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THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND FACULTY
MEMBERS' JOB SATISFACTION AT KING ABDUL AZIZ
UNIVERSITY IN JEDDAH, SAUDI ARABIA

by

ADDULRAHMAN ABDULLAH ALOTAIBI

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

August 2023

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2023

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And say: "My Lord, increase me in knowledge."

— Quran, Surah Taha (20:114)

These words from the Quran have been my constant source of inspiration throughout my doctoral journey. They remind me that seeking knowledge is not only a religious obligation, but also a means of personal and professional growth. First and foremost, I thank Allah for granting me the strength and perseverance to complete this academic pursuit.

I am deeply grateful to my family, including my mother and father, who have always supported and encouraged me to pursue my educational goals. Their unwavering faith in me has been a driving force behind my success.

I would also like to express my gratitude to my wife, who has been a pillar of strength and support throughout this journey. Her unwavering belief in me and her constant encouragement have been instrumental in helping me achieve my goals. My daughters and my wife have been my pillars of strength, always there to lift me up when I needed it the most. Your love, support, and prayers have been invaluable to me, and I am forever grateful.

Completing my doctoral dissertation has been an incredible journey. This achievement would not have been possible without the generous support and assistance of numerous individuals and organizations. First and foremost, I would like to express my sincere appreciation to my dissertation supervisor, Dr. Chunling Niu, whose guidance, expertise, and unwavering support were critical in shaping my research project and enabling me to achieve my academic goals.

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Finally, I want to express my heartfelt gratitude to everyone who played a role, however big or small, in helping me achieve this significant milestone in my academic journey. I recognize that this dissertation would not have been possible without your support, and I am deeply grateful for it.

DEDICATION

To Allah then to my parents, my love and my thought partner my wife, and my daughters,
who always supported me.

THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND FACULTY
MEMBERS' JOB SATISFACTION AT KING ABDUL AZIZ
UNIVERSITY IN JEDDAH, SAUDI ARABIA

Abdulrahman Alotaibi, PhD

University of the Incarnate Word, 2023

My research focused on examining the relationship between leadership style and faculty members' job satisfaction at King Abdul Aziz University in Jeddah, Saudi Arabia. The main objective of this research was to analyze the connection in the styles of leadership and job satisfaction in the higher education sector in Saudi Arabia. My study aimed to provide insights necessary to help Saudi Arabian higher education institutions increase employee satisfaction.

I was guided in this research by the following research questions: (1) What is the prevailing leadership style of the heads of departments as perceived by their faculty members at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia? (2) Is there a relationship between the leadership styles of the heads of departments, as perceived by their faculty members, and the overall job satisfaction of faculty members at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia? (3) To what extent does the leadership style of the heads of departments, as perceived by their faculty members, predict faculty members' overall job satisfaction after controlling the effect of other demographic variables at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia?

I tested these hypotheses:

H20: There is no statistically significant relationship between the perceived leadership style of the heads of departments and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia,

H2a: There is a statistically significant relationship between the perceived leadership style of the heads of departments and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia,

H30: The perceived leadership style of the heads of departments does not predict the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia.

H3a: The perceived leadership style of the heads of departments predicts the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University, Jeddah, Saudi Arabia.

I identified various leadership theories in my research. Effective leadership is influenced by factors such as the nature of the organization, its goals, and the people who follow the leader. The aim of my study was to provide insights into applicable leadership theories to help Saudi Arabian higher education institutions increase employee satisfaction.

I used a quantitative, non-experimental correlation methodology in this study that aimed to examine whether the leadership styles of the chairs of the department heads (independent variables) correspond with faculty job satisfaction (dependent variable). I conducted the study at the University of King Abdul Aziz in Jeddah, Saudi Arabia, among the faculty of the College of Economics and Administration, targeting all faculty members in the college from all departments in the college. The data for the study were collected through two closed-ended, cross-sectional surveys using SurveyMonkey.

I used a correlational research design because it was the best choice for achieving the study's objectives of assessing the relationship between department heads' styles of leadership and job satisfaction among faculty at a university. The study's independent variables were Transformational Leadership (TF), Transactional Leadership (TA), and Passive/Avoidant Leadership (P/A), and the dependent variable was faculty job satisfaction. Regression analysis was also used to determine whether the independent variables could predict the dependent variable.

A post-positivism frame served as the foundation for this work. I used a quantitative technique to collect data because it was more effective than a qualitative approach in addressing the research questions. Additionally, statistical analysis could lead to a more general conclusion.

The population of the study included all faculty members in the College of Economics and Administration at King Abdul Aziz University in Jeddah, Saudi Arabia, available during the academic year of 2022-2023. I contacted all population members through the university research center. However, only faculty members that were available and accessible during a 2-month window were included in the study. The study population included only faculty members who had worked for at least one academic year to ensure that they had spent enough time to form an opinion about the department head leadership style.

The study used the demographic survey, the MLQ, and the MSQ as the three tools to administer an online survey using SurveyMonkey. Combining data collection methods increased the variety of information offered for generalizability and useful recommendations. The study conducted a G*power study to determine the required number of participants for correlation tests and the analysis of multiple regression. An average of 84 participants were required to meet the G-minimum power's sample size requirement.

The analyzed results showed that TF was the most often used leadership style ($M = 1.914$, $SD = .390$), followed by TA ($M = 1.87$, $SD = .44$), and that P/A conduct was rarely utilized ($M = 1.84$, $SD = .40$). According to the study's findings, department heads at King Abdul Aziz University in Jeddah generally employ the TA and TF leadership styles. The Faculty of Economics and Administration's department heads did not regularly employ the P/A leadership style. The study indicated that overall job satisfaction among faculty members was just more favorable to satisfaction than to dissatisfaction.

According to the study's findings, department heads' leadership practices have a big influence on how satisfied faculty members are at work. The results indicate that the most common leadership TF and TA styles are used. The application of these leadership styles is consistent with earlier research that has shown the superior efficacy of TF and TA leadership styles in the higher education sector. P/A leadership style was not widely adopted, which may have an impact on faculty members' job satisfaction. According to research, leadership style can increase employee happiness by setting clear objectives and goals. The lack of a P/A leadership style may be a result of institutional and cultural tendencies to value teamwork and collectivism over individual success. According to the study's findings, faculty members are generally content with their jobs, which is in line with findings from earlier studies in the higher education field. There is still potential for growth, and the study's findings show that department heads should concentrate on leadership styles that support worker satisfaction and wellbeing.

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Chapter 1: Introduction to the Study

A person's capability to persuade individual groups to accomplish a shared goal is leadership. Motivating employees and enhancing individual capabilities for growth and development are the goals of many leadership styles. Leadership in higher education is influenced by various issues, including work patterns, demographic shifts, technological advances, COVID 19 and globalization. The leadership style employed can influence employee effectiveness, organizational culture, motivation, satisfaction, performance, and retention (Alonderiene & Majauskaite, 2016). As a result of implementing Transformational (TF) leadership, employees' intrinsic motivation and personal development are prioritized (Nazim & Mahmood, 2016). For a business to be successful, leadership and job satisfaction are two of the most important components. Leaders should focus on making positive and valuable changes among their employees to develop dedication and inspire positive ideas (Sumardin, Sabri & Mustaqim, 2021). The satisfaction of employees is a crucial factor for the success of an organization. Therefore, the leadership style adopted should align with the organization's objectives and also take into consideration the desires and requirements of its employees, leading to an increased level of job satisfaction and productivity.

Innovation, knowledge sharing and learning are promoted by leaders by creating an organization culture in all work settings, including educational settings. According to Nazim and Mahmood (2016), higher learning institutions are experiencing high demand for quality education, increased competitions due to rapid changes in technologies, government reforms and general changes in the environment of education. By doing so, it would facilitate the comparison of results and expand the comprehension of the correlation between leadership styles and job satisfaction. In addition, further studies are necessary to help identify individual factors that

could better contribute towards interpretation and understanding the existing survey data, and to make specific recommendations for practice. Hence, the investigation delves into the correlation between leadership styles and job satisfaction within the College of Economics and Administration at King Abdul Aziz University in Saudi Arabia. It was expected that those who participate would be faculty members and other members of staff. The objective of this study was to bring about improvement in the quality of the process of learning and services through correct deployment of leadership skills in higher education.

Statement of the Problem

The job satisfaction of employees plays a significant role in the progress and longevity of numerous organizations (Stankovska et al., 2017). A well-satisfied employee will positively impact the organization's performance while a dissatisfied employee puts a potential risk of the organization's poor performance (Erasmus et al., 2015). A common phrase that is often put across is that employees leave their bosses, but they do not quit their jobs (Goler et al., 2018). Styles of leadership are therefore crucial in any organizational setting. A good leader should be able to keep his/her employees' interests at heart and ensure that as much as they are concerned with organizational overall performance, also they are in a position to ensure an increased degree towards an employee's job satisfaction. It is important to keep in mind that the style of leadership used in organizations is a key component of employee job satisfaction (Kim et al., 2017). Thus, the eventual success of organizational performance ultimately depends upon its ability to hire qualified staff, provide proper job descriptions, and ensure job satisfaction (Cordeiro, 2010).

However, today, public universities face several challenges in their administrative management which have led to their leaders facing more daily challenges emanating from

diversity and globalization. Therefore, leaders are required to devise strategies that enable them to think and act on a global scale, while promoting optimal productivity, job satisfaction, and autonomy among employees, and fostering transparent communication channels (Al-Yousef, 2012). Achieving these goals, helps organizations or institutions of higher education understand good performance due to employee job satisfaction.

Furthermore, it is crucial that the management style utilized by an employee, regarded as the union of leadership and performance, is evident through the method or style employed by the management. This specific leadership technique is necessary to attain departmental goals to be more efficient. In the past relationships between styles of leadership and job contentment began to gain interests. Most studies (Bass, 2008; Wepner & Henk, 2020) have tried to investigate the advantages of job satisfaction resulting from styles of leadership employed by departmental heads. Nevertheless, as much as this seems achievable, it is evident from most studies that leadership styles from Saudi Arabian universities have not been at the forefront in offering adequate employee satisfaction to their staff (Alghamdi, 2016).

Objective of the Study

The primary objective of this study was to investigate the correlation between leadership styles and job satisfaction within the higher education industry in Saudi Arabia. The idea that a capable leader can build the company's vision and then communicate it to the group members so that they can come up with tactics is based on fact. The research examined a variety of methods employed by the head of departments at the college level to produce favorable results. I shed light on creating a healthy work environment and improving learning outcomes through their findings. The current study and existing theories in leadership will provide the foundation and insights necessary to help Saudi Arabian higher education institutions increase employee

satisfaction since its emerging that there are rapid changes in institutions of higher learning, and the current leadership lacks the required skill to enhance the performance of institutions. This study will help to uncover particular individual elements and applicable leadership theories. As a result of these findings, organizations in the region are expected to be better prepared to deal with future rapid changes in higher education.

Research Questions

The research questions guiding this study include:

RQ 1. What is the overall prevailing departments heads' leadership style as perceived by their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

RQ 2. What, if any, relationship exists between the leadership styles of the department heads as perceived by their faculty members, and the faculty overall job satisfaction at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

RQ 3. To what extent does the leadership style of the department heads, as perceived by their faculty members, predict the faculty member overall job satisfaction after controlling the effect of other demographic variables at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

Hypotheses

The study tested the following hypotheses related to leadership styles and job satisfaction:

H₂₀: A statistically significant relationship does not exist between the perceived leadership style of the department head and the overall job satisfaction of their faculty members

at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H2_a: A statistically significant relationship exists between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H3₀: A statistically significant predictive relationship does not exist between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H3_a: A statistically significant predictive relationship exists between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

Significance of the Study

Because work satisfaction directly affects a faculty's productivity and instructional efficacy, work satisfaction can be used as one of the markers of leadership success in learning. According to Stankovska et al. (2017), academic personnel is critical to the success of education programs because of their involvement in teaching research and participation in public service. Promotional possibilities, working relationships between leadership and lower employees, workplace conditions, advancement, competitive salary, and financial assistance in research and teaching are all factors that influence their satisfaction and performance (Ratnasari & Sutjahjor, 2019). As a result, educational leaders should deploy crucial resources and assistance to establish a healthy working environment based on available resources and support. Department heads are

designated as educational leaders in this study, and they are found to have an impact that is significant on members of faculty on behaviors, motives, attitudes, and sentiments, hence affecting job satisfaction. As a result, the goal of this research is to provide critical insights and information on diverse leadership practices and behaviors by the way they bring about influence in job satisfaction that lead to productivity and performance.

This study will provide valuable insights and information, leading to improvements in the academic processes at King Abdul Aziz University in Jeddah, Saudi Arabia. For instance, information could be utilized to create professional development programs to help heads of departments utilize and lead their disciplines within the institutions. Alonderiene and Majauskaite (2016) found a shortage of experienced and skilled leaders in Lithuanian higher education institutions based on a similar study. Furthermore, according to Black (2015), leaders of education frequently focus on academic values rather than fundamental organizational values, distinguishing the needs of the leaders in the institutions from those of corporations. The findings of this study will be able to help King Abdul Aziz University implement training and development programs to ensure that department heads have certain skills and expertise to balance academic and organizational values. Organizational values give a feeling of direction and purpose to a company. Academic freedom, accountability, institutional autonomy, social responsibility, and equal access are the basic ideas associated with higher education institutions. These basic values provide important leadership guidance for building a work climate that is less likely to cause employee unhappiness.

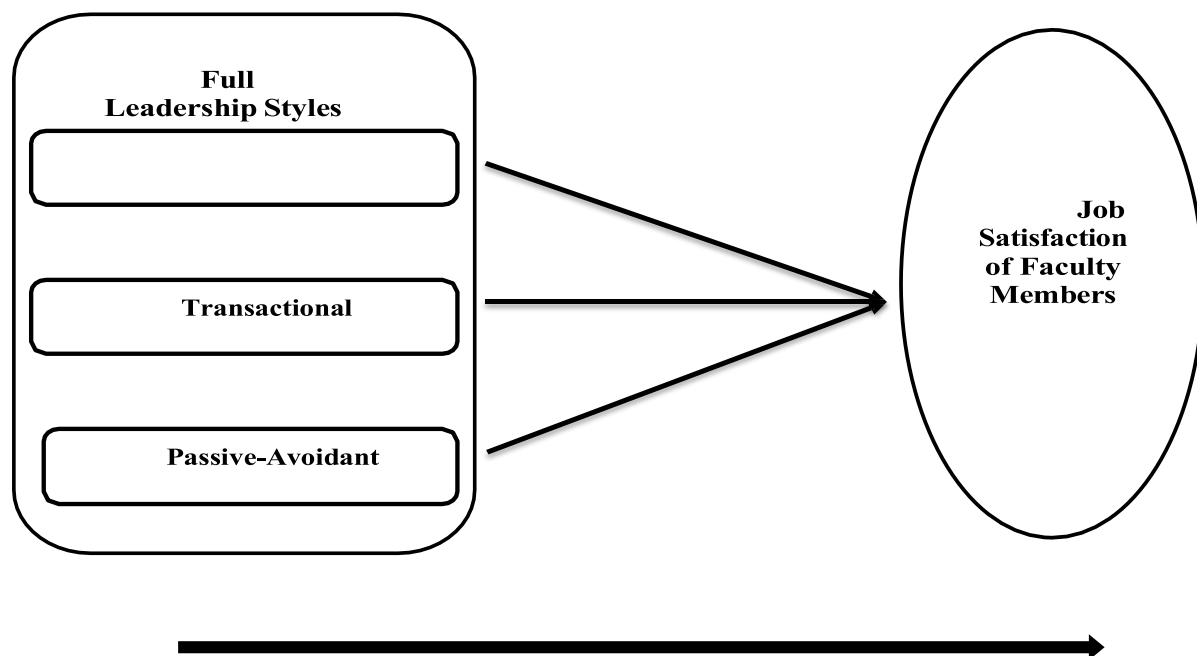
Theoretical Framework

In this study, the variables included in the study were explained using the entire spectrum of leadership theories. According to Guhr et al. (2019), the Full Range of Leadership Model,

which was created by Avolio and Bass in 1994, is a theory that is based on leadership that explains and illustrates how staff members understand leadership. Burns's (1978) initial contributions to the theory suggested that leadership could either be TF or Transactional (TA). Later, Bass and Avolio (1994) added a third leadership style, Passive/Avoidant (P/A) leadership, to this premise. The P/A leadership style requires two types of leadership: management-by-exception (passive) and laissez-faire (avoidant). Olsen et al. (2021) claim that leaders frequently adopt a laissez-faire leadership style in order to avoid getting involved in initiatives. For example, they keep themselves away from making decisions concerning or in relation to activities found in the institution. The passive style of leadership has or involves leaders who avoid actions that are corrective and waits when something goes wrong for action to be taken (Guhr et al., 2019). In this context of learning, the styles of leadership were used to adorn the key characteristics and accountabilities of leadership in higher education settings.

