as its advantages and disadvantages, and assists decision makers in terms of identifying the levels of job satisfaction, which applies also to the department chairs at Jordanian private universities. The importance of the present study is related also to its handling of the topic of transformational leadership among the presidents of universities.

Aims of the Study:

This study aims to achieve a main aim, which is related to exploring the effect of transformational leadership among the presidents of universities on job satisfaction among the deans and department chairs at Jordanian private and public universities. Based on that main aim, this study aims at identifying:

- 1- The level of adopting transformational leadership among the presidents of universities from the perspective of the deans and departments' chairs.
- 2- The level of job satisfaction among the deans and departments' chairs from their perspective.

Problem and Questions of the Study:

The problem of the study can be stated in the following question:

-what is the effect of transformational leadership among the presidents of universities on the job satisfaction among the heads of academic departments at Jordanian universities?; From this question, the following sub-questions are derived:

- **First question:** what is the level of adopting transformational leadership among the presidents of universities from the perspective of the deans and departments' chairs?
- **Second question:** what is the level of job satisfaction among the deans and departments' chairs from their perspective?

Hypotheses of the Study:

Based on the model of the study, the following hypotheses were developed:

The main hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among the presidents of universities (with all its dimensions: idealized influence, inspirational motivation, intellectual stimulation and individual consideration) on the job satisfaction among the deans and department chairs from the perspective of the letters.

First minor hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among the presidents of universities in terms of the dimension of idealized influence) on the job satisfaction among the deans and department heads from the perspective of the letters.

Second minor hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among the presidents of universities in terms of the dimension of inspirational motivation on the job satisfaction among the deans and department heads from the perspective of the letters.

Third minor hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among the presidents of universities on the dimension of intellectual stimulation on the job satisfaction among the deans and department heads from the perspective of the letters.

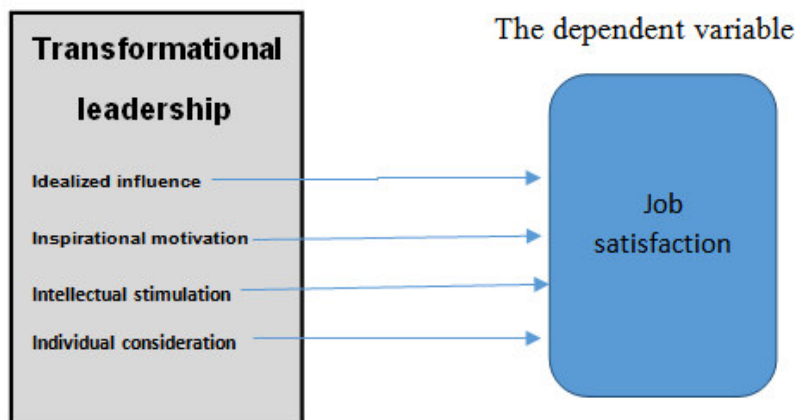
Fourth minor hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among the presidents of universities on the dimension of individual consideration on the job satisfaction among the deans and department heads from the perspective of the letters.

Model of the study:

A model was developed which explains the possibility of assessing the effect of transformational leadership on the job satisfaction at Jordanian universities, in order to explore the nature of the relationship which relates the variables of the study, as illustrated in figure 1.

Figure 1: the model of the study

The independent variable and its dimensions



The source: prepared by the researchers based on: Bass, Avolio (1995), and Bass and Avolio and Jung (1999) Multifactor Leadership Questionnaire (MLQ-Form 5X).

Review of Literature:

Several studies dealt with the topic of transformational leadership and job satisfaction, however, the studies which dealt with the settings of universities are relatively few. The researchers reviewed those studies and divided them into studies in Arabic and studies in foreign languages.

The study of **Al-Ragad and Abu Diyyah** (2012) aimed at identifying the degree of practicing transformational leadership at Jordanian universities among academic leaders (deans and their assistants and the heads of academic departments), as well as its relationship to the empowerment of teaching staff, in addition to a mediating variable, which is the work setting. The study showed that a high degree of transformational leadership among academic leaders at Jordanian public universities from their perspective, as well as the degree of employment empowerment among the teaching staff.

The study of Alswidi, Nawawi and Al-Hosam (2012), aimed at identifying the effect of empowerment of employees and transformational leadership on the job satisfaction among the employees at Islamic banks in Yemen. The study showed a positive effect of psychological empowerment on the job satisfaction of employees, and a positive effect of the transformational leadership on job satisfaction, which is stronger than the effect of empowerment and job satisfaction. Transformational leadership was not important as a mediating variable in the relationship between psychological empowerment and job satisfaction among the employees.

The study of Al-Jalabneh (2011) aimed at exploring the level of job satisfaction among the teaching staff at Philadelphia University, and its relation to their morale. The study showed that the level of job satisfaction among the teaching staff was moderate, and concerning the areas of effect, the area of direct management came first with a high degree, while the area of salaries and incentives came last with a low degree of assessment.

The study Al-Aqash and Al-Hussain (2008) aimed at comparing the degree of job satisfaction among the teaching staff at Jordanian private and public universities. The study showed that the total level of job satisfaction was moderate, and that the dimension of academic atmosphere was ranked first concerning job satisfaction, while social and medical services and financial rewards were ranked last.