Figure 1

Theoretical Framework



The TF style of leadership is disturbed with the growth contentment via higher coordination and engagement. According to Nazim and Mahmood (2016) it is as process to which leadership brings about cooperation with the workers by appealing to their fundamentals needs and being able to encourage them to be in the move of a particular direction. A TF leader focuses on being able to align individuals' goals with the objectives of the organizations and by encouraging them to work on teams (Guhr et al., 2019). In this situation, the research will be able to test the head of departments are their ability to use their authority or rather power to respond to the faculty members responsibilities and needs, including high demand for the resources used in teaching. TF style of leadership is a critical model since it has the ability to encourage leaders to communicate the mission and the vision of the organization among employees to make sure or rather to ensure that they are in a position to understand the general aim and strategy. For example, to transform people within an organization, the leadership should emphasize intrinsic motivation, promote ethical behaviors, and effectively communicate to ensure shared vision and goals. By bringing on this awareness there is an increase in productivity and performance since the leaders are involved proactively in inspiring the employees to be able to achieve results in maximum way. Currently, there are no specific duties and responsibilities for departmental chairs provided by the Saudi Ministry of Higher Education. However, it's possible to identify such roles and responsibility from the literature review of existing studies (Gonaim, 2019). Departmental chairs are expected to be a link between the faculty and higher administration, and to develop collective functionality necessary for fulfilling the objectives of the department and overall institution. Other notable roles and responsibilities include supervision and ensuring implementation of the department's objectives, policies and regulations, execution of all University Council's decree, and planning and discussing curriculum development.

Departmental heads are responsible for reducing situations that would cause staff dissatisfaction within their department, such as ensuring fair distribution of teaching load.

The TA leadership style is mostly situated with the supposition that the motivation towards an employee is improved via punishment and rewards. TA leaders are able to please to the workers needs by giving them bonuses and tips from the economic equipment. The ability of those in charge to establish a specific goal or objective for employees to accomplish via the use of necessary resources will lead to a shift in performance by bringing them closer to desired winnings (Guhr et al., 2019). The guiding principle of the TA style of leadership is that managers can devise rewards or incentives to inspire their workforce to perform well across a range of tasks or work toward a specific objective. For instance, a school can aim to hit a specific target or goal in their academics by the end of an academic term. Therefore, those who are in the positions of the head of the departments, promises the members on the board that those candidates or rather students who hit their targets are going to be awarded while those who do not well be disciplined. When one uses these incentives in a fair manner then they are likely to bring growth in job contentment and performance.

Definition of Key Terms

The following words were used in this study:

Leader: Someone who has the ability to motivate, encourage, and unite others to accomplish predetermined goals. Various positions in leaders, like directly impact staff motivation, job satisfaction and departmental chair are critical for the purpose of this study.

Leadership: process which ruling is influenced by people to be able to achieve an organizational objective.

Leadership style: Is the strategy a leader uses to establish plans, inspire others, and give directions

Job satisfaction: Employee opinions and views about their jobs are compiled, highlighting the understood connection between what is provided or, more accurately, what is desired.

Department chair/head: The phrase is used in this study to describe a faculty member who is required to perform particular administrative tasks, such as overseeing the department and conducting operational analyses.

Faculty member: The word is employed in this study to describe everyone who works as a teacher at King Abdul Aziz University, including instructors, and lecturers.

Chapter 2: Literature Review

Saudi Arabia's System of Education

Saudi Arabia, located in West Asia, is the largest country in the Arabian Peninsula, covering an area of over 2 million square kilometers. It is bordered by the Red Sea and the Gulf of Aqaba to the west, and the Arab Gulf to the east, with neighboring countries including Iraq, Jordan, Kuwait, the United Arab Emirates, Qatar, the Sultanate of Oman, Yemen and the Kingdom of Bahrain. The country is connected to Saudi territory through a network of paved roads. There were approximately 32.4 million people in the Saudi Arabia in 2016, whereby the population was composed of males at 55.19% and females at 44.79%. Saudi Arabia's population is growing at a pace of 1.536% every year. In Saudi Arabia, Arabic is the official language; however, English is broadly utilized in both commercial and health sectors. When emperor Abdulaziz bin Abdelrahman Al-Saud created Saudi Arabia in 1932, it was ruled by the Al-Saud dynasty. Saudi Arabia's economic standing in the global economy has altered dramatically since the 1938 detection of oil in the State; today, the country is among the foremost exporters of oil in the domain, with oil profits accounting for 80% of the state's total returns. One of Islam's two holiest sites for Muslims, Almasjed Alharam and Almasjed Alnabawi, is located in Saudi Arabia, making it the birthplace of the religion. Throughout the country, Islam has a significant impact on the nation's social, economic, political, and educational systems. Saleh (1986) noted that Saudi Arabia maintains the use of an Islamic learning concept, and its methods of education are grounded in Islam. The significance of lifelong Islamic learning, specifically its emphasis on the importance of acquiring knowledge, has been evident for generations. "Read" is the initial word in a Quran (Nawaz & Jahangir, 2015). In Islam, it is considered a duty for every Muslim to acquire knowledge as stated by the Prophet Muhammad.

Founded on Islamic law, the policies and the system of education of Saudi align with its religious values. Students in Saudi Arabia are classified into preschool, elementary, intermediary, secondary, and post-secondary levels of education. King Abdullah University of Science and Technology is currently the only institution of higher learning in the empire that does not have a gender-segregated education system. Smith and Abouammoh (2013) described “four distinguishing elements” of learning in Saudi Arabia, “the Islamic-based teaching, an educational assistance through central control system, funding from the government, and policy on segregation based on gender that is general” in the country (p. 9). Saudi Arabian and non-Saudi nationals are entitled to free education at all levels, except for those who attend private institutions (Barry, 2021). As a result, women and men alike should enjoy the same education opportunities. Saudi Arabia has a Ministry of Education (MOE) that governs the state’s education system. The education system is divided into four levels: kindergarten, elementary, intermediate, and high school. The MOE is responsible for implementing the government’s education policies and overseeing all private and public education components in the country (Hein et al., 2015). In addition to devising the curriculum, creating program plans, providing textbooks, and training teachers, the department is also responsible for hiring and training staff members. Curriculum and programs are the same at all schools, regardless of their location although, to better address the requirements of its pupils, foreign and private schools may establish their programs and curricula, such as English instruction. There were 38,150 schools in Saudi Arabia as of 2019, up 16.5% from 2015. Saudi Arabia has a much higher number of schools than other affluent countries relative to its population; that is partly due to school segregation based on gender, with schools required to maintain segregated premises beginning in grade one. Also, in 2019, 83% of the 38,150 schools were public schools, which provide state-

funded education and follow a MOE-approved curriculum. Private schools, which make up 12.5% of all such institutions, are fee-paying organizations that also adhere to a MOE-approved curriculum (Alsadhan et al., 2018). Population growth, government efforts to increase personal sector contribution in learning and a change in parental preferences have contributed to the emergence of private learning institutions. Saudi Arabia's total student population climbed by 6.2% to 6.18 million in the 4 years leading up to 2019. During this time, the student numbers of public and foreign schools grew by 5.8% and 37.0%, respectively. During the same time span, however, the total student population in private schools fell by 3.5%. Students in public, private, and foreign curriculum schools account for 82.5%, 11.1%, and 5.9% of the overall student population, respectively, as of 2019 (MOE, 2020).

In 1975, the government of Saudi Arabia initiated the MOE, a body whose role was and remains to oversee higher learning, including state universities, state community institutions, and foreign education for students in Saudi Arabia. According to government strategy, the MOE is tasked with the responsibility to ensure that private colleges and universities are operating in accordance with the government's educational goals. When the MOE was united with the department of learning on January 29, 2015, it became the Education Ministry, which oversees both the K-12 and institutes of higher learning in the country (MOE, 2020). According to the MOE website, the goal is "to establish an internationally competitive, knowledge-based community through an extraordinary educational system" (MOE, 2020). The population growth in Saudi Arabia has also led to a sharp increase in the overall number of students registering in higher education institutions. According to data released by the MOE (2020), over 1.620,491 students were registered in institutions of higher learning from 2017/2018, up from 571,813 in 2003/2004, making it necessary for the government to devote a large amount of resources to this

area. To meet a rising demand, between 2000 and 2019, the number of colleges and universities rose dramatically from eight to 29 state and 14 private institutions, situated across diverse geographic locations in Saudi Arabia (MOE, 2020).

The University of Dar Al-Hekma in Jeddah, Saudi Arabia's first private university, was established in 1999. Some private institutions, such as Dar Al-Hekma University and Prince Sultan University, have worked tirelessly to achieve full authorization and boost the reputation of the institutions regionally, locally and globally. As a new concept, institutions that are privately owned in Saudi are intended to assume a significant position in reforming higher learning in Saudi Arabia. Learning in Saudi has rapidly grown in the past decade, and this should not be forgotten when discussing this country's higher learning education system. Due to an increase in students pursuing higher education, the Saudi government has been pushed to broaden educational options. For instance, King Abdullah the Scholarship Program (KASP) has been dubbed the world's largest abroad scholarship program by the MOE(Alsqoor, 2018). More than 25 nations, including Saudi Arabia, Australia, the UK, Canada, Germany, New Zealand, Malaysia, France, and Japan, offer scholarships to students from Saudi Arabia interested in pursuing a wide range of academic and professional interests in these countries. Since its inception, more than 70,000 students have pursued master's, bachelor's and doctoral degrees, in addition to degrees in medicine, as part of the program (Allam, 2020). To be eligible for a KASP scholarship, students must meet certain requirements around age, grade point average, and field of study. The program's objective is to effectively equip and certify Saudi Arabian human resources to compete on a global scale in the scientific research and the labor market (MOE, 2020). Saudi Arabian students make up 4.9% of all overseas students from the country (52,611 students) and make up the third-largest group of study-abroad students behind Chinese and

Indian students. A new rule allowing foreign colleges to operate branches in Saudi Arabia was passed in October 2022 by the government of Saudi Arabia through the Ministry of Higher Education to enhance education delivery in the Saudi Arabia.

For public universities to function, the Saudi government provides a significant amount of financing and assistance. With these goals in mind, a large portion of Saudi Arabian government spending is dedicated to education. Between 2009 and 2013, the government's annual funding allocated to public higher education increased by 155.9%. In 2019, education financing accounted for 17% of the entire budget, or \$51 billion (MOE, 2020). There existed some current advances in Saudi Arabian universities, such as institutional endowment funds (financial sources), philanthropic donations from alumni and sponsors of research chairs, and paid initiatives to promote their educational undertakings and assure long-standing viability, (Al-Youbi et al., 2021).

Overview of Leadership

There is a widespread belief that leadership is based on common sense, and this belief often overshadows the most recent scientific findings. Despite its pervasiveness throughout society, leadership is most commonly associated with the worlds of business, politics, and similar institutions. In addition, the market for popular leadership books has grown exponentially. Despite this, research studies on leadership have never yielded such a wide range of results. However, research in this area helps foster a lively discussion that views leadership from various angles.

Definitions of the Term, Leadership

Numerous definitions of leadership in the literature have reflected a variety of ideologies or schools of thought, but no general meaning has been decided upon. Leadership has been

defined in many ways throughout history. As an outcome of variations in globalization, economics, demographics, and other factors, the idea of leadership has evolved, making it difficult to agree on a single definition. Some experts claim that there are roughly as many definitions of leadership as there are persons who have attempted to define it.

One of the definitions of leadership that is used the most frequently is “the procedure whereby an individual brings together and inspires a group of different people to achieve a common objective” (Datta, 2015, p. 62). Relational leadership demonstrates that leadership isn’t a one-to-one procedure but quite a lively and interrelated procedure that involves exercising power. Also, leadership is a mutual interaction among the manager and the group to attain team, organization, or social objectives. Further, leadership was well-defined by Samimi et al. (2020) as “the persuasion procedure to bring individuals to a common understand and agreement on what ought to be executed and the process of doing it,” in line with the process of personal facilitation and the labors to achieve common aims (p. 5). On the other hand, leadership, as defined by Fiedler (1967), is a relationship between a person responsible for something and others on the team in which the leader’s authority affects the team members’ conduct. According to Rast (2019) leadership is the process of influencing the relationship between collaborators and leaders whose aim is to cause changes that mirror their common objectives.

Even though there are numerous definitions of leadership in leadership learnings, the idea of a person inspiring a group to labor towards a common objective is the most frequent. There are several ways a leader might influence their employees to accomplish the desired outcomes. Multi-level, dynamic processes and periods of weeks, months or even years are all involved in this form of influence. Leader effectiveness can be predicted in several situations using a wide

range of definitions relating to a leader's traits, abilities, skills, or position duties (Imam et al., 2020).

Researchers have focused on leaders' traits by examining their responsibilities, their relationship with their employees, and how they fit in with their environment. Context is an important consideration in leadership because it allows the leader to tailor their actions to the particular culture or situation of the organization. In some contexts, what is seen as effective may be inefficient. Another factor to consider is that employees' behavior and wants are influenced by their cultural and personal experiences.

Leadership and management are often conflated, even though they have many commonalities. According to Langland (2012), organizations are anxious to maintain mandates and constancy, while, in contrast, leadership promotes positive change and movement. Effective leaders must therefore modify their leadership philosophies in order to meet the needs of their workforce (Imam et al., 2020).

Leadership Theories

There has been a plethora of leadership theories developed over time. According to Dinh et al. (2014), the top ten leadership journals have offered 66 different theories and approaches to leadership. Meuser et al. (2016) analyzed 864 leadership publications published between 2000 and 2013 and discovered over 49 distinct types of leadership. Multiple viewpoints on leadership are helpful, but many theories have been established that focus more on outcomes than on the processes and dynamic interactions that lead to those outcomes. Most of the early theories of leadership concentrated solely on the leader, with little consideration given to the environment or the association among the front-runners and their employees. The nature of the business, its objectives, and the followers of the leader are only a few of the variables that affect effective

leadership. For the next level of integration in the development of leadership theory, the following four elements were suggested by Lord et al. (2017): individual and group behavior; cognitive aspects focusing on the relationship and self-awareness of leaders and employees; historical context focusing on how factors or experience influence what kinds of leadership and the relationship.

The Great Man Trait Theory

The characteristics or traits of efficient and effective front-runners were not prioritized by leadership theories until the early 1900s. These philosophies sought out personal features that set leaders apart from the rest of the population. According to researchers, leaders are born with particular mental, social, and physical traits that they cannot be changed. Speaking of the FFM (Five-Factor Model), Lynam & Miller (2015) noted that a good leader's five most important characteristics are "honesty to conscientiousness, knowledge, agreeableness, extroversion, and psychoticism" (p. 610). Later, that theory was challenged because mannerism scholars focused solely on leaders while ignoring the interaction between followers and leaders as well as the environment in which they were functioning. Leaders are not born; they are bred (Dimitriadou et al., 2019). According to Diggins (1997) the most harmful misconception about leadership is the idea that it is inherited. People are either charismatic or not, according to this notion. Nothing could be further from the truth; leaders aren't born; they are made (Reicher et al., 2020).

The Behavior Theories

In the 1960s and 1970s, behavioral theories of leadership arose that focused on the behaviors and acts of great leaders rather than on their intrinsic abilities. These theories confronted the concept that the enormous leaders are born, not formed, and placed a renewed spotlight on ways that leadership can be learned via preparation, observation, and knowledge.

Behavioral theories emphasize the characteristics that differentiate valuable leaders from ineffective leaders. The behavior-based leadership model is all about tasks, behaviors, and relationships. What the leader does affects how successful they are (Littrell, 2013).

The Contingency and Situational Theories

In 1958, Fiedler established the contingency theory of leadership, whereas Blanchard and Hersey produced the situational theory in 1969. Theories like these accentuated the idea that a leader can employ a variety of leadership styles in various situations. The Situational Theory lists four different leadership philosophies: telling, participating, delegating, and selling. A leader is more helpful when their leadership style suits the condition; thus, a leader might adopt a variety of styles depending on the situation. Both theories emphasized the importance of adaptability and flexibility. Furthermore, Blanchard and Hersey in (1982) showed that the best leadership style depends greatly on the group's maturity level and ability to complete a task (Novac & Bratanov, 2014).

Contemporary Leadership Theories

The focus of leadership theories has changed over the last several decades from traits to actions in order to acknowledge the role of contexts and situations in leadership. As a result, academics have altered their focus from solely centering on leaders to recognizing the contributions of employees. Modern leadership theories include servant leadership, authenticity, and TF leadership (Winston & Fields, 2015).

In 1970, Greenleaf established the servant leadership idea, which emphasizes the leader's place the needs of their employees ahead of their own. Greenleaf (1970) defined servant leadership as the "goals of the leader to inspire and direct employees, promote expect, and deliver an additional compassionate knowledge through built superiority relationships" (p. 10).

In terms of this strategy, those in positions of leadership focus on their employee's needs, support their development, and empower them.

Based on TF and ethical leadership ideas, true leadership is a system of authentic leadership. According to the principle of authentic leadership, a leader must uphold the highest ethical standards in all of their acts and decisions. The employees of authentic leaders are empowered to lead because of the high moral standards they have been encouraged to embrace. The pillars of authentic leadership include relationship transparency, self-awareness, an accepted moral viewpoint, and prudent processing. According to Luthans et al. (2013), to lead authentically, a leader must be able to draw on both their own mental capacities and their organization's technology advancements (Imam et al., 2020).

Full Range Leadership Theory

Three styles of leadership are included in this theory, founded on more than 100 years of investigation: TF, TA, and P/A. According to Meslec et al. (2020), full range leadership theory has been the one most commonly seen in the leadership literature. It is feasible to examine the prospective pros and cons of dissimilar leadership styles on employees based on the circumstances in which leaders discover themselves.

Bass (1985) brought TF leadership into the full range leadership paradigm. Bass and Avolio (1994) followed up on this, adding two more leadership types, P/A and TA. According to Andersen (2015), the focus on follower roles, goals, and how a leader rewards or punishes behaviors of employees was overemphasized in previous leadership theories. Bass and Avolio (2004) discovered that leaders often use all three types of leadership to varied degrees, depending on the setting, the age and maturity of their subordinates, and other factors. There are

nine leadership dimensions in the new model, five of which are TF; two of which are TA; and two of which are P/A.

Transformational Leadership. Burns (1978) introduced TF leadership, and Bass (1985) elaborated on it in his study of political leaders. According to Burns (1978), TF leadership is the process through which leaders and followers encourage one another in order to raise motivation and morale. Silva (2016) claims that TF leaders motivate their followers to go beyond what they themselves had anticipated or intended. Since Bass (1985), the idea of TF leadership has gained popularity, and it now dominates current leadership and management research.

TF leadership is different from TA leadership in that it emphasizes on constructive change and building positive operational environment rather than simply exchanging information (Hu et al., 2016). Personal dedication and commitment to enacting change are hallmarks of TF leadership. Further, Lin et al. (2020) found that TF leadership shifts focus away from the leader while developing a strong association between that leader and their employees.

Change, development, and inspiring others to perform above expectations are the goals of TF leadership. Such leaders are also personable and use numerous methods to inspire their employees to perform at their best. Since TF leadership and its applications are the subjects of the most current study, it is important to note that many scholars have agreed that adopting the elements of TF leadership will improve corporate decision-making and alter employee behaviors, performance, and attitudes (Ewell, 2018). TF leaders have a deeper understanding of their employees' requirements and try to meet their higher-order demands. The ability of companies to smoothly function and perform above expectations is enhanced by TF leaders who provide their employees with possibilities for development and personal improvement. There are many ways in which TF leadership may be applied. Still, it is most effective when leaders foster an open

dialogue and engage their employees in goal-setting and decision-making. TF leadership has been described as a holistic and individualized endeavor to achieve the group's communal aims and aspirations (Dartey-Baah, 2015). Those leaders' charisma and vision inspire others to follow in their footsteps. They can motivate and push their employees to achieve a clear goal in mind. As a result, they encourage their employees to focus on long-term rather than short-term objectives.

TF leaders act as charismatic, vivacious, and inspirational role models who inspire others to rise to their full potential and become effective leaders. They support their staff in coming up with fresh ideas and solutions, even when those ideas disagree with their own. Therefore, TF leadership's inspirational nature has been related positively to the development of positively related creative behaviors. TF leaders encourage and assist their employees in thinking more globally than individually to foster a global mindset (Kotamena et al., 2020). To achieve organizational objectives, many features of TF leaders serve to boost employee leader-follower communication, job satisfaction, and organizational commitment.

Furthermore, in TF leadership, objectives are exchanged between the employees and leaders, inspiring employees to overcome their egos to achieve a shared goal. In the end, the employees of TF leaders are eager to go above and beyond the leaders' expectations in their work commitments and performance. These leaders employ idealized traits and behaviors, inspiring incentive, distinct consideration and intelligent stimulation to motivate and inspire their people. The five I's of TA leadership include idealized qualities and actions, inspiring inspiration, intellectual stimulation, and customized attentiveness (Bass & Avolio, 1994). Idealized influence is the term Giang and Dung (2021) used to describe the grouping of idealized attributes and behaviors dimensions associated with the leader's charismatic personality. Leaders

are seen as role models for their employees because of their devotion to moral standards, self-confidence, and perseverance. These are the actions that inspire admiration, respect, and trust in their employees, and as a result, they want to follow in the footsteps of their leaders. It is important that TF leaders remain consistent in with what they say or do to attain better results for the group as a whole. Leaders also need to express their vision clearly and effectively to their employees (Hughes, 2014).

How TF leaders encourage and inspire their employees to reach lofty goals is inspirational motivation. When leaders use inspirational, motivational actions, they communicate their vision clearly and precisely. To inspire their employees, leaders use a combination of high expectations, optimism, excitement, and challenge, in addition to excellent communication and the ability to demonstrate their enthusiasm for a shared objective and vision (Jia et al., 2018).

When TF leaders empower their employees to be inventive, imaginative and get to the bottom of challenges in their way, they foster a sense of self-reliance and self-confidence in their employees. Employees need to be intellectually stimulated to try new things and come up with creative solutions even if they make mistakes. Rethinking established attitudes and assumptions, providing demanding assignments, and providing training are just a few methods leaders utilize to boost their employees' potential and performance (Moynihan et al., 2014).

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How TF leaders support their employees 'distinct wants and preferences advancement by providing them with chances for attainment and progress founded on their talents is known as individual consideration. Leaders can foster a pleasant work environment by mentoring and coaching connections with their subordinates. Individual attention and constant feedback are hallmarks of TF leaders, who cultivate supportive and productive work cultures by attending to the needs and problems of their workers (Shuck & Herd, 2012).

Transactional Leadership. According to Weber (1991), TA leadership was initially outlined in 1947, and was subsequently developed by Bass et al. (1996) and Burns (1978). The foundation of TA leaders is the barter of rewards and penalties between leaders and their team members via a system of satisfactory performance incentives and punishments, which is also characterizes traditional leadership (Smith, 2015). According to Tarker (2019) there are various ways in which employees might be recognized, such as receiving a raise or promotion. In disparity to TF leadership, TA leadership emphasizes attaining set goals through clarifying responsibilities, job requirements, and expectations. The only time TA leaders act is if the organization's objectives aren't met, or there are issues; however, that does not always guarantee that employees will be committed to the organization's goals or be more productive as a result (Antoniou & Gioumouki, 2018).

To achieve organizational goals, such as financial rewards and employment determination, TA front-runners use rewards and punishments to persuade their employees to execute those goals. This approach can limit their employees' ability to innovate and develop creative solutions to the problems they face. TA leaders are responsible for completing duties in accordance with the procedures, standards, and rules established by their companies. Employees may see these management techniques as constraining and restricting, which could inhibit their innovative behavior and output (Avey et al., 2012). Additionally, TA executives frequently prioritize short-term objectives because they place a high value on role performance and are generally more task-focused than people-focused. According to Smith (2015), this leadership style cannot be trusted to bring about lasting, constructive change in a business. Leaders that engage in TA leadership are unlikely to build long-term connections with their employees.

TA leadership is also categorized by the use of management-by-exception and contingency reward. When leaders and their employees work together to achieve an organization's goals, they receive a contingent incentive. To motivate their employees, the leader establishes clear goals, expectations, and prizes and, if necessary, penalties. When an issue arises or a rule is broken, the leader must take immediate action to correct the situation. This is known as active management-by-exception whereby, in this scenario, leaders take a back seat or stay out of the way (Khan, 2017).

Passive/Avoidant Leadership. Avoidant or passive leaders are more inclined to wait until something goes awry before acting or judging. Furthermore, the leader cannot provide employees with clear direction or feedback that could aid in achieving shared objectives. They could be left feeling alone and confused. It is not uncommon for leaders to be inert, issue vague

directions, and not try to develop or gratify their employees (Shotter, 2016). As a result, employees' productivity, job satisfaction, and motivation are often negatively impacted.

Management-by-exception (which is passive) and laissez-faire (which is avoidant) are two aspects of P/A leadership (Farrukh et al., 2019). By waiting for mistakes or issues to emerge before taking corrective action or enforcing punishment, leaders practice management-by-exception. Criticism, punishment, and negative feedback are common under management-by-exception. The literal translation of the French phrase "laissez-faire" is to "let it be done." In this form of leadership, the head gives little or no advice to their employees, allowing them to take charge of their own destinies. Employees' productivity and contentment may suffer if laissez-faire policies are adopted, which deters them from adhering to their tasks (Yahaya & Ebrahim, 2016). However, this type of leadership may be effective in some situations and environments, for instance, when the employees are highly qualified, motivated, and experienced, such that they do not require much monitoring. Laissez-faire leadership empowers employees to use their experience to carry out their duties with little or no supervision from the leader. Laissez-faire leadership is also perceived to be an act of respect for the boundaries of employees rather than just lack of leadership (Yang & Islam, 2012). Yang and Islam (2012) further argued that, to strike the correct balance between being involved or uninvolved with their employees, leaders need to have a firm grasp on the role that circumstances play and the capacities of their employees. The study by Wong and Giessner (2018) found that if a leader's empowerment behavior does not match the expectations of their staff, the latter may believe that their leaders have a lax attitude and may view them as unproductive leaders.

Leadership in Higher Education

Leaders in higher learning play a critical role in fostering the institution's sustainability and expansion, as well as creating a positive environment that fosters faculty and student development and success. Research on leadership in academic settings has been spurred by scholars' desire to understand it better (Gordon et al., 2016). In today's world, higher education executives face several problems, including technological advancements, increased demand for enrollment and the need to balance numerous stakeholders' interests. As a result, today's issues necessitate more effective leadership to ensure that their organizations prosper rather than merely surviving. An academic administration's leadership style is critical to the institution's success and the happiness of its faculty members. The mission, goal, values, teachers, and students at each school comprise its own culture and identity. Therefore, effective leadership is dependent on how well the school, its aims, and its members fit together. No one theory can explain all aspects of leadership behaviour, but they all contribute helpful insights (Hackman & Johnson, 2013).

Leaders in higher learning should be conscious of the appropriateness and applications of various styles of leadership for their situations. Previous research has shown that higher education executives adopt a number of leadership styles, including TA, P/A leadership, and TF leadership; this has been supported by more current studies on the effectiveness of TF leaders at colleges and universities (Alonderiene & Majauskaite, 2016).

The research on TA leadership, on the other hand, has offered conflicting findings. TA leadership has had a detrimental impact on the employees' job approval at private institutions in the United Arab Emirates (Hijazi et al., 2017). According to Nellitawati (2020), there was little to no association between TA leadership and faculty members' total job happiness, as well as

their intrinsic and extrinsic satisfaction, in Pakistan's public universities. In contrast, other researchers have identified favourable correlations between TA leadership and numerous effectiveness metrics, such as employee happiness and organizational commitment. TA leadership at the Sovereign University in Saudi Arabia was found to positively impact the work gratification of administrative and academic staff members (Monney, 2018). In a separate study, researchers discovered that TF and TA leadership had no impact on employees' proactivity, while it has been established that P/A leadership can negatively impact faculty job satisfaction and leadership effectiveness (Wong & Giessner, 2018).

Leadership and Higher Education in Saudi Arabia

Education is an essential part of Vision 2030 Saudi Arabia. The plan includes several aims critical to improving the system and making Saudi Arabia's education system more globally competitive. The government allocates over 50% of its yearly budget to fulfill the needs of the kingdom in line with its cultural practices and religious beliefs. By the year 2030, the government is determined to see five of the country's universities to be among the top 200 global centers of higher learning. Thus, Saudi Arabia's higher learning institutions are subjected under a constant pressure to adjust with time. Saudi Arabian universities must have leaders capable of providing a conducive environment for transformation and development that is aligned with Vision 2030. The lack of leadership abilities and activities that encourage creativity in Saudi Arabia's higher education institutions continues to hinder the success of these institutions (Abalkhail, 2017).

The transformations in social and cultural norms in Saudi Arabia are compelling higher education institutions to reconsider their objectives, visions, structures, and approaches to management. Despite this, culture plays an essential role in determining leadership behaviours

and expectations in organizations. The high-context and collective aspect of Saudi Arabian society impacts both organizations and individuals. Controlling others rather than influencing them is still the preferred management method in Saudi Arabia's growing higher education sector. There are more studies on Saudi Arabian higher learning in the next section.

Alfayez (2014) carried out a study on the female and male section heads' leadership styles at the University of King Saud in Riyadh, Saudi. The research conducted utilized a measurable descriptive survey of 150 department heads. Using a 5-point Likert scale, Kouzes and Posner (1995) had devised the Leadership Practices Account, with 30 separate statements. Alfayez (2014) used ANOVA and independent T-tests to analyze the dataset. Department heads perceived themselves as productive in all five categories studied: challenging the process, facilitating the establishment of a shared vision, enabling people to act and modelling the path. Gender, time of experience, or educational level did not have an effect that was statistically significant on the perceptions (Alfayez, 2014).