The study of Mansour (2010) aimed at exploring the level of job satisfaction among the teaching staff at Al-Najah National University, in addition to the possibility of statistically significant differences in the levels of job satisfaction ascribed to the variables of job experience and academic qualification. The results showed that the total level of satisfaction was moderate, and the areas of lowest satisfaction was related to promotions and incentives.

The studies in English:

The study of Ahmad, Adi, Noor, Abdul Rahman and Yashuang (2013) aimed at exploring the effect of transformational leadership on the job satisfaction among nurses at health care centers in Malaysia. The study showed that the means of the respondents' attitudes towards practicing transformational leadership among managers were medium, and the presence of an effect of the transformational leadership on job satisfaction, accounting for 64% of the satisfaction among nurses. Mutual leadership as well has an effect on job satisfaction, accounting for 39% of job satisfaction among nurses.

The study of Bagram and Altaf (2010) aimed at exploring the effect of transformational leadership on administrative creativity and job satisfaction. The researchers employed the explanatory study method in

exploring the relationships among the variables of the study. The results showed a statistically significant effect of the dimensions of transformational leadership (individual consideration, intellectual stimulation, inspirational motivation and idealized influence) on administrative creativity and job satisfaction, and that transformational leadership plays an important role in administrative creativity and achieves high levels of job satisfaction among employees.

Transformational Leadership

The definition of Transformational Leadership

Transformational leadership can be defined as the ability of the leader to make the members of the group less concerned about themselves compared to their concern about the interest of the group, as well to develop and establish the commitment of the members of the group to common goals which serve all (Burns, 1978, 20). Transformational leadership was defined also as a method through which the leader seeks to arrive at the lateral and evident motivations among the working individuals, and consequently seeks to satisfy their needs and invests their abilities in order to achieve an intentional change, in a way that makes the individuals feel confident, respectful and loyal to the leader, which increases their motivation so that they perform better than their normal performance (Yukl, 2001, 181).

Dimensions of Transformational Leadership

Studies concerned with the transformational leadership show the presence of two models related to transformational leadership; each model containing a set of dimensions which include the following:

- **Avolio and Bass model for transformational leadership**

Avolio and Bass proposed several classifications of the dimensions of transformational leadership. In the following paragraphs we present the four dimensions they proposed, which include: idealized influence, inspirational motivation, intellectual stimulation and individual consideration (Bass, 1990; Bass & Avolio, 1993; Bass & Steidlmeier, 1999; Banjeri & Krishnan, 2000; Bodla & Nawaz, 2010; Harrisson, 2011), a brief description of the dimensions is provided below:

- 1- **Idealized Influence:** idealized influence can be defined as the ability of the leader to form a clear vision about the members of his group, and motivating them to share that vision. Idealized influence practiced by the leaders can be an example to be followed by others who seek to achieve the goals. Thus, such leaders are wonderful, reliable and respected, which leads the followers to be proud of them, looking up to them with confidence and respect, and to imitate them. This dimension of the transformational leadership is described as charisma.
- 2- **Inspirational Motivation:** it is the motivation which provides the followers with challenge, and means for sharing goals. Inspirational motivation can be defined as: the ability of the leader for sharing the vision in a manner which inspires the followers to achieve the vision. Inspirational motivation enables the leaders to focus on the group regardless of any difficulties which may arise. Inspirational motivation can be related to morals, because the concern of the leaders about the organization and the motivation of followers result in making moral decisions, enabling the leader to focus on the future, with optimism and to set high standards for performance.
- 3- **Intellectual stimulation:** the leader provides the followers with a set of ideas, questions and assumptions, and forms an extended mental image in order to stimulate the ideas of the followers in order to encourage them to view the problems from different perspectives and to provide their solutions and propositions for solving the problems. The aim is that the followers feel free to try new methods at work, without being afraid that their ideas will be criticized because they differ from the ideas of the leader.
- 4- **Individual consideration:** attention and caring for the followers, and treating each individual differently from the others, but with justice and attention to individual needs and attempting to satisfy them. Additionally, considering that each individual has certain needs which differ from the needs of others. The leader encourages the followers as well to accept challenges, provides opportunities for learning, delegation and training in order to enhance the skills of the followers and establish confidence among them. The leader demonstrates also confidence, respect and tolerance when mistakes are made and considers them an opportunity for learning.

Job satisfaction

The definition of job satisfaction

Job satisfaction was defined by researchers based on their different specializations, so that a multitude of definitions emerged. Job satisfaction was defined as a positive emotional pleasant state, which results from the assessment of the work of a certain individual or the experiences of work (Locke, 1978). Job satisfaction is also a scope of positive emotions or attitudes of individuals towards their job. When an individual says that he is satisfied with his job, this means that he really likes his job and feels good at it and values it highly (Chandan,

1997). Job satisfaction is also the quantity of general positive affect or the emotions of the individual towards his job. Job satisfaction can be defined also as a set of preferable emotions or not preferred emotions perceived by the employees concerning their work. when an employee likes his job , he has a high level of job satisfaction , and when he doesn't like his job , he has a low level of job satisfaction (Aswathappa , 1997) . job satisfaction is also a happy emotional state related to the assessment of the person of his job (Brief and Weiss , 2001).