Gonaim (2016) sought to determine the most effectual leadership approaches, features, and behaviours of female academic sector heads. Five prior and four recent department heads and four power members were enlisted by researchers at the University of King Abdul Aziz in Jeddah, Saudi Arabia, to undertake semi-structured interviews in accordance with grounded theory methodologies. Problem solving and time supervision, organizational abilities, working with a vision, comprehending leadership theories and practices, and realizing one's obligations are some of the characteristics of influential department presiding officers. Good department chairmen, on the other hand, interact and connect with people; distribute work; discuss, listen, and persuade others; and justify their decisions, all of which contribute to their success (Gonaim, 2016).

Department Chairs in Higher Education

Several factors make the university's aspirations and aims come to fruition (Gonaim, 2016). There is a great deal of responsibility attached to the department head's job. Department chairs play a key role as a bridge between higher administration and faculty/staff/student members on the university's leadership team; they experience a great deal of pressure because they make up to 80% of all administrative decisions in higher educational institutions.

Administrative responsibilities include managing resources, setting goals and objectives for the department, establishing relations that are external, and being a researcher in the relevant field of study. This covers faculty recruiting and assessment, as well as training and development. In consideration of all these functions, chairpersons of the departments ought to be competent leaders to accomplish these obligations and duties effectively. As Bowman (2019) noted "the actual job of academic chairs requires a varied range of leadership competencies" (p. 16). As a result, the efficacy and advancement of departments are directly impacted by the leadership styles adopted by department chairs (Brauckmann & Pashiardis, 2011)

Studies have found that chairs of the departments do not receive adequate administrative training on leadership, which would have prepared them to be effective leaders. Many university leaders fail to see the value in developing their leadership skills when it comes to leadership development (Gurdjian et al., 2014). They often have to take time off from their regular job schedules to get the training they need. In addition, the training curriculum is not tailored to match the needs of different leaders. Due to their performance as faculty members, new chairs of the department are often promoted to the rank despite lacking training on leadership or previous administrative experience, which causes them stress and frustration. According to Huang et al. (2020), "new seats discover that the intellectual and disciplinary talents were critical factors for

vocation development as power employees have very slight to do with innovative responsibilities of leading and managing educational sectors from the very first day” (p .23). Gmelch and Buller (2015) found that just 3.3% of chairs of the departments in private and public colleges in the United States said they would have received continuing leadership training in 2013. Saudi Arabian higher learning institution leaders similarly lacked training on leadership (Shafai, 2020). Department chairs’ efficacy and capability to cope up with numerous academic and administrative issues will be improved by preparing for transfer from faculty to chairperson. According to ŞükrüBellibaş et al. (2016),

if the persons inside sectors could be recognized at least solitary year before accepting the sector chair location and given advance educational of leadership training, we may not merely soft their changeover to the new role, but also offer the university and departments, with additional successful leaders. (p. 18)

Overview of Job Satisfaction

Due to the need to be content and the anticipation of a challenging, fulfilling career, job happiness can be quantified. The progression of one’s career and job happiness are related. Numerous studies have found that job satisfaction may be calculated both economically and humanistic ally. When workers feel content in their positions, they are more dedicated to the company, more likely to stay with it, and more productive.

Definitions of Job Satisfaction

Job contentment is a complicated and inclusive phrase, with numerous conceptual definitions seen in the literature. Since the early 1970s, it has been extensively studied in various organizational contexts and across disciplines, although there is no consensus on its description. (Parris & Peachey, 2013).

According to Locke (1969), job happiness is a poignant situation or approach toward work the experience and settings. As defined by Saleem (2015), job satisfaction is “the way

individuals feel regarding their work and different parts of their jobs” (p. 316). For most people, work gratification can be well-defined as the sum of their feelings about many aspects of their work, including values, emotions, and qualities. Further, there are a number of techniques to measure job satisfaction (DeHaan & Ryan, 2014).

Providing people with what they want and need is another way to ensure job happiness. For Porter and Lawler (1968), the discrepancy between what people think they ought to receive and what they feel they are receiving was defined as a lack of job satisfaction. According to Sageer et al. (2012), work gratification is best described as the degree to which a worker’s job fulfils their requirements and desires. They also found that job satisfaction varied from person to person. If you are satisfied with your current employment, it is likely that your job meets your needs, wants, or expectations.

Different features of job contentment have been observed by other academics, who have attempted to define it by highlighting these characteristics. To put it simply, Zhu & Smith (2019) said that “job fulfillment is generally favorable affective appraisal; from the cognitive standpoint, job fulfillment is an assessment of working conditions that are logical and sensible” (p. 7). For Vroom (1964), “work roles they are currently occupying” was defined as “individuals’ affective orientation toward their current work positions” (p. 60). A need-fulfillment-based approach and an approach centered around “attitudinal psychological variables” are the two separate methods used to measure job satisfaction, respectively (Straus et al., 2015, p. 65).

Factors Affecting Job Satisfaction

When it comes to job satisfaction, there are several external and internal elements at play that may impact job satisfaction. Organizational characteristics can affect job satisfaction, such as structural working conditions environment, culture, and environment. Employees’ personality

traits and psychological aspects also influence satisfaction (e.g., community, family, personal life). Other factors that affect employee happiness include leadership techniques and the communication style between the leader and the employee. The culture of a company has an important influence on its workers' confidence and helps raise their level of job satisfaction. Employees' stages of job gratification have been demonstrated to be influenced by a diversity of demographic variables, comprising age, gender, and years of experience (Jameel & Ahmad, 2019).

The Importance of Job Satisfaction

The performance of a company's personnel directly affects its ability to succeed in any industry. Retaining employees is one of the biggest challenges businesses face since workers are searching for jobs that meet their needs (Alghamdi, 2016). Because of this, performance, employee satisfaction, and retention have remained prominent topics of research in management of employees. In the words of Chen and Chen (2014), "administrations may gratify their exterior clients only if they too, please their workers" (p. 370). Employee loyalty and productivity directly correlate with their level of happiness at work, while worker efficiency and effectiveness are linked to employee productivity and engagement. These factors all have a favorable impact on business performance. A high level of work gratification has been shown to improve employees' performance and productivity, which are critical to the success of any firm (Strömgren et al., 2016).

People who have a strong sense of responsibility to their organizations and their employees' well-being are more likely to be satisfied at work than those who do not. Additionally, happier workers are less likely to be away from work, have lower absenteeism rates, and are more likely to have a longer tenure at their jobs, reducing the expense of training

new workers. In addition, job satisfaction directly impacts employees' levels of engagement, tenacity, and effort. In addition, it has a significant impact on increasing employee commitment and fostering good corporate responsibility within the workforce (Caycho-Rodríguez et al., 2020).

A lack of involvement in the workplace, absenteeism, turnover, and an unfavorable work environment are consequences of job dissatisfaction. According to research, the most common reasons for employee turnover are job discontent and a lack of institutional commitment. Job discontent also adds to poorer performance among employees, which has a detrimental impact on the overall success of a company. In other words, one of the most crucial objectives of every company is to keep its staff happy and motivated. To this end, managers should keep an eye on their employees' job happiness, rather than focusing just on the job's responsibilities. Leaders should also provide an enabling work environment that meets the needs of their employees (Nantsupawat et al., 2017).

Main Theories on Job Satisfaction

Employee satisfaction and dissatisfaction have been the subject of extensive investigation. Many hypotheses have been employed by job satisfaction researchers to better understand employee satisfaction. Maslow's (1943) Hierarchical Theory of Needs theory and Herzberg's in (1970) concept Two-Factor theory are the two theories that apply to this situation the most.

Maslow's Hierarchy of Needs Theory. The Hierarchy of Wants hypothesis was developed by social scientist Maslow in 1943. Despite its widespread popularity and support, the hypothesis has been the subject of significant debate. According to the five-stage hierarchical paradigm, individuals are driven to achieve particular goals, portrayed as a pyramid, moving

from essential physical demands at the base to more and higher complicated wants at the apex. (Maslow, 1943). It's important to note that these needs have a corresponding level of importance: physiological, social, self-respecting, and self-fulfillment needs. According to Maslow, a person's needs drive their actions to satisfy them (Bridgman et al., 2019). Maslow's theory states that when a person is satisfied with a want, they move on to the next one in the order they were satisfied. Individuals are motivated by unmet needs from the next level up, not the needs that have already been met, according to Maslow (1943). According to Hall and Lindsey (1963), when the most powerful and urgent needs are met, the next most important ones develop and demand fulfilment. To move up the motivational ladder, one must first satisfy one's basic wants.

According to this theory, one's physiological needs comprise the most important level because they are vital to sustaining life. Water, sleep, food, and shelter are all on this level. A person's subsequent level of requirements is safety, which comprises stability, well-being, and the absence of anxiety from pressure on one's cerebral, emotional and physical safety. In the third stage of wants, belonging and communal, there is a need to interact with others, be accepted by others, be loved and have a sense of belonging. The fourth category of Maslow's hierarchy pyramid, which is the want for acceptance and esteem for oneself, can be attained once the previous three categories of fundamental needs have been satisfied. At this stage, individuals have a strong desire to finish tasks and receive acknowledgment for their input and hard work. A person's final need, called self-actualization, is to pursue and realize their distinctive possibilities through developing their distinctive abilities and attributes (Dohlman et al., 2019).

When a worker's needs are met, they are satisfied with their job. Employees need to understand their wants and for leaders to encourage their employees' wishes to fulfil their

highest degree of requirements. Offering competitive compensation and workplace security and environmental, as well as setting objectives that are attainable and treating workers with esteem are examples of Maslow's Hierarchy of Needs "renowned ways to encourage individuals" (Lester, 2013). Maslow's Model of Needs has been used in a number of sectors of research to analyze employee happiness, although the framework has come under scrutiny for not taking job-related context into account. According to some scholars, Maslow's pyramid does not differentiate between the demands of persons in communalist society and those of persons in individualistic societies because it is organized ethnocentrically and based on an individualistic worldview. Additionally, it's been attacked for being gender-biased and failing to meet the demands of different age groups (Kaur, 2013). According to Neher (1991), Maslow did not consider how cultural experiences and environmental factors can affect how people develop their motivations and demands. According to Neher (1991), it is not guaranteed that the urgency/necessity of the lower-level wants would decrease; consequently, they should be continually addressed.

Herzberg's Two-Factor Theory. In 1959, Herzberg employed the critical incident technique to survey 200 engineers and accounting professionals about their favorable and unfavorable experiences at work. He determined two elements based on their responses that affect job attitudes and happiness or unhappiness at work. The two-factor theory is widely recognized as one of the prominent and one that is extensively utilized when examining the concepts of work inspiration and work gratification in a wide range of fields. Faculty employee satisfaction at institutions of higher learning has been extensively examined using this idea (Zorova, 2019).

In accordance with Herzberg's theory of motivation, many things can influence employee behavior at work; that idea has been referred to as the motivation-hygiene hypothesis. Herzberg divided these components into two categories. Extrinsic (hygiene) factors make up the first dimension. Dissatisfaction, not satisfaction, is the result of these variables. Employee unhappiness can be caused by a lack of hygienic conditions at work (Alshmemri et al., 2017).

An employee's job happiness is also influenced by various internal and external factors, including intrinsic motivators. Motivational issues include demanding work, meaningful work, recognition, more accountability, individual growth, achievement, and the actual work itself. The workers' want for progress or self-actualization is satisfied through motivators, i.e., pleasure and dissatisfaction cannot be quantified on a single continuum (Ali & Ahmad, 2017). In other arguments, the absence of cleanliness elements might lead to work unhappiness, whereas motivational factors can lead to a positive experience (Hur, 2018).

Executives who aim to maintain their employees' happiness can benefit significantly from Herzberg's dual-factor theory. Before motivating their workers, leaders should first identify and eradicate problems that cause discontent in the workplace. Employee motivation and satisfaction can only be achieved if managers can effectively combine the components well to meet their employees' unique demands (De Sousa Sabbagha et al., 2018). In addition to work enrichment, Herzberg stressed the importance of providing employees with more autonomy and responsibility to improve their job happiness and performance (Zhao et al., 2016).

However, criticisms of Herzberg's two-factor hypothesis are numerous. Ewen (1964) found that Herzberg's critical incident method of data collection and analysis had several flaws, which hampered the validity of his findings. The methodological flaws in Herzberg's research, as he put it, included the lack of "valid and dependable information, the nonappearance of

general job satisfaction, analyzing a narrow scope of employment, and applying only one gauge of work attitudes” (p. 161). An additional criticism is related to individual differences in age, gender, and personality traits and how these aspects may influence job satisfaction or motivation. Another prominent criticism is that Herzberg’s study only included engineers and accountants; therefore, scholars question the report’s generalizability. Criticism of Herzberg’s classification system was made by Locke (1969), who argued that there was no correlation between the components in the system. Critiques have also emerged over the distinction between hygienic considerations and motivators. While certain elements have fallen into one of the two categories, others, such as pay, remain unclear as to whether or not they serve as motivators or hygiene factors (Marandi & Moghaddas, 2013).

Job Satisfaction in Higher Education

When workers are content with their jobs, the benefits to the company are numerous. Long-term success depends on the aptitude of a business to attract and keep outstanding employees (Kisirkoi, 2019). Teacher job satisfaction is directly linked to teaching quality and student performance in higher education, so it is essential to pay attention to this topic. Faculty members’ motivation, involvement, and desire to remain in the area are linked to their job satisfaction levels. As McLawhon and Cutright (2012) observed, “faculty members who are happy in their jobs are more motivated to do their jobs well” (p. 345). As a result, teacher output and job happiness are closely connected.

Students’ ability to learn might be impacted by faculty members’ dissatisfaction with their jobs (Reille & Kezar, 2010). A study found that academics who were dissatisfied with their professions were less likely to put out their best efforts in research and instruction, which had a detrimental effect on student achievement and satisfaction. In addition, when the teacher is

dissatisfied, it can lead to several detrimental effects, such as decrease in effective teaching and a rise in faculty turnover intentions. If universities want to keep highly productive professors, they must radically rethink their wage systems, moral standards, and expectations for faculty to offer them a more enticing and desirable academic workplace (Alonderiene & Majauskaite, 2016).

Optimally, in the effort to utilize resources, money, and time, higher education institutions should create an enabling environment that promotes job satisfaction among their teachers, reducing low retention rates and turnover. The number of faculty members who leave the university each year multiplies the costs of recruiting, orienting, and training new faculty. Institutional leaders should be in charge of putting policies and procedures in place that caters to the wants and requirements of all students and faculty (Ismail et al., 2015).

Numerous studies, both quantitative and qualitative, have examined whether or not people are content in their careers after earning a college degree. According to one study, faculty job satisfaction varies by gender, academic position, ethnicity/race, and tenure status. Like any other workers, faculty members demand a fair wage and be treated with dignity (Bozeman & Gaughan, 2011). The next section of the research is the main topic of Saudi Arabian higher education.

A quantitative study of academic staff at Saudi Arabia's King Faisal University in Dammam examined their job satisfaction level. A tailored version of Herzberg's measure on job satisfaction was used to poll 248 academic personnel. According to the poll results, 73.6% of employees expressed general satisfaction with their work. However, the teaching staff was discontented with several employment-related issues including pay, working conditions, and growth opportunities. Researchers found that female teaching staff members were not at all or less contented in their jobs than male teaching staff members (Ospina et al., 2020).

Al-Smadi and Qblan (2015) conducted a quantitative study to analyze how faculty job satisfaction in a university setting is affected by teaching experience, gender, and institution type. The research was carried out at Najran University, Saudi Arabia. The study employed a sample of two hundred and sixty-two professors from various colleges. Participants were tasked to respond to a survey with 23 items made up of a 5-point Likert scale. A moderate job satisfaction level was found among members of the faculty. There were differences founded on the kind of college, gender, and the employee work satisfaction level among the members of the faculty that was statistically significant (Al-Smadi, & Qblan, 2015).

At the Campus of Sovereign Saud and campus of Princess Noura in Riyadh, Saudi Arabian female department directors were polled about their feelings of job satisfaction (Alhumaidhi, 2015). There were 49 department heads of female gender at the University of King Saud, while 48 department heads of female gender at the University of Princess Noura. The 64 items used by Smerek and Peterson (2007) to perform the survey on a 10-point Likert scale were taken from 13 of Herzberg's job satisfaction categories. Collection of data was completed and evaluated based on the regression analysis and independent sample t-tests. Employees of the faculty in the School of Education of the University of King Saud, located in Riyadh, Saudi Arabia, were interviewed for satisfaction with their jobs using a quantitative method. The sole variable that was significantly different for predicting the staff member's job satisfaction among departmental administrators of female gender departments at the the University of Princess Noura was level of pay. Smerek and Peterson's (2007) 30-item Likert-scale questionnaire was utilized as the theoretical framework for this study aimed at measuring job satisfaction. At least sixty-four faculty members (35 females and 29 men), including assistant professors, instructors, teachers and associate professors, participated in the department's educational activities.

Regression analysis and Pearson correlations were used to identify the most critical elements influencing job satisfaction. The following are noteworthy findings: Academic staff were more contented with the work itself and less satisfied with benefits; academic staff were more satisfied with creation itself and other factors other than benefits; academic staff were not statistically significantly different in their satisfaction with their jobs across departments.

Relationship Between Job Satisfaction and Leadership Style in Higher Education

Previous research has revealed that leadership directly or indirectly influences employee satisfaction. According to Schyns et al. (2018), leadership positively affects the workplace environment and, consequently, employee satisfaction; therefore, leadership and organizational culture have been established to have a significant impact on the satisfaction of the employees. According to Griffith et al. (2019), leadership directly impacts job happiness, which in turn affects employee turnover and school success. Yang (2015) asserts that the relationship between leadership that transforms and job happiness can be mediated by trust. Additionally, Morris et al. (2020) discovered that shared leadership improves employee wellbeing by lowering stress, excessive workload, and burnout. The impact of leadership on employee satisfaction in higher education has received little examination. The vast majority of these investigations take place in the context of a business or a school. Academic leadership can positively impact teacher motivation (Ahmad et al., 2020). That study further established that a leader's style and actions affect how pleased employees are with their jobs. Thus, the focus here is on faculty employee work satisfaction and the supervisor's role in higher education institutions.

When it comes to job satisfaction, "increasing employees' satisfaction in their positions" requires "the embracing of acceptable leadership conduct" (Lopez et al., 2020, p. 135). Employees report advanced levels of occupation gratification when their managers adopt a TF

leadership style. In their 2018 study, Asghar and Oino (2018) discovered a positive correlation between the style of leadership and employee contentment in samples from Australia and Hong Kong, but a negative correlation between beginning organizational leadership approach and satisfaction in those regions. Job satisfaction is positively influenced by both paternalistic and servant leadership (Öner, 2012).

Many studies have revealed that workers' mental health and job satisfaction are improved by a human-centered leadership style. Work gratification is positively correlated with relationship-based and development-oriented leadership behavior, but not task-oriented leadership, claim Rosenman et al. (2019), and Makaroff et al. (2014) discovered that servant leadership in schools had a positive impact on employee and job satisfaction.

According to previous studies, worker happiness can be affected by a variety of leadership styles. A considerate leadership style positively correlates with employee job satisfaction, but beginning structure leadership has a negative correlation (Mwesigwa et al., 2020). In another way, TF leadership is connected with greater work satisfaction than is TA leadership. Leadership styles that exhibit a high level of interpersonal touch with their employees positively impact intrinsic job satisfaction (Tetteh & Brenyah, 2016). According to that study, workplace contentment is positively correlated with effective leadership styles (overall, intrinsic, and extrinsic). That was also conclusion of another study, which found that only leadership styles that demonstrated a great deal more concern for employee well-being and autonomy are likely to influence job happiness. As noted by Webb (2007),

employees reported that they are more motivated and satisfied by leadership that possess higher self-confidence levels, great energy, ideals and beliefs that are strong, aggressive and they possess the potential to increase confidence, build higher self-esteem within their disciplines and employ incentive systems that are positive to confirm the desired conduct. (p. 15).

According to empirical research, a servant leadership style is the best way to increase employee pleasure at work, largely because they do not appear to be interested in gaining power and instead focus on the well-being of their staff (Williams, 2014). This sort of leader ensures that he or she is not seen to be a leader; he or she rather learns from and collaborates with the colleagues while actively getting involved in the work process to achieve goals. Noble and Lewis (2008) described a servant leadership as being trustworthy, authentic, and accepting of other people's vulnerabilities and present and important. According to Chan and Mak (2014), a servant leadership style has an effect that is positive on employees' satisfaction, while Schneider and George (2011) determined that servant leadership has a beneficial influence on the satisfaction of employees and their willingness and commitment to remain in the organization. Servant leadership appears to be preferred in an organization that is autocratic like the US police, which may indicate that the concept can readily be applied to the educational sector. In fact, research has shown that servant leadership improves the retention and happiness of schoolteachers. Shaw and Newton (2014) found that servant leadership was the least recognized leadership style in English sixth-form colleges after TA, distributed and TF leadership styles. Second, only to HR specialists, the study found that servant leadership is the most favoured form of leadership.

When workers feel like they have less control over their work environment, they are less likely to be gratified with their occupations. Employees' job happiness and motivation can be improved by adopting either TF or the TA leadership styles, rendering to Webb (2007). Further, laissez-faire leadership's effect on job satisfaction has been found to be negative or ineffectual (Skogstad et al., 2015). Sukirno and Siengthai (2011) found that demographic variables, such as experience, age, and time spent in the present organization significantly impact work satisfaction

in higher education institutions. However, no statistically important correlations were found in this current investigation to substantiate these claims. Faculty satisfaction may be influenced by how the institution is governed — faculty at private higher education institutions have reported greater levels of work gratification than their complements at state higher education institutions.

Synthesis of Research on the Relationship Between Leadership and Job Satisfaction

Leadership style has been linked to employee satisfaction in numerous studies. Various research investigations have revealed that degrees of job satisfaction differ, depending on the kind of leadership style used; as Qing et al. (2020) found, leadership styles greatly impacted associates' work satisfaction at both private and public colleges in Lithuanian. Another interesting finding: overall, extrinsic, and intrinsic levels of job satisfaction were positively influenced by the servant style of leadership, while the scheming and autocratic style of leadership had a negative impact. Hijazi et al. (2017) discovered a favorable correlation between the TF leadership style and employee satisfaction at private institutions in U.A.E; for academic and administrative personnel, work satisfaction was positively affected by TF leadership and negatively affected by TA leadership. However, Bateh and Heyliger's (2014) study found that administrators in academia who are both TF and TA leaders have a positive impact on faculty satisfaction with their jobs at the university institute in Florida. This contrasts with Amin's (2012) finding that there is not a significant relationship between TA leadership and the faculty's job satisfaction. According to a 2017 study by Alghamdi, there were favorable correlations between faculty member satisfaction scores at Saudi Arabia's Al-Baha Campus and all TF leadership dimensions (Alghamdi, 2016).

According to Abualhamael (2017), administrative and academic staff employees at Saudi Arabia's Universities were more satisfied with their jobs when TA rather than TF leaders led

them. Bateh and Heyliger (2014) discovered that academic administrators' P/A leadership had an adverse effect on faculty members' work satisfaction. In contrast to a study by Sadeghi and Pihie (2013) that found a laissez-faire approach to leadership decreased ability job satisfaction, an Amin study from 2012 found no significant correlation between faculty job satisfaction and the laissez-faire leadership style.

Gap in the Literature

The relationship between leadership styles and job happiness has been studied by several academics, although many of these investigations were conducted in Western nations and with Western values in mind. The relationship between leadership styles and employee satisfaction in the Middle East has not received much study attention. As per Alswood's (2019) findings, there is a scarcity of research on leadership attitudes and approaches in Saudi Arabian higher education on a global scale. As a result, there are several opportunities to investigate how Saudi Arabian university department chairs influence faculty job satisfaction. There is a need for an investigation of leadership in Saudi cultural and historical settings where culture impacts leadership practices and expectations. According to Abu Alswood and Youde (2018), culture and leadership are inextricably linked because leadership is a social construct. This study looked at how Saudi Arabian faculty members feel about their department chairs' leadership methods. The study will further establish through literature other factors that may impact employee job satisfaction other than leadership styles and discuss them further in the conclusion section.

Summary

For the purpose of gathering information on leadership and satisfaction with work in the higher education industry, academic papers, journals with peer review, and other academic sources were examined in this chapter. The chapter's opening section included a general

description of Saudi Arabia and its system of education. The sections on leadership and employee satisfaction came next. The relationship between leadership styles and job satisfaction in higher educational institutions was examined in the fourth section, which also emphasized areas for future research and presented pertinent research findings.

Chapter 3: Research Methodology

An ultimate goal of the study was to utilize a correlational, nonexperimental, quantitative dimensions methodology to determine how members that work full-time view the leadership styles of department chairpersons at the Campus of King Abdul Aziz in Jeddah. This investigation was to be conducted to explore the association flanked by the styles of leadership and job satisfaction and to determine how well various leadership styles can be used in predicting job satisfaction among the staff affiliates of the faculty. TA, TF, and P/A leadership styles were used as independent factors. King Abdul Aziz University's faculty members' overall satisfaction is the dependent variable. The primary objective for this chapter is to outline the study methodology.

Research Questions

The following questions were the focus of this study:

RQ 1. What is the overall prevailing departments heads' leadership style as perceived by their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

RQ 2. What, if any, relationship exists between the leadership styles of the department heads as perceived by their faculty members, and the faculty overall job satisfaction at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

RQ 3. To what extent does the leadership style of the department heads, as perceived by their faculty members, predict the faculty member overall job satisfaction after controlling the effect of other demographic variables at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

Hypotheses

The study tested the following hypotheses related to leadership styles and job satisfaction:

H20: A statistically significant relationship does not exist between the perceived leadership style of the department head and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H2a: A statistically significant relationship exists between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H30: A statistically significant predictive relationship does not exist between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H3a: A statistically significant predictive relationship exists between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

Research Paradigm

This study's philosophical foundation is post-positivist because of the goals of the research and my worldview. Post-positivists hold a number of fundamental beliefs about reality and knowledge (Panhwar et al., 2017). The basis of thinking under the post-positivist approach is that the objectivity of the researcher is critical to arriving at the fact without any form of influence or on the basis of ontology (the essence of reality). The post-positivist view

emphasizes using actual data and measurements as an epistemological basis for acquiring authentic knowledge through a scientific approach (the nature of knowledge). To explain the world, the post-positivist worldview employs scientific methods and statistical analysis. This view was derived from the concept of positivism, but those who are post-positivist oppose that authenticity may be founded on the likelihood process rather than on utter certainty (Creswell & Creswell, 2018; Levitt et al., 2018).

Research Design and Rationale

A quantitative, non-experimental correlation methodology was used to conduct research among the College of Economics and Administration faculty at the University of King Abdul Aziz in Jeddah, Saudi Arabia, to determine whether the leadership styles of the department chairs (independent variables) correlate with faculty job satisfaction (dependent variable). There were no personal perceptions, experiences, or motivations that I was interested during in the process of this study; therefore, a quantitative technique was the ideal method for collecting data that was used to address the research objectives. Consequently, a quantitative technique was more effective than a qualitative approach in addressing the research questions. Existing theories with predefined variables are often better evaluated quantitatively, and statistical analysis may lead to a more general conclusion (Creswell & Creswell, 2018; Hazra & Gogtay, 2016).

The correlational research design, which examined the connection between department chairmen's leadership philosophies and faculty job satisfaction at a university, was the most effective approach for achieving the study's objectives. For studies in which it is necessary to determine whether and to what extent there is a link between two sets of scores, a correlational design is the best option. However, unlike a traditional design, it does not show a cause-and-effect relationship between the variables. The study's independent factors, TF Leadership TF,

TA Leadership, and P/A Leadership were also put to the test using regression analysis to see if they could forecast the study's dependent variables.

Quantitative research frequently uses the survey approach. According to Glasow (2005), a “survey study entails obtaining data about a single or more groups of individuals such as their qualities, beliefs, attitudes, or past experiences through interview questions and presenting their answers in table form” (p. 23). There were two different types of surveys: cross-sectional and longitudinal. Cross-sectional studies involve data collection from a single unit sample at a time. The data for this study was gathered using two closed-ended, cross-sectional surveys via SurveyMonkey. In comparison to alternative methods, such as paper surveys, using online surveys has numerous advantages, including cost savings, ease of administration, and the ability to collect data from a large number of participants quickly. Other capabilities that can aid in data collecting and analysis can be found in many online survey tools (Lauer et al., 2013).

Research Setting (King Abdul Aziz University)

The University of King Abdul Aziz served as the study's research site. It is the second-largest and second-oldest public university in the Kingdom of Saudi Arabia. A group of businessmen led by novelist Hamza Bogary and Muhammad Abu Bakr Bakhshab founded the college as a private institution in 1967. The Saudi Arabian Council of Ministers did, however, transform it into a public university in 1974. Although there are several departments at the university, this study mainly looked at the College of Economics and Administration faculty. The university was established in 1967 AD, and it is one of the twenty-eight public universities in the Kingdom supported by the government. In addition, the university is eligible to award degrees to its students and academic qualifications accredited locally and globally. The university has more than 140 thousand students. It has about four thousand faculty members and

five thousand administrators, and its annual share from the state budget is equivalent to 1.6 billion US dollars. The university consists of 24 colleges, including the College of Economics and Management. The Faculty of Economics and Administration at King Abdulaziz University was established in 1967 AD, and it has evolved over time to become one of the major colleges in the Kingdom. The study began in the college with a preparatory year, then the scientific departments of the College of Economics and Administration followed successively; where the Department of Business Administration and the Department of Economics were the first of its departments. The rest of the scientific departments continued to open, which included: Departments of Accounting, Public Administration, Political Science, Department of Health Services and Hospitals, Management Information Systems, Finance, Marketing, and Human Resources Department. There are more than three thousand students studying in the college who are enrolled in the bachelor's level, of whom 1,200 are enrolled in the bachelor's programs in business. In addition to about seven hundred students enrolled in four graduate programs in the field of business, two of them fall under the umbrella of programs affiliated to the International Accreditation Authority for Business School Programs. The college offers a number of degrees, from certificates and specialized courses to master's programs. The college has the infrastructure and sufficient financial resources to support its various activities. There are 254 faculty members working in the college.

Population and Sampling

The study focused on all of the faculty members that were available during the academic year 2022–2023 at King Abdul Aziz University in Jeddah, Saudi Arabia's College of Economics and Administration. According to the study, there are approximately 254 faculty members employed in ten departments at King Abdul Aziz University's college of Economics and

Administration (King Abdul Aziz University, 2022). In this study, all the population was contacted through the university research center. However, only faculty members that were available and accessible during a 1-month window were included in the study. The population involved participants from an available and accessible number of respondents, including professors, assistant professors, associate professors, lecturers, and teaching assistants from every faculty department in the college. The study population only included faculty members who had worked for at least one academic year to ensure that they had spent enough time to form an opinion about the department head leadership style. The study conducted a G*power study with predictor variables: a small effect size (0.3), an alpha level (.05), and a power that is minimal (0.80) to determine the number of required participants for correlation tests and the analysis of multiple regression. An average of 84 participants were required to meet the G-minimum power's sample size requirement as the survey was distributed to all population members.