Method of the study

Population of the study:

The population of the study consists of all the deans and heads of academic departments at Jordanian public universities, whose number is 10, as well as the private universities (n =19) in the academic year 2013/2014.

Sample of the study:

The researchers employed the stratified random sampling method in choosing the sample of the study, which consisted of 7 public universities and 14 private universities. 50% of each strata was withdrawn so that the sample of public universities was as follows:(46) means and (184) departments' chairs. The sample of private universities was as follows: (52) deans and (167) heads of departments.

Unit of Analysis:

The unit of analysis consisted of individuals representing the deans and the heads of academic departments at the Jordanian public and private universities.

Data Collection methods: data collection for the study was based on two sources of data:

- 1- Secondary data: the researcher reviewed the books and the available studies related to the topic of the study in order to provide a comprehensive coverage of the topics of transformational leadership and job satisfaction.
- 2- Initial data : the researchers collected field data through the questionnaire which was distributed and retrieved for analyzing the effect on the variables and explaining it.

The tool of the study:

The researchers employed a questionnaire consisting of three sections:

The first section: included the demographic and job data of the participants of the sample of study (gender, age , years of experience , job status , and university).

The second section: which included the dimensions of transformational leadership . the Multifactor Leadership Questionnaire (MLQ-Form 5X) was used for assessing transformational leadership (Bass and Avolio, 1995 , Avolio , Bass and Jung , 1999) in order to assess the independent variable from the perspective of deans , heads of academic departments concerning the four dimensions of transformational leadership (idealized influence, inspirational motivation , intellectual stimulation and individual consideration).

The third section: which is concerned with the job satisfaction among the deans and heads of academic departments at Jordanian public and private universities. Job satisfaction will be assessed by the Minnesota Satisfaction Questionnaire (MSQ-Short Form) which was developed by Wess, Dewis, England and Lofguiss (1967) through the scale of job satisfaction.

The participants were asked to identify the degree of their agreement with each item in the second and third sections of the study , using five point Likert scale (5= strongly agrees , 4= agrees , 3=neutral , 2= disagree , and 1= strongly disagree). The scale was calculated through the following formula:

The highest point of the scale (5) – the lowest point of the scale (1)/ the number of required categories (3) = 1.33
Thus, 1.33 was added to the end of each category, so that the categories and the degree of agreement became as follows (from -1.00 to less than 2.33 = low) and (from 2.33 to 3.66 medium) and (from 3.67 to 5.00 = high).

Validity of the tool of the study:

The questionnaire was reviewed by 15 referees from among the faculty members at Jordanian universities, and some items were adjusted based on their recommendations.

Reliability of the tool of the study:

The questionnaire was distributed to a pilot sample from among the deans and heads of academic department at Jordanian universities. Cronbach Alpha internal consistency coefficient was used in order to identify the reliability of the tool of the study in terms of collecting the required data. It was shown that the values of the correlation of the sections of the questionnaire to the questionnaire as a whole was positive, and the values were as follows: idealized influence (0.96), inspirational motivation (0.90), intellectual stimulation (0.88) and the individual consideration (0.85). And for the characteristics of the transformational leadership as a whole, the correlation was (0.96), while the value of Cronbach Alpha for Job Satisfaction was (0.87). In order to accept the values of Cronbach Alpha, they ought to be above 60% , and because the values were higher than that value , a high level of reliability which is acceptable for statistical analysis was found.

Procedures of the study:

The number of distributed questionnaires was (449), of which 428 questionnaires were retrieved, of which 15 questionnaires were excluded so that 413 were valid with a percentage of 96% of returned questionnaires. The

data were entered and processed statistically through the computer by using SPSS software, and consequently, the researcher obtained the results.

Statistical methods used:

In order to answer the questions of the study and test its hypotheses , the following statistics were employed : percentages , frequencies , independent samples t-test , One Way ANOVA , and simple regression for testing the main hypotheses of the study ,and stepwise multiple regression analysis in order to test the incorporation of the independent variables into the formula for the prediction of the dependent variables.

Analysis of data and testing the hypotheses:

Description of the characteristics of the sample of the study :

Table1

Upon the statistical processing of data through the SPSS software, the data and results were interpreted as it is illustrated in table 1 below:

characteristics	categories	frequency	Percentage
gender	Male	328	79.4
	Female	85	20.6
Age	Less than 30 years	16	3.9
	30-40 years	160	38.7
	41-50 years	113	27.4
	51- more years	124	30.0
Years of experience	Less than 5 years	100	24.2
	5-10 years	95	23.0
	11-15 years	92	22.3
	16-20 years	42	10.2
	21 years or more	84	20.3
Job status	Dean of college	76	18.4
	Head of an academic department	337	81.6
University	Public	221	53.5
	Private	192	46.5
Total		413	100