Instruments and Measures

The demographic survey, the MLQ, and the MSQ were the three tools used to administer an online survey using SurveyMonkey. The variety of information offered for generalizability and useful recommendations is increased by combining data collection methods. I had access to specific data that helped with a more accurate interpretation and analysis.

Demographic Questionnaire

The demographic information of the respondents was gathered using a demographic questionnaire. This tool was used in this study to collect data on the working experience, academic level, and department of the faculty members. That information served to demonstrate the characteristics of the study's respondents. The study employed this kind of questionnaire by

defining the sample and ensuring that all participants were able to fit in the requirements of the study.

Multifactor Leadership Questionnaire

The MLQ (5X-Short Rater Form), developed by Bernard Bass and Bruce Avolio in 2004, is designed to assess different leadership trajectories and behaviors and to provide feedback on the department chair's leadership philosophies. The questionnaire consisted of 36 items that evaluates three leadership styles: TA, TF, and P/A on a five-point Likert scale, where 0 score is given to 'not at all,' 1 score is given to 'once in a while,' 2 score is given to sometimes, 3 score is given to fairly often, and 4 score is given to frequently if not allows. Using a Likert scale with five points, the questionnaire examined the qualities of the full range leadership theory, which includes the characteristics of TA, TF, and P/A leadership, using 36 behaviors (items). Twenty behavioral items connected to the TF style of leadership, eight behavioral items connected to the TA style of leadership, and eight behavioral items linked with the style of P/A leadership are included in the MLQ. The Arabic version of the MLQ was used because members of the faculty at the university's College of Economics and Administration are fluent in Arabic. The instrument's creator and distributor, Mind Garden, Inc., has offered the Arabic translation.

These leadership philosophies predominate, according to the literature and framework that are already in place. These aided in establishing the link between leadership philosophies and the corresponding motivation and work satisfaction levels. Based on the full-range leadership theoretical framework that was previously described, these styles serve as the study's independent variables. The MLQ questionnaire will be used to assess the following TF leadership traits: behaviors, intellectual stimulation, qualities, personal consideration, inspirational motivation, and charisma. Management by Exception in its active form and

contingent reward were the elements of the TA leadership style that were measured. Under the P/A, Laissez-Faire and Management by Exception in its active form were two aspects that were assessed. The instruments were used to evaluate leadership constructs and are aligned to the current needs of this study. These instruments are applicable in educational institutional setting and was used to collect relevant data. Twenty questions for TF, 8 questions for TA, and 8 questions for P/A leadership. The answers for these questions took a score from 0 to 4 (Avolio & Bass, 2004). The dominant department heads' leadership styles as seen by their teaching staff were categorized using the sum average scores for each leadership style. Each response's assigned numerical value was added up and averaged. The overall satisfaction with work score obtained by the MSQ was then connected with this value and used in the model of regression. I asked the creator for approval to utilize the MLQ in its translation into Arabic for this investigation. This form has been used in Saudi Arabia in many industries including the education sector (Alshahrani & Baig, 2016).

Minnesota Satisfaction Questionnaire

The MSQ survey developed by Weiss et al. (1967) was given to the participants to complete as part of the study. The MSQ comes in two types: long (100 objects) and short (50 items or 20 objects). The MSQ was used to gauge respondents' job satisfaction. It provides thorough information on areas of the job that appeal to employees more, which helps to inform useful advice. The short-form of MSQs can be finished in about 5 min as opposed to the long-form's 20 min. A 5-point rating scale, with 1 denoting strong dissatisfaction, 2 denoting dissatisfaction, 3 denoting neither satisfaction nor dissatisfaction, 4 denoting contentment, and 5 denoting extreme satisfaction, was used in the MSQ short form questionnaire to evaluate job satisfaction. The respondent's degree of job satisfaction increased as the scale's rating increased.

A measure of both intrinsic and extrinsic satisfaction, MSQ is founded on Herzberg's Two-Factor Theory in (1959) Dartey-Baah & Amoako (2011). The following elements are included: the use of abilities, activities, achievement, advancement, company procedures and policies, authority, compensation, creativity, coworkers, moral values, independence, responsibility, safety, social status, social service, management, variety, technical supervision, and workplace environment. Both the Vocational Psychology Research Institute and Campus of Minnesota, which offer the MSQ questionnaire and have made it freely accessible, as the source of this study questionnaire have been acknowledged. The Arabic versions of the MSQ questionnaire which was designed by the tool's developer was used as all faculty members were from Arabic background. The MSQ has been used within the Saudi context within the education field (Abualhamael, 2017; Azeem & Altalhi, 2015).

The College of Economics and Administration faculty members are local Arabic speakers; hence the MSQ short form Arabic version was chosen. As the instrument's creators and suppliers, the University of Minnesota's VPR provided the Arabic translation.

Validity and Reliability

Both instruments' validity and reliability have been demonstrated time and time again. Numerous researches have confirmed the reliability and validity of the MLQ (5X-Short Rater Form) instrument with diverse cultures and organizations for over 20 years in education leadership studies (Abualhamael, 2017; Alshamasi & Aljojo, 2016).

The Cronbach alpha coefficient has been widely used to measure internal consistency and reliability. It must be larger than or equal to .70 on the scale of 0 to 1 for Cronbach's alpha. Saudi academics and managerial employees were surveyed using the Multifactor Questionnaire for Leadership (MLQ) in order to evaluate their leadership approaches in relation to the

effectiveness of their organizations and their level of job satisfaction. A half-century of research has depended on the MSQ as a reliable indicator of job satisfaction (Azeem & Altalhi, 2015). The MSQ short form's internal consistency reliability ranges from .84 to .91, and the extrinsic consistency reliability ranges from .77 to .84.

Data Collection

I sought all the appropriate approvals from all relevant parties, beginning with the developers approval to use the MLQ (5X-Short Rater Form) and then contacting the departmental heads at King Abdul Aziz University in Jeddah, Saudi Arabia through the university research center. The Institutional Review Board at UIW was then consulted before permission to gather the data was granted. Following that, an email invitation was sent to the faculty members outlining the survey's instructions, confidentiality assurances, and participation requirements. Participants in the study had to have worked for the organization for more than a year, as this would suggest an improved comprehension of the department's head's leadership approach. A consent form that included comprehensive information about the research paper study, the option to opt away from participation, any possible hazards or discomforts, the questionnaire procedures, the length of time required, and the anticipated advantages of participating was emailed to faculty members in order to encourage their voluntary participation. The survey was made available to participants via an online link to the Survey Monkey website, and they had a month to complete it whenever it was convenient for them. Participants were given my contact information in case they had any additional questions or needed clarification.

Data Analysis

The information received from SurveyMonkey was imported into SPSS for analysis. The data was analyzed using descriptive statistics, multiple regression, and correlational

analysis approaches. The sample was described using descriptive statistics, which computed mean scores, standard deviations, frequencies, and percentages. The .05 alpha level was used for all experiments. During RQ1, the overall means were reported in order to determine the dominant leadership style as assessed by the faculty of the King Abdul Aziz University in Jeddah, Saudi Arabia's College of Economics and Administration. Sample summaries and metrics that describe the fundamental characteristics of the data are provided by descriptive statistics.

The relationship between the variable that is dependent (faculty job satisfaction) and the independent variables TF, TA, and P/A was examined using Person correlation analysis to address the second research question. This method examines the existence of a linear relationship between the variables that is statistically significant, as well as its strength and direction. Consequently, before starting the correlational test, the researcher must verify the linearity of the variables. However, if normality was not supported, the researcher would still use Pearson test as some recent studies indicated that it would be still reliable given that there were more than 20 complete responses (Frost, 2020). The mean scores from the MLQ questionnaire and MSQ questionnaire was calculated as per the developers' guidelines.

To find out whether the independent variables TF, TA, and P/A might predict the dependent variable (faculty job satisfaction), multiple regression analysis was performed. However, prior to performing this test, multiple regression assumptions were checked (Pallant, 2016):

$$\text{Faculty Satisfaction} = \beta_0 + \beta_1\text{TF} + \beta_2\text{TA} + \beta_3\text{P/A}$$

More specifically, the multiple regression analysis helped to evaluate the potential impact of the proposed leadership styles on other potential outcomes apart from job satisfaction. This

method assisted me in responding to RQ3, which sought to forecast how each leadership style affected the job satisfaction of the faculty. The mean scores for every variable that was independent from the MLQ questionnaire and MSQ questionnaires were used to meet the analysis criteria, which called for assessing multiple variables that are independent at categorical or continuous levels combined with assessing a single dependent variable at a continuous level.

Ethical Considerations

Just like any other study activities, I sought Institution Review Board (IRB) permission at the UIW to carry out research. To ensure confidentiality and anonymity of the sample participants, I avoided seeking identification or any personal information or even any demographic information that can link participants to their responses. Further, the participants were informed about the study results, which was published and even used at conferences, although their identities were not be published or any information that is likely to link them to their responses to further ensure there is confidentiality of the highest order. Also, all the files that contain data were protected using powerful passwords, and they were stored in the external drives, which can only be accessed through passwords by authorized members. The stored and used data will be stored in 3 years after the study's completion and, after that, data will be destroyed.

Summary

The study's research design and methodology were discussed in this chapter. The rationale for utilizing a quantitative, correlational methodology in the study were explained thoroughly, such as the goal of the research, the hypotheses, and variables. There was also an explanation of the research's population and sample. The reliability and validity of the

instruments employed in the study were discussed, ending with a description of how data was executed.

Chapter 4: Results and Findings

The research aimed to examine how the faculty members at King Abdul Aziz University in Jeddah, Saudi Arabia, perceived the leadership styles of department heads in the College of Economics and Administration and Administration. The findings of this study could shed new light on whether certain leadership philosophies predicted faculty job satisfaction. Leadership styles, including TA, TF, and P/A, served as the key independent variable. The dependent variable was the overall faculty job satisfaction at the College of Economics and Administration faculty at King Abdul Aziz University in Jeddah, Saudi. The entire number of survey accounts, 60, was made up of 4 demographic questions, 36 MLQ items, and 20 MSQ items. Survey Monkey conducted an online survey between August 11 and October 11 of 2022, and the results were then imported into SPSS version 27. This chapter's goal is to show the case study and findings, from descriptive statistics to inferential statistics.

Statistical Assumption Checks

To determine whether the data aids the required assumption in the analysis of Pearson's correlation for numerous regression analyses. It was crucial to assess a set of statistical hypotheses before doing any inferential statistics. To establish whether Pearson's relationship test was applied, I verified the analysis regarding the absence of outliers, linearity, and normality (Pallant, 2018). To evaluate the intended multiple regression tests used, I also verified the assumptions relating to the lack of linearity, outliers, normality, independent residuals, homoscedasticity, and multi-collinearity (Pallant, 2018; Verma & Abdel-Salam, 2019). Following a description of how each hypothesis was evaluated, the findings pertinent to the study objectives are demonstrated.

Absence of Outliers

Data points in a dataset with higher or low different values from the other celestial points are known as outliers. Outliers can skew statistical analysis and weaken the general strength of the multiple regression correlation; thus, it is crucial to identify them (Kwak & Kim, 2017; Pallant, 2018). Mahalanobis Distance was examined to see if the data for this study had any outliers. The Grubbs' test is essential for locating outliers in multivariate data in any study (Pallant, 2018). Three cases were eliminated because their Mahalanobis Distance values were higher than the necessary chi-square value of 16.27 (Pallant, 2018). For additional review, the dataset was reduced to 150 cases as a result of exclusion, making them fit and acceptable.

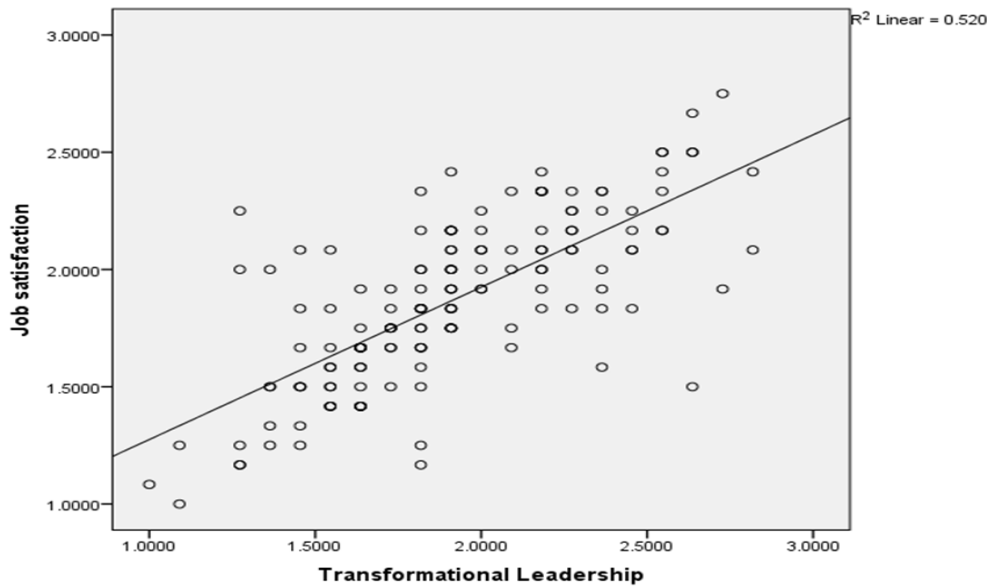
Linearity

The mean value of an outcome in the relationship between the independent and dependent variables along a straight line is referred to as linearity. The most popular method for determining linearity between two variables is via scatterplots, hence this method was used to test the assumption of linearity (Verma & Abdel-Salam, 2019). Figures 1, 2, and 3 scatter plots show a strong linear relationship with limited statistics.

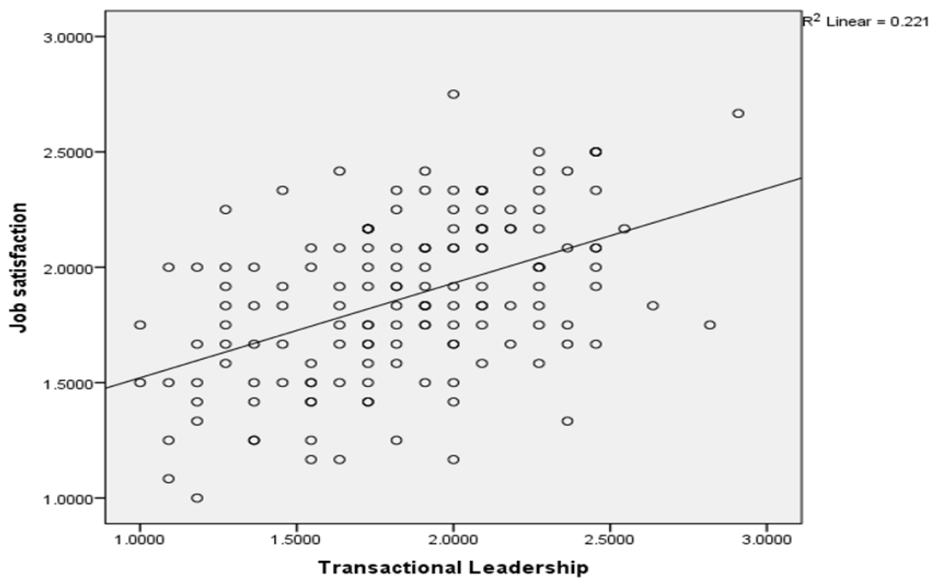
Figure 2 is a scatterplot that shows the relationship between TF leadership and overall job satisfaction. The graph's x-axis represents TA leadership, while the y-axis represents overall job satisfaction. The points on the graph represent the data points collected from the survey. Each point represents the TA leadership style and overall job satisfaction of a particular respondent. The points around the graph indicate no clear linear relationship between the two variables. The scatterplot also shows that, on average, respondents with higher TA leadership scores tend to have higher overall job satisfaction scores. This suggests a positive correlation between TA leadership and overall job satisfaction.