- 1- The distribution of the sample according to gender : the number of males was 328 with a percentage of 79.4 , while the number of female participants was 85 , with a percentage of 20.6% , which suggests that the percentage of males is higher than the percentage of females , which is natural in that it reflects the higher percentage of males having higher education degrees compared to females in Jordan .
- 2- The distribution of the participants of the study sample according to age : the percentage of the participants who belong to the age group (30-40 years) was 38.7% , and the category (51 or more years) had a percentage of 30% , while the category (41-50 years) had a percentage of 27.4% , and lastly was the category of (less than 30 years) with a percentage of (3.9 %). The researcher ascribes this result to the fact that the majority of heads of academic departments are chosen from among the category of the age group (30-40 years) , who are new appointments , and who have the ability to work more hours compared to others who are older . however , college deans have huge responsibilities , and so , they ought to have the experience , ability and the competence in order to complete their tasks , so , they are chosen from among the age group (51 years or more).
- 3- The distribution of the participants of the sample according to years of experience : the percentage of the participants of the study whose number of years of experience is less than 5 years was (24.2%) , and the percentage of the category (5-10 years) was at (23.0%), and the category of (11-15 years) was at (22.3%). The category of (21 or more years) has a percentage of (20.3%) , and lastly came the category (15-20 years) with a percentage of (10.2%). This indicates that the deans and heads of academic departments at Jordanian public and private universities of all the categories of years of experience had similar percentages , except the category of (16-20 years) which has a lower percentage of (10.2%) , which is logical , due to the fact that Jordanian public and private universities are undergoing continuous growth , and that the number of students at those universities is increasing . In order to cater for these developments , they set strategic plans for managing their human resources , and they keep hiring new staff and set plans for recruitment which provides them with staff having various experiences.
- 4- The distribution of the participants of the study based on the job status : the percentage of the participants from among the sample of the study who have the job title of " academic departments' chairs " was (81.6%), while the percentage of deans of colleges was (18.4%) , which is a logical result , because both public and private universities consist of a number of colleges , and each college consists of a number of departments ,

so each college has one dean and a number of heads of academic departments based on the academic specializations at the college . The number of departments varies from one college to another, based on the policies adopted at the university and the regulations of the ministry of higher education.

- 5- The distribution of the participants according to the university: the percentage of the participants of the study at public universities was (53.5%), while the percentage of the participants from the private universities was (46.5%). Although the researcher selected 7 public universities and 14 private universities , the percentage of the participants from public universities was higher , which is ascribed to the fact that the Jordanian public universities were established several decades ago , and attracted a great number of students . Additionally, public universities contain more colleges and departments compared to private universities, which are more recent , and which is reflected in the number in the percentage of deans and heads of academic departments.

Analysis of the questions of the study:

The first question: what is the level of practicing transformational leadership by presidents of universities from the perspective of the deans and heads of academic departments?

The means and standard deviations were calculated for the dimensions of transformational leadership , and the transformational leadership as a whole from the perspective of deans and the heads of academic departments as is illustrated in

Table 2 : means and standard deviations of the level of practicing transformational leadership by presidents of universities :

Rank	number	dimension	mean	Standard deviation	Degree of assessment
1	2	Inspirational motivation	3.69	0.86	High
2	1	Idealized influence	3.51	0.86	medium
3	3	Intellectual stimulation	3.24	0.87	Medium
4	4	Individual consideration	3.06	0.90	Medium
Practicing transformational leadership as a whole			3.40	0.79	Medium

Table 2 shows that practicing transformational leadership among the presidents of universities from the perspective of deans and heads of academic departments at Jordanian universities was medium, with a mean of 3.40 and a standard deviation of 0.79 , which suggests the similarity of the responses of the participants of the study concerning the transformational leadership.

Table 2 shows also that the means of the responses of the participants of the study concerning the dimensions of transformational leadership ranged between (-3.06-3.69), the highest being for the dimension of inspirational motivation, with a mean of 3.69 and a standard deviation of 0.86 and with a high degree of assessment, and lastly came the dimension of individual consideration with a mean of 3.06and a standard deviation of 0.90 and a high degree of assessment. The means and standard deviations of the assessments of the participants of the study, concerning the items related to the dimensions of transformational leadership, which were as follows:

First dimension: idealized influence:

Table 3: means and standard deviations of the items of the dimension of idealized influence

rank	number	items	means	Standard deviations	Degree of assessment
1	4	The president of the university has a high level of self confidence	3.71	1.01	high
2	6	The president takes ethical issues into consideration when he deals with others	3.67	0.93	high
3	8	The president ensures the deans and heads of academic departments.	3.64	1.02	Medium
4	3	The president acts in a manner which inspires respect and confidence			
5	7	The president talks about his most important values and beliefs related to work at the university			
6	5	The presidents ensures that deans and heads of academic departments have a strong sense of goals	3.43	1.05	medium
7	2	The president ignores his self-interests in order to ensure the interests of deans and heads of academic departments	3.33	1.15	Medium
8	1	The president creates pride among the deans and heads of academic departments	3.09	1.22	Medium

Table 3 shows the means and standard deviations of the items related to the dimension of idealized influence. The means ranged between (3.09-3.71), the highest was for item number 4, with a mean of 3.71 and a standard deviation of 1.01, and with a high degree of assessment. Item 1 came last, with a mean of 3.09 and a standard deviation of 1.22 and a medium degree of assessment.

Second dimension: inspirational motivation:

Table 4: means and standard deviations of the items of the dimension of inspirational motivation:

rank	number	items	mean	Standard deviation	Degree of assessment
1	9	The president talks enthusiastically and optimistically manner about the future of the university	3.82	1.04	High
2	10	The president provides a clear and persuasive vision about the future of the university	3.74	0.97	High
3	11	The president has high expectations for performance embodied in his vision and ideas about the future of the university	3.61	0.98	medium
4	12	The president motivates the deans and heads of academic departments in order to achieve high levels of performance	3.60	0.94	Medium

Table 4 shows the means and standard deviations for the items related to inspirational motivation. The means of the items ranged between (3.60-3.82) , the highest was the mean for item9 (3.82) , and a standard deviation of (1.04) , and with a high assessment , while item 12 was ranked last with a mean of (3.60) and a standard deviation of (0.94) and a medium degree of assessment.

The third dimension: intellectual stimulation

Table 5: means and standard deviations for the items related to the intellectual stimulation

rank	number	Items	means	Standard deviation	Degree of assessment
1	13	The president encourages solving problems creatively	3.26	0.92	medium
2	15	The president encourages deans and heads of academic departments to look at problems from different perspectives	3.25	1.06	Medium
2	16	The president proposes new methods for work	3.25	0.99	Medium
4	14	The president seeks different perspectives and encourages them for solving problems	3.19	1.11	Medium

Table 5 shows the means and standard deviations for the items of intellectual stimulation. The means ranged between (3.19-3.26), with a medium degree of assessment for all the items, and the highest mean was for item 13 (3.26), with a standard deviation , while item 14 came last with a mean of 3.19 and a standard deviation of 1.11.

Fourth dimension: individual consideration

Table 6: Means and standard deviations of the items related to the individual consideration

rank	number	Items	means	Standard deviation	Degree of assessment
1	20	The president seeks to develop and train deans and heads of academic departments	3.23	1.17	medium
2	19	The president knows that each dean and head of academic department has needs, abilities and aspirations different from those of others.	3.18	1.01	Medium
2	18	The president treats each dean and head of academic department as a unique person and not as a member of a group	3.09	1.06	Medium
4	17	The president spends time in teaching and training deans and heads of academic departments	2.73	1.11	Medium

Table 6 shows the means and standard deviations of the items of the dimension of individual consideration. The means ranged between (2.73-3.23) , with a medium degree of assessment for all items, the highest mean for item 20 (3.23) and a standard deviation of (1.17) , while item (17) came last with a mean of (2.73) and a standard deviation of (1.11).

Second question: what is the level of job satisfaction among the deans and heads of academic departments from their perspective?

In order to answer this question, the means and standard deviation were calculated for job satisfaction from the perspective of deans and heads of academic departments. Their mean was (3.69) and their standard deviation was (0.58) and with a high degree of assessment. The means and standard deviations of the responses of the participants of the study to the items related to this variable are shown in table7.

Table 7: means and standard deviations for the items of the dimension of job satisfaction

rank	number	Items	means	Standard deviations	Degree of assessment
1	7	My job requirements do not contradict my consciousness	4.16	0.85	High
2	11	I feel satisfied about the opportunity provided through my job for improving my social status	3.91	0.78	High
3	10	I had opportunities to do things that make others happy	3.90	0.83	High
4	3	My job keeps me engaged all the time	3.79	0.96	High
5	8	I have the opportunity to work alone	3.68	0.82	High
6	2	I have a sense of achievement at my job	3.61	0.88	Medium
7	5	I have opportunities to try my own methods at work	3.61	1.01	Medium
8	1	I have opportunities to demonstrate my abilities at work	3.56	0.97	Medium
9	9	I feel satisfied at the job security provided by my job	3.54	1.04	Medium
10	12	I have opportunities to do different things from time to time	3.54	0.87	Medium
11	4	I have opportunities to tell people what to do	3.51	0.87	Medium
12	6	I have the freedom to use my judgment at work	3.44	1.02	Medium

Table 7 shows the means and standard deviations of the items of the dimension of job satisfaction. The means ranged between (3.44-4.16). The highest mean (4.16) was for item 7, with a standard deviation of (0.85), and with a high degree of assessment, while item 6 came last with a mean of (3.44) and a standard deviation of (1.2) and with a medium degree of assessment.

Testing the Hypotheses of the Study:

The main hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among presidents of universities with its four dimensions (idealized influence, inspirational motivation, intellectual stimulation and individual consideration) on the job satisfaction of deans and heads of academic departments from their perspective.

Simple linear regression was employed as illustrated in tables 8 and 9 .

Table 8 : results of simple linear regression for the main hypothesis :

model	Source of variance	Total squares	Freedom level	Mean of squares	R	² R	Adjusted ² R	F value	Statistical significance
Simple linear regression	Regression	32.829	1	32.829	0.476	0.226	0.225	120.335	0.000
	Residual	112.124	411	0.273					
	Total	144.953	412						

The table above shows that the value of (f) is (120.335) , with a statistical significance of (0.000), which is less than ($\alpha \leq 0.05$), which indicates the interpretive and predictive power for using the simple linear regression model, between the the independent variable (transformational leadership as a whole) and the dependent variable (job satisfaction). Thus , the simple linear regression model is appropriate for the assessment of the causative relationship between the independent variable (transformational leadership) and the dependent variable (job satisfaction). It is also shown that the value of the correlation coefficient between the independent variable (transformational leadership) and the dependent variable (job satisfaction) was (0.476), and that the value of ²R was (0.226) , and the value of adjusted ²R was (0.225), which indicates that the independent variable (

transformational leadership as a whole) was able to account for (22.6%) of the changes which occurred to the dependent variable (job satisfaction), and the rest is due to other factors.