Figure 2

Scatterplot of Transformational Leadership Style and Overall Job Satisfaction

**Figure 3**

Scatterplot of Transactional Leadership Style and Overall Job Satisfaction



The scatterplot in Figure 3 shows the relationship between these two variables by plotting points on a graph. Each point represents a data point, with the x-axis representing the TA

leadership score and the y-axis representing the overall job satisfaction. The points on the graph are connected with a line, which shows the relationship between the two variables. Based on the observation above, the points are far apart, indicating a weak relationship between the two variables, even though it is positive.

Figure 4

Scatterplot of Passive/Avoidant Leadership Style and Overall Job Satisfaction

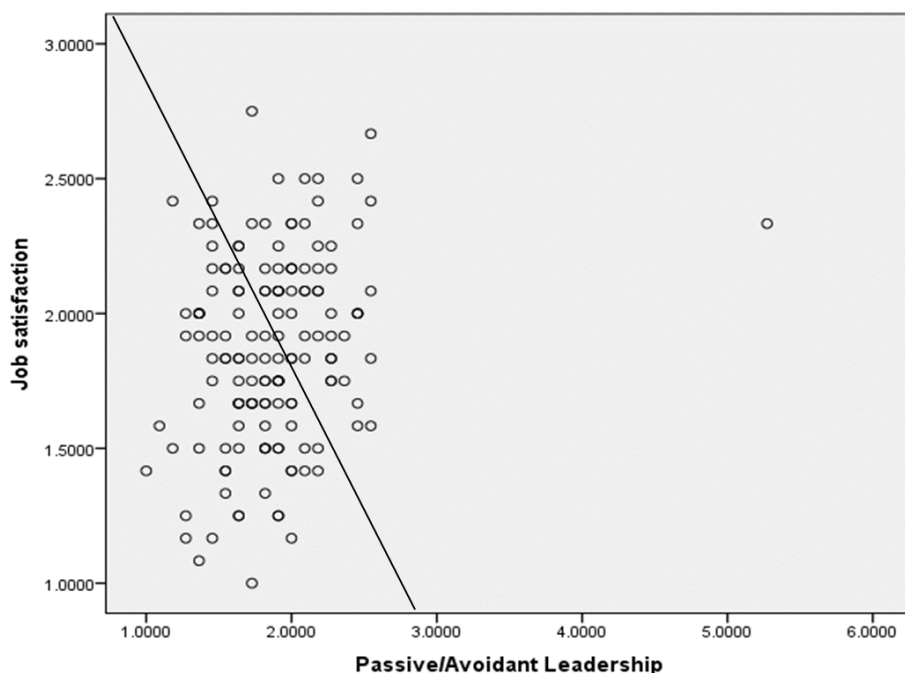


Figure 4 depicts a scatterplot of overall job satisfaction and P/A leadership style. The P/A leadership style and overall job satisfaction are the two factors in this situation. Each data point represents the overall job satisfaction and P/A leadership style of a specific faculty member. The scatterplot also shows the trend line, which is a line that is used to show the overall relationship between the two variables. The trend line shows that overall job satisfaction decreases as the P/A leadership style increases. This indicates that there is a negative correlation between the two variables.

Normality

In Table 1, statistics were used to determine the hypothesis of normalcy by looking at the kurtosis and skewness for each job satisfaction and leadership style. Skewness and kurtosis scores are found in between the ideal range of +1 and -1 for distinguishing dissemination (Verma & Abdel-Salam, 2019). Figures 4-7 show the usual probability graph (Q-Q plot), a more accurate graphical tool than a histogram for assessing the normality assumption, which was also used to assess the normality assumption (Verma & Abdel-Salam, 2019). The plot points plotting was closer to the diagonal line, according to an analysis of the typical Q-Q plot achieving the presumption of normality.

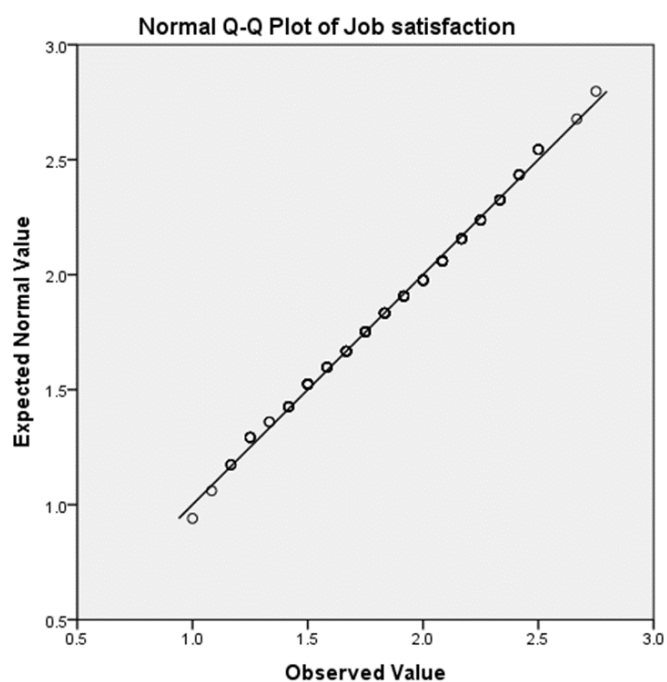
Table 1

Skewness and Kurtosis Summary for Each Variable

	Descriptive Statistics					
	N	Mean	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Job satisfaction	150	1.869	-.089	.198	-.411	.394
Transformational Leadership	150	1.92	.221	.198	-.438	.394
Transactional Leadership	150	1.87	3.002	.198	22.118	.394
Passive/Avoidant Leadership	150	1.84	-.053	.198	-.493	.394
Valid N (listwise)	150					

Figure 5

Q-Q Plot Overall Job Satisfaction

**Figure 6**

Q-Q Plot Transformational Leadership Style

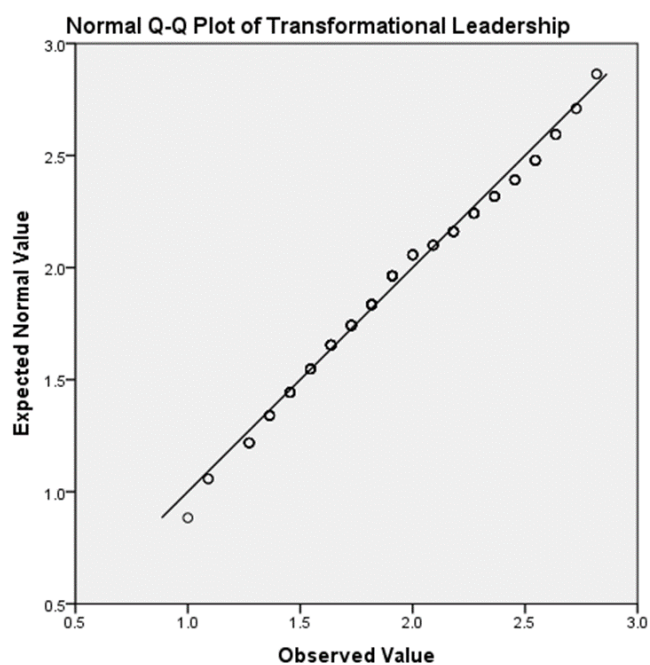
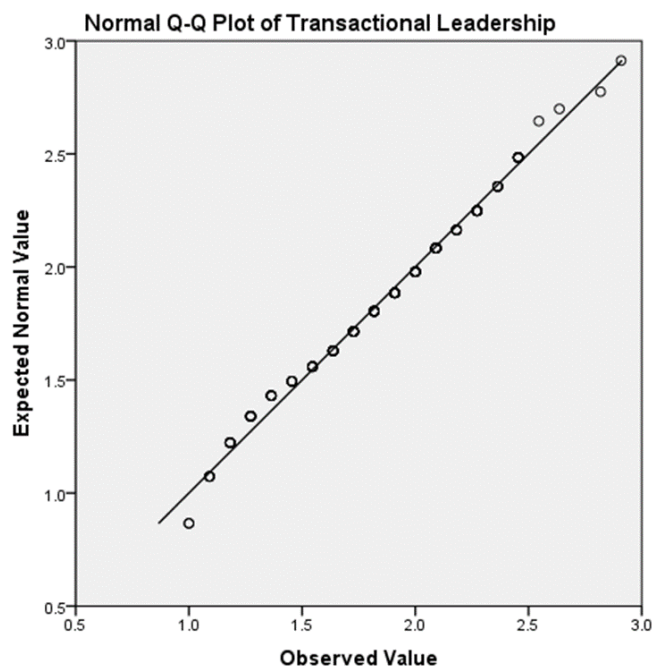
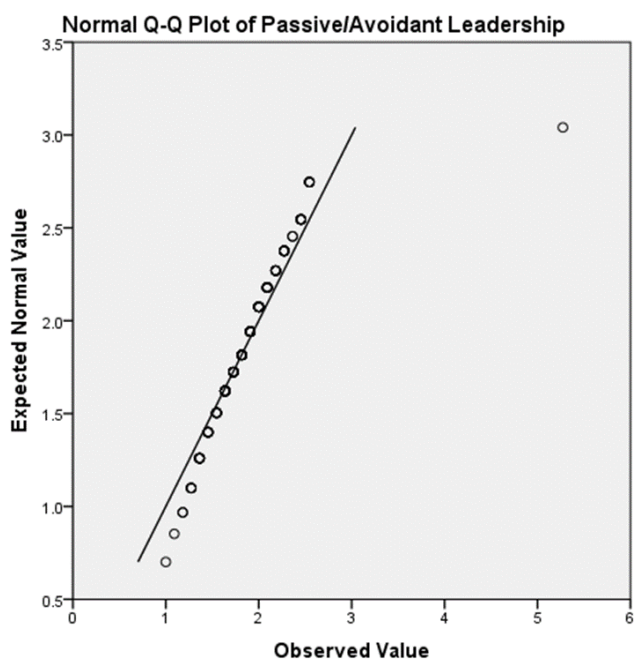


Figure 7

Q-Q Plot Transactional Leadership Style

**Figure 8**

Q-Q Plot Passive/Avoidant Leadership Style

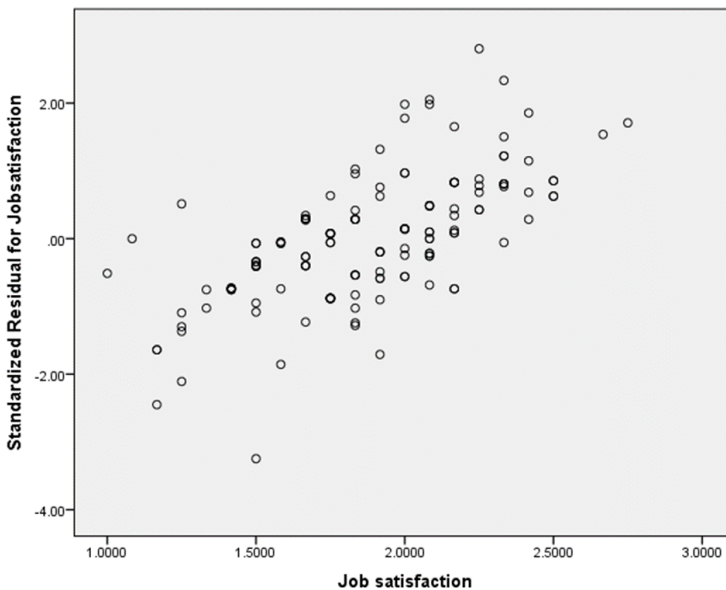


Homoscedasticity

Regression tests use the homoscedasticity expectation, which states that the residual variance is similar for all predicted dependent variable values. Figure 9 shows that the hypothesis was verified visually by comparing the scatterplot of the structured residuals to the estimated values of the faculty associates' total satisfaction with jobs. The residual plots' sequence roughly resembles a rectangle; a funnel or fan-shaped pattern is not present (Pallant, 2018). As a result, the homoscedasticity assumption was fulfilled.

Figure 9

Scatterplot of Standardized Residuals Against Predicted Values for Job Satisfaction



Independence of Residuals

Based on the expectation of independent residuals, the scores of the dependent variable's residuals are independent of one another. The Durbin-Watson test was used to verify this premise (Verma & Abdel-Salam, 2019). Values near to 0 or 4 denote sub-substantial either negative or positive autocorrelations, respectively, while values close to 2 suggest reduced

autocorrelation. (Kwak & Kim, 2017) The Durbin-Watson test has a scale from 0 to 4. The Durbin-Watson test result in this study was 1.7, suggesting that the assumption was not fulfilled.

Multicollinearity

Independent variables with a high correlation with one another, multicollinearity problems arise (Kwak & Kim, 2017; Verma & Abdel-Salam, 2019). Pearson's correlation coefficients are the first statistical test analysis used to assess multicollinearity. From the regression model, the relationship between the TF and TA leadership style in this study was found to be higher than 0.70, which raised questions and called for more research. The Variance Inflation Factors (VIF) and Tolerance tests were conducted to check whether this substantial association pointed to a violation of the multicollinearity assumption. According to Verma & Abdel-Salam (2019) and Pallant (2018), a VIF value greater than 10 and a Tolerance value lower than 10 are both considered to violate the multicollinearity assumption. Table 2 shows all of the independent variables' tolerance and VIF values in this study that were within the usual range. Therefore, there was no violation of the multicollinearity state.

Table 2

Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
Transformational Leadership	.681	1.468
Transactional Leadership	.719	1.390
Passive/Avoidant Leadership	.819	1.221

Descriptive Statistics

Reliability Test of the Instruments

Table 3 showed the various scales' Cronbach's alpha values. Cronbach's alpha was used to assess internal consistency, and had values between 0 and 1, with higher numbers signifying higher scale reliability. Good quality was indicated by an internal consistency score of .70 or better (Pallant, 2018; Sürücü & Maslakçi, 2020). In the study, the MSQ=Overall had a Cronbach alpha of 0.95, MLQ=Overall had a Cronbach of 0.92, TF leadership had a Cronbach alpha of 0.96, TA leadership had a Cronbach alpha of 0.85, and P/A variable had a Cronbach alpha of 0.77.

The difference in assessed reliability between subscales could have influenced the interpretation of correlation strength because a scale with lower reliability may have produced less accurate. This means that a correlation with a scale with lower reliability may not have meant the same thing as a correlation with a scale with higher reliability. A correlation with a higher reliability scale may have provided more confidence in the relationship between the variables, whereas a correlation with a lower reliability scale may have required more caution.

Regarding the judgment about the relative benefits of one leadership style over another, the difference in measured reliability could have also influenced the interpretation of the results. For example, if one leadership style had a higher reliability score than another, it may have been more reliable and accurate in measuring the construct, and therefore more trustworthy in assessing its benefits.