Table 9: coefficients of standardized and unstandardized simple linear regression for the main hypothesis

Simple linear regression model	Unstandardized coefficients		Standardized coefficient	T value	Statistical significance
	B	Std Error	B		
Constant	2.456	0.114		21.577	0.000
Transformational leadership as a whole	0.357	0.033	0.476	10.970	0.000

a. dependent variable : job satisfaction

Table 9 shows:

- the presence of a statistical significance for the constant of the simple linear regression formula , t , whose value was (21.577) and with a statistical significance of 0.000, which less than ($\alpha \leq 0.05$) , which indicates the significance of the constant of the simple linear regression model whose value was (2.456).
- the presence of a statistical significance for the standardized and unstandardized simple linear regression formula related to the independent variable (transformational leadership as a whole), in which the value of (t), was (10.970), with a significance of (0.000) which is less than the significance level ($\alpha \leq 0.05$), which indicates the rejection of the null hypothesis , and accepting the alternative hypothesis which states : " There is a statistically significant effect ($\alpha \leq 0.05$), of the level of practicing transformational leadership with its dimensions (idealized influence , inspirational motivation , intellectual stimulation and individual consideration) on the job satisfaction among deans and heads of academic departments from their perspective".

Multiple linear regression was used in exploring the presence of a statistically significant effect of the independent variables on the dependent variable at the significance level ($\alpha \leq 0.05$). Upon inserting the independent variables into the multiple linear regression analysis (idealized influence , inspirational motivation , intellectual stimulation and individual consideration) through stepwise method . Table (9) shows that each of the four dimensions has a predictive power and is statistically significant.

Table 10 : multiple linear regression for the second hypothesis

Independent internal variables	Source of variance	Total of square s	Degree of freedo m	Mean of square s	R	² R	Adjusted ² R	F value	Statistical significanc e
Idealized influence	Regression	31.692	1	31.692				15.001*	0.000a
	Residual	113.261	411	0.276	*0.468	0.219			
	Total	144.953	412						
Individual consideration	Regression	32.852	2	16.426				60.077*	.000b
	Residual	112.101	410	0.273	0.476b	0.227			
	Total	144.953	412						

- statistically significant at the level ($\alpha \leq 0.05$)
- a. predictors (constant): idealized influence
- b ; predictors (constant) : idealized influence and inspirational motivation
- dependent variable : job satisfaction
- Table 10 shows that the value of f is (60.077) with a statistical significance of (0.000) , which is less than ($\alpha \leq 0.05$) , which indicates the significance and predictive power of the multiple linear regression , between the independent variables (idealized influence , and individual consideration) and the dependent variable (job satisfaction). Thus, the multiple linear regression model suitable for the assessment of the causative

relationship between the independent variables (idealized influence and individual consideration) and the dependent variable (job satisfaction).

Table 10 shows that two independent variables had statistically significant effects on job satisfaction: idealized influence came first concerning the size of the effect, and its multiple correlation coefficient value was (0.468) and the R^2 was (0.219) and the value of Adjusted R^2 was (0.217) which indicates that the idealized influence was capable of accounting for (21.9%) of the changes in the dependent variable (job satisfaction). Individual consideration came second in terms of the size of the effect, and its multiple correlation coefficient when added to the effect of the idealized influence was (0.476) , $R^2=0.227$ for both dimensions, and the value of their Adjusted R^2 was (0.223) which indicates that the dimensions of idealized influence and individual consideration together accounted for (22.7%) of the changes in the dependent variable (job satisfaction) . the individual consideration accounted for (0.8%) of the changes in the dependent variable (job satisfaction).

Table 11 the significance of standardized and unstandardized multiple linear regression coefficient of the second hypothesis

Multiple linear regression model		Unstandardized coefficients		Standardized coefficients	t value	Statistical significance
		Beta	Std. error	Beta		
1	Constant	2.543	0.108		23.467	0.000
	Idealized influence	0.322	0.030	0.4	10.724	0.000
2	Constant	2.529	0.108		23.381	0.000
	Idealized influence	0.244	0.048	0.354	5.053	0.000
	Individual consideration	0.094	0.046	0.144	2.060	0.000

a. dependent variable : job satisfaction

The table above shows:

- The existence of a statistical significance for the constant of the multiple linear regression formula, in which the value of t was (23.381), with a statistical significance of (0.000) which is below the level ($\alpha \leq 0.05$), which indicates the significance of the constant (2.529).
- the presence of a statistical significance for the coefficient of the multiple linear regression formula related to the independent variable (idealized influence) , for which the value of t was (5.053) , with a statistical significance of (0.000) , which is below the significance level ($\alpha \leq 0.05$) , which suggests the rejection of the null hypothesis and accepting the alternative hypothesis which states that : " There is a statistically significant effect at the level ($\alpha \leq 0.05$) for the level of practicing the dimension of idealized influence by the presidents of universities on the job satisfaction of the deans and heads of academic departments ".
- based on the previous analysis , it is not possible to accept the second null hypothesis , and the alternative hypothesis is accepted which states that " there is no statistically significant effect at the level ($\alpha \leq 0.05$) for the level of practicing transformational leadership , in terms of its dimension (idealized influence , inspirational motivation , intellectual stimulation and individual consideration) on the job satisfaction of deans and heads of academic departments.

Results and conclusions:

1- The results related to the first question: what is the level of transformational leadership exercised by presidents of universities from the perspective of deans and heads of academic departments?

The means and standard deviations shown in table (2.5) , that the level of exercising transformational leadership among the presidents of universities from the perspective of deans and heads of academic departments , which was medium , with a mean of (3.40) and a standard deviation (0.79). Based on this result, the researcher believes that the concept of transformational leadership hadn't been crystalized to a high extent among the presidents of Jordanian public and private, which applies also to its importance. This resulted in practicing it to a medium degree. Practicing the dimensions of transformational leadership was as follows:

The dimension of inspirational motivation was ranked first, with a mean of (0.86) and a high degree of significance. The dimension of idealized influence came next, with a mean of (3.51), and a standard deviation of (0.86) and a medium degree of assessment. The dimension of intellectual stimulation has the third rank, with a mean of (3.24) and a standard deviation of (0.87) and a medium degree of assessment, and the dimension of individual consideration was ranked fourth with a mean of (3.06) and standard deviation of (0.90) and a medium degree of assessment. This show that the presidents of universities practice transformational leadership to a medium degree from the perspective of deans and heads of academic departments. The dimensions practiced most (inspiration motivation and idealized influence) , the reason may be that the deans and heads academic departments recognize those dimensions among the presidents of universities more clearly , based on their knowledge about those presidents , their skills , expertize and qualifications as well as their traits and characteristics, while the laws and regulations restrict the transformation of new ideas , solutions of problems , creations and individual consideration into a reality , which is reflected on the dimensions of intellectual stimulation and individual consideration.

2- Results related to the second question: what is the level of job satisfaction among the deans and heads of academic departments at Jordanian universities from their perspective?

The means and standard deviations of the level of job satisfaction among the deans and heads of academic departments at Jordanian universities from their perspective was high, with amean of (3.69) and a standard deviation of (0.58) , which is due to the fact that the deans and heads of academic departments think that they employ their abilities effectively , and feel energy , achievement , authority , responsibility, autonomy and ethics. They feel also that that have job security, and nothing restrains their creativity. They feel also that the tasks related to their jobs are various and free of routine. Additionally, their jobs provide them with social status. These minor variables represent job satisfaction, which indicates that the deans and heads of academic departments at Jordanian public and private universities recognize that they have job satisfaction to a high degree in terms of the job itself, which is due to the fact that they chose and sought their jobs voluntarily.

The results related to the main hypothesis: there is no statistically significant effect ($\alpha \leq 0.05$) for the level of practicing transformational leadership among the presidents of universities in terms of its dimensions (idealized influence, inspirational motivation, intellectual stimulation and individual consideration) on the job satisfaction among the deans and heads of academic departments from their perspective.

The results related to the null hypothesis shows that:

- The presence of a statistically significant effect of the transformational leadership in terms of its dimensions (idealized influence, inspirational motivation, intellectual stimulation and individual consideration) on the job satisfaction among the deans and heads of academic departments from their perspective. Through the results of simple linear regression, it was shown that practicing the dimensions of transformational leadership by the presidents of universities account for (22.6%) of the changes in the level of job satisfaction among the deans and heads of academic departments, and the rest can be ascribed to other factors.
- The presence of a statistically significant effect of the level of transformational leadership among the presidents of universities in terms of (idealized influence and individual consideration) on job satisfaction among the deans and heads of academic departments. The dimension of idealized influence has the first rank, and accounted for (21.9%) of the changes in the job satisfaction, while the dimension of individual consideration accounted for (22.7%) of the changes in job satisfaction.

This shows that pride is created by the president among the deans and heads of academic departments, and ignoring his individual interests for the interests of the employee. The president focusing on having clear goals by the means and heads of academic departments, in addition to taking the ethics into consideration, as well as his talking about his values and beliefs, and his focus on the formation of common understanding of the mission of the university, in addition to their treatment as unique individuals and members not as a group. Each individual has unique needs, abilities and aspirations, he also seeks to develop and train them.

- There is no statistically significant effect of the level of transformational leadership practiced by the presidents of universities in terms of the dimensions of (inspirational motivation, and intellectual stimulation) on the job satisfaction among the deans and heads of academic departments.

Recommendations:

Based on the results of the study, the study recommends:

- 1- Establishing institutes for the preparation of leaders , and training them on the methods of transformational leadership and managing universities in the light of continuous advances and changes .

- 2- Presidents of universities ought to ensure that the deans and heads of academic departments have a strong sense of goals , through their participatin in setting the goals related to their colleges and departments , which increases their enthusiast towards achieving them and increases their job satisfaction.
- 3- Because the president of the university is considered as an example for others , it is necessary that he creates pride among the deans and heads of academic departments concerning their work , which affects their levels of job satisfaction.
- 4- Encouraging the presidents of Jordanian public and private universities to increase their focus on the factors which contribute to the job satisfaction among the deans and heads of academic departments , which leads to increasing the general level of satisfaction and consequently enhancing their performance.

References' :

References in Arabic :

- 1- Al –Jalabneh , Mostafa Talal , (2011). The Level of Job Satisfaction among the Teaching Staff at Philadelphia University and its Relation to their Morale . *Journal of Jerusalem Open University for Research* , (24) num.(1), 189-228.
- 2- Al –Raquad , Hana and , Abu Dayyah , Azizah.(20012).Transformational Leadership among Academic Leaders at Jordanian Universities and its Relation to the Empowerment of Teaching Staff. *Journal of Al-Najah University for Research (Humanitarian Sciences)* , 26(5),1192-1216, Naplus , Palestine.
- 3- Al-Aqash, Fawzi and Hussain , Ahmad.(2008). Job Satisfaction among the Teaching Staff at the Jordanian Public and Private Universities : A Comparative Study of the Teaching Staff at the Business and Management Colleges , *Al-Manarah Journal* , Al-Albays University ,14(1),11-45,AlMafraq , Jordan.
- 4- Mansour , Majeed, Mustafa (2010). The Degree of Job Satisfaction among the Teaching Staff at Al-Najah National University in Palestine . *Journal of Al-Azhar University* , Gaza , Humanitarian Sciences Series , (12),1, pp795-838, Gaza , Palestine .

References in English :

- Ahmad A., Adi M., Noor H., Abdul Rahman A. Yushuang T. (2013). The Influence of Leadership Style on Job Satisfaction among Nurses. *Asian Social Science*, 9 (9), 172- 178.
- Al-Swidi, A., Nawawi, M., Al-Hosam, A. (2012). IS the Relationship between Employees' Psychological Empowerment and Employees' Job Satisfaction Contingent on the Ttransformational Leadership? A Study on Yemeni Islamic Banks, *Asian Social Science*, 8(10), 130-150.
- Aswathappa K. (1997). *Organizational Behaviour*. Mumbai: Himalaya Publishing House.
- Avolio, B. J., Bass B. M., & Jung D. I. (1999). Reexamining the Components of Transformational and Transactional Leadership Using the Multifactor Leadership Questionnaire. *Journal of Organizational and Occupational Psychology*, 72, 441-462.
- Bagram, Mohammad & Altaf, Mohsin. (2010). Impact of Transformational Leadership on Management Innovation and Job Satisfaction. *Interdisciplinary Journal of Contemporary Research in Business*, 1 (10), 130-149.
- Banjeri, P., & Krishnan, V. R. (2000). Ethical Preferences of Transformational Leaders: An Empirical Investigation. *Leadership & Organizational Development Journal*, 21 (8), 405-413.
- Bass, B. M. (1990). From Transactional to Transformational Leadership: Learning to Share the Vision. *Organizational Dynamics*, 18 (3), 19–31.
- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8 (1), 9- 32.
- Bass, B. M., & Avolio, B. J. (1993). *Transformational leadership: A Response to Critiques*. In M. M. Chemers & R. Ayman (Eds.), *Leadership Theory and Research: Perspectives and Directions*. New York: Free Press.
- Bass, B. M., & Avolio, B. J. (1995). *Multifactor Leadership Questionnaire (Form 5x-Short)*. Menlo Park, CA: Mind Garden.
- Bass, B.M. & Steidlmeier, P. (1999). Ethics, Character, and Authentic Transformational Leadership Behavior. *Leadership Quarterly*, 10 (2), 181-207.
- Bodla, M. & Nawaz, M. (2010). Transformational Leadership Style and its Relationship with Satisfaction. *Interdisciplinary Journal of Contemporary Research in Business*, 2 (1), 370-381.
- Boran, Toker.(2011). Job Satisfaction of Academic Staff: An Empirical Study on Turkey. *Quality Assurance in Education*, 19 (2), 156- 169.
- Brief, A. P., & Weiss, H. M. (2001). Organizational Behavior: Affect in the Workplace. *Annual Review of Psychology*, 53, 279-307.
- Burns, J. M. (1978). *Leadership*. New York,Harper & Row.

- Chandan S. J. (1997). *Organizational Behavior*. New Delhi: Vikas Publishing House.
- Harrison, Janelle, L. (2011). Instructor Transformational Leadership and Student Outcomes. *Emerging Leadership Journeys, Regent University School of Global Leadership & Entrepreneurship*, 4 (1), 82-136.
- Locke (1976) Cited in Brief, A. P., & Weiss, H. M. (2001). Organizational Behavior: Affect in the Workplace. *Annual Review of Psychology*, 53, 279-307.
- Weiss, D. J., Dawis, R. V., England, B. W., & Lofquist, L. H. (1967). *Manual of the Minnesota Satisfaction Questionnaire*. Minneapolis, MN: University of Minnesota Industrial Relations Center.
- Yukl, G., (2001). *Leadership in Organizations*. Englewood Cliffs, Prentice Hall, New Jersey.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