Table 3*Measures for Internal Consistency*

Scale	Cronbach's Alpha	Number of Items
MSQ=Overall	0.95	20
MLQ=Overall	0.92	36
Transformational Leadership	0.96	20
Transactional Leadership	0.85	8
Passive/Avoidance Leadership	0.77	8

Sample Description

This research was open to all full-time faculty associates from the College of Economics and Administration at King Abdul Aziz University in Jeddah. Within the College of Economics and Administration, there are numerous concentrations from which students can select. These include Business Administration, Department of Economics, Department of Accounting, Public Administration, Political Science, Department of Health Services and Hospitals, Management Information Systems, Finance, Marketing, and Human Resources. Around 254 faculty and staff were employed in administration at the College of Economics and Administration (King Abdul Aziz University, 2022). A total of 167 employees who started the questionnaires completed and sent back the answers. Fourteen surveys were deemed invalid since they were completed by people who did not meet the requirements (such as full-time faculty member in the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia). One hundred and fifty useful and complete questionnaires were used. This number denotes a response rate of approximately 59%. The Mahalanobis Distance test determined that two sets of responses

were included in the actual stats here; thus, they were excluded from the assumption verification process. We used 150 surveys for the data analysis, which is 66 more participants than G*Power's minimum requirement (84 participants). The following sections go into further depth about the participants' statistics.

Age. Table 4 shows that most participants were between the ages of 40 and 49, followed by those above 50 and those between 30 and 39 years old. There were no participants below the age of 30 years. Thus, this implies that most of the participants at the faculty are individuals who are mature and older, which could be the faculty policy to employ more senior employees due to the fact that the more the age increases in participants' age, the more the number of staff members from the age bracket.

Table 4

Age

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<30	0	0	0	0
	30-39	23	15.33	15.33	15.33
	40-49	89	59.34	59.34	74.67
	50+	38	25.33	25.33	100.0
	Total	150	100.0	100.0	

Department. Table 5 shows the academic programs of the participants. The Department of Business Admin, which tied with the Accounting and political science in terms of percentage of participants (14.7%, $n = 22$), was followed by the Public Administration studies (13.3%, $n = 20$), and the Department of Economics (10.7%, $n = 16$). Both Health Services and Hospitals Administrations (5.3%, $n = 8$), then MIS (4.7%, $n = 7$), were the departments with the lowest

participants' rates. The remainder were Marketing (7.3%, $n = 11$), Finance (8%, $n = 12$), and Human Resource Management (6.6%, $n = 10$).

Table 5

Academic Department

		Academic department			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Business Admin	22	14.7	14.7	14.7
	Accounting	22	14.7	14.7	29.4
	Economics	16	10.7	10.7	40.1
	Political science	22	14.7	14.7	54.8
	Public Administration	20	13.3	13.3	68.1
	MIS	7	4.7	4.7	72.8
	Marketing	11	7.3	7.3	80.1
	Finance	12	8.0	8.0	88.1
	HRM	10	6.6	6.6	94.7
	Health Services and Hospitals Administration	8	5.3	5.3	100.0
	Total	150	100.0	100.0	

Academic Level. Table 6 shows the participant's academic ranking. Professors made up the largest percentage of the 150 participants 24.0%, or 36%, while Associate professors and Assistant professors were the least with 18.0% or 27%. Lectures were (18.7%, $n = 28$) and lastly the Teaching assistants were (21.3%, $n = 32$).

Years of Working. Table 7 shows the participants' professional experience when their department chair was in a leadership position. Participants in the study with experience of less than 1 year made up 17.33% ($n = 26$), those with experience of 1 to 2 years made up 21.3% ($n = 32$), those with experience of 3 to 4 years made up 32.7% ($n = 49$), and participants with experience of 5 years or more made up 28.67% ($n = 43$).

Table 6*Academic Level Demographic*

Academic level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Professor	36	23.8	24.0	24.0
	Associate professor	27	17.9	18.0	42.0
	Assistant Professor	27	17.9	18.0	60.0
	Lecturer	28	18.5	18.7	78.7
	Teaching Assistant	32	21.2	21.3	100.0
	Total	150	100.0	100.0	

Table 7*Years of Experience*

Years of Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	>1	26	17.33	17.33	17.33
	1-2	32	21.3	21.3	38.63
	3-4	49	32.7	32.7	71.33
	5+	43	28.67	28.67	100.0
	Total	150	100.0	100.0	

MLQ and MSQ Scorings

Based on the methodology module and the literature review. The MLQ questionnaire (5X-Short Rater Form) measures 36 leadership items of behaviors across 9 dimensions on a Likert scale with a 5-point scale, where 0 means not at all, 1 means once in a while, 2 means

sometimes, 3 means pretty frequently (fairly often), and 4 means frequently if not usually (frequently if not always). Four items were present in each dimension (leadership behaviors). Data analysis investigated TA, TF, and P/A leadership styles derived by averaging the characteristics across each leadership style. For each leadership style, the average score ranged between 0 and 4. Higher mean scores for perceived leadership behaviors meant that the leader demonstrated them more frequently than for behaviors with lower mean (average) scores (Avolio & Bass, 2004; Wang et al., 2016).

The MSQ questionnaires have 20 items with a Likert scale of 1 to 5, with 1 denoting very dissatisfaction, 2 indicating dissatisfaction, 3 denoting neither satisfaction nor dissatisfaction, 4 denoting satisfaction, and 5 denoting very satisfaction. An average score on a higher level on the MSQ showed greater job satisfaction. A total score for faculty satisfaction was calculated by adding up all 20 items. The range for possible scores was 20 to 100, with 60 serving as the midpoint (Lakatamitou et al., 2020; Weiss et al., 1967). The result of 20 as the total score implies that respondents were extremely discontented, whereas a total score of 100 means that they were extremely contented. Additionally, a total mean score below 60 would show that respondents are more likely to be discontented. Whilst a total score above 60 would suggest that respondents are more likely to be contented.

Descriptive Statistics for Perceived Leadership Styles and Job Satisfaction.

In general, Table 8 shows evaluations of the three leadership styles—TA, TF, and P/A—as well as the level of job satisfaction. The participants in the Multifactor Leadership Questionnaire which is 5X-Short Rater Form survey showed that TF was the leadership style that was used more frequently ($M = 1.914$, $SD = .390$), TA ($M = 1.871$, $SD = .443$) followed secondly, and P/A behavior was not frequently used ($M = 1.848$, $SD = .404$).

This implies that faculty members believed the department occasionally displayed the characteristics included in both TA and TF leadership styles, which had a mean score of roughly 1.87. On the other hand, the department chair was thought to occasionally display the behaviors associated with the leadership style denoted as P/A which had a mean (average) score of 1.84. The mean on the MSQ questionnaire for faculty members' entire work satisfaction was ($M = 71.87$, $SD = 15.35$). I may therefore draw the conclusion that the members of the faculty who answered the survey were neither determined to be unsatisfied nor contented based on a mean of 71.87. A score of 71.87 is marginally more in favor of contentment than dissatisfaction.

Table 8

The Variables on Descriptive Statistics.

	Descriptive Statistics			
	Minimum	Maximum	Mean	Std. Deviation
Job satisfaction	21.000	99.750	71.869	15.352
Transformational Leadership	1.000	2.812	1.914	.390
Transactional Leadership	1.000	5.273	1.870	.443
Passive/Avoidant Leadership	1.000	2.909	1.848	.404

Research Questions Analysis

Research Question 1

RQ1: What is the overall prevailing departments heads' leadership style as perceived by their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

The rankings for the leadership styles is shown in Table 9, for TA, TF, and P/A. The MLQ questionnaires (5X-Short Rater Form) 36 items measuring various leadership behaviors and traits prompted responses from the participants. Based on participant ratings, the department chairs of the College of Economics and Administration primarily used TA and TF leadership styles. TF leadership ($M = 1.914$, $SD = .390$) did, however, score somewhat higher than TA leadership ($M = 1.87$, $SD = .44$). Conversely, the administration chairs of the College of Economics and Administration exercised P/A leadership ($M = 1.84$, $SD = .40$).

Further, not all leadership style aspects were presented equally by administration heads as evaluated by the MLQ questionnaire shown in Table 9. For instance, the idealized attributes dimension's substantially higher presence had a greater impact on the TF leadership style's overall average mean score ($M = 1.996$, $SD = 0.266$). Participants reported that the conduct most frequently displayed by their department chairs within the idealized behaviors category was demonstrating authority and self-possession ($M = 1.926$, $SD = 0.537$) and inspirational motivation ($M = 1.942$, $SD = 0.125$). However, as shown in Table 9, the individualized consideration had the least impact on the TF style's total average mean score ($M = 1.65$, $SD = 0.813$). Participants responded that the department chairs' time coaching their department members was the behavior they exhibited the least frequently under the individualized concern aspects ($M = 1.29$, $SD = 1.22$). The MLQ questionnaire (5X-Short Rater Form) found that the coaching activity was the least used of all the TF behaviors. The faculty's chair did not commonly engage in activities intended to enhance their strengths, according to the faculty members' opinions ($M = 1.98$, $SD = 1.36$); this resulted in a lower mean score from the dimension of individualized reflection.

The MLQ questionnaire (5X-Short Rater version) assessed leadership behavior in two domains for the TA leadership style, including contingent rewards and management-by-exception in its active form. According to participants, management by exception active aspects ($M = 1.365$, $SD = 0.33$) was more frequently demonstrated than the contingent incentives dimension ($M = 1.77$, $SD = 0.94$). Nonetheless, the assessed characteristics within this dimension varied more than the management by exception active aspect, as evidenced by the considerably higher standard deviation of the dimension of the contingent reward. With respect to contingent rewards, the behavior indicating how the department chair perceives helping faculty associates in exchange for their achievements had the highest mean ($M = 1.75$, $SD = 0.65$). On the contrary, the lowest measured conduct belonged to the aspect of the dependent reward. It was associated with making it apparent what benefits faculty members might anticipate when they achieve performance objectives ($M = 1.66$, $SD = 0.21$).

Research Question 2

RQ2: What, if any, relationship exists between the leadership styles of the department heads as perceived by their faculty members, and the faculty overall job satisfaction at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

H20: A statistically significant relationship does not exist between the perceived leadership style of the department head and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia

H2a: A statistically significant relationship exists between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

Table 9*MLQ Questionnaire Styles and Dimensions Summary*

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	150	1.000	2.812	1.914	
Idealized Attributes				1.996	.390
Idealized Behaviors				1.926	.266
Individualized Consideration				1.653	.537
Inspirational Motivation				1.942	.813
Intellectual Stimulation				1.865	.125
					.655
Transactional Leadership	150	1.000	5.273	1.872	.443
Contingent Reward				1.766	.933
Management-by-Exception (Active)				1.365	.326
Passive/Avoidant Leadership	150	1.000	2.909	1.848	.404
Management-by-Expectation (Passive)				1.756	.659
Laissez Faire				1.660	.215

The predicted leadership style of the department chairs (TA, TF, and P/A leadership styles) and the job satisfaction of faculty members were compared using Pearson's correlation analysis. Additionally, it was utilized to test my theories. An alpha level of $p < 0.05$ was used by me as the threshold to reject the null hypothesis. The range of correlation measures on values ranging from +1 to -1, with zero correlation signifying that there is no correlation between the two variables (Pallant, 2018). This hypothesis shows that the relationship strength was described using Evans' interpretive guidance, which is as follows: very weak = .00 - .19, weak = .20 - .39, moderate = .40 - .59, strong = .60 - .79, and very strong = .80 - 1.0. Pearson relationship

coefficients between faculty associates' general job satisfaction and the department chairs' perceived leadership styles are shown in Table 10.

H20, the null hypothesis, was rejected. Between the department chairs' TA leadership style and the faculty participants' general job satisfaction, $r(150) = .470, p < .01$, there was a statistically correlative positive strong relationship, as well as between department chairs' TF leadership style and the faculty association job satisfaction, $r(150) = .721, p < .01$. Nonetheless, there was a statistically and weak significant negative relationship $r(150) = -.235, p < .01$ between the department chairs' P/A leadership style and the faculty members' overall job satisfaction.

Based on the findings, faculty participants' job satisfaction increased in direct proportion to how frequently their department chair exhibited TA and TF leadership styles.

Table 10

Summary of Pearson Correlation Coefficients for Leadership Styles and Overall Job Satisfaction

	Job satisfaction	Transformational Leadership	Transactional Leadership	Passive/Avoidant Leadership
Job satisfaction		.721**	.470**	-.235**
Transformational Leadership	.721**		.	
Transactional Leadership	.470**			
Passive/Avoidant Leadership	-.235**			
**. Correlation is significant at the 0.01 level (2-tailed).				

Linking Leadership Behaviors to Faculty Overall Job Satisfaction

The data analyzed shows that the department chairs demonstrated TF leadership more than TA leadership, as measured by MLQ, as stated in earlier portions of this chapter (5X-Short Rater Form). The conclusion, however, must be clarified because it is general. I conducted a

more thorough examination of associates between leadership behavior and satisfaction on the job evaluating 36 items gathered through the leadership survey questionnaire. According to the item's analysis, I established a connection between each measured characteristic and the reported job satisfaction level. This kind gave precise information on 36 items that were measured and may have affected general job satisfaction. I identified areas for improvement and approval for this study's successor, which will be covered in more detail in the next chapter, by comparing the correlation coefficients of leadership behaviors with their corresponding means.

Leadership behavior in the data analysis section has a high positive relationship and low mean score on job satisfaction; it is noted as a potential area for growth. These findings show that the leadership styles were barely observed by the departments' associates and were among the less-revealed action by the administration's council, which implies that the faculty needs greater attention. Given that there is a more significant disparity between how faculty members feel and how the administration chair behaves; the area of change that has been highlighted would provide potential to increase achievement.

Research Question 3

RQ3: To what extent does the leadership style of the department heads, as perceived by their faculty members, predict the faculty member overall job satisfaction after controlling the effect of other demographic variables at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia?

H30: A statistically significant predictive relationship does not exist between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

H3a: A statistically significant predictive relationship exists between the perceived leadership style of the department heads and the overall job satisfaction of their faculty members at the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia.

Various regression analysis was used to test the thesis and show the correlative contributions of each independent variable in the regression model. The dependent variable such as task satisfaction of faculty associates was predicted by an independent variable such as TA, TF, and P/A leadership styles in this study. Transformation leadership was measured by idealized attributes, idealized behaviors, individualized consideration, inspirational motivation, and intellectual stimulation. Transaction leadership was measured by contingent reward, and management-by-exception (active). Finally, the variable P/A leadership was measured by the management by exception (passive) and the laissez faire factors. The criteria employed by me to reject the null hypothesis was an alpha level of $p < 0.05$.

H30, the null hypothesis, was rejected. $F(3, 157.56, p < 0.01)$ indicates that the multiple regression model is statistically significant. The regression model showed that the three independent variables, $R\text{-square adjusted} = 0.650$, explained 65.0% of the relationship between the independent variables and the dependent variable. Table 11 demonstrates that the only significant analysis predictors contributing to the theory were the TA and TF leadership styles ($Beta = .769, p < 0.01$) and ($Beta = .125, p = .0004$), respectively. In general, the job satisfaction of members was not significantly analyzed and predicted by a P/A style of leadership ($Beta = -.057, p = 0.176$). The strong correlation between TF leadership and job satisfaction (0.721) shows that it's the most effective leadership style in the faculty then, followed by the TA leadership style with a correlation of 0.470 with job satisfaction. However, because VIF values

and Tolerance were determined to be in the acceptable ranges and the significance was achieved Range of the leadership model, I decided to keep the two independent variables in this research.

Table 11

Multiple Regression Analysis Summary.

Model	Coefficients ^a					
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
	B	Std. Error	Beta			Lower Bound Upper Bound
(Constant)	.394	.080		4.905	.000	.236 .553
Transformational Leadership	.714	.041	.769	17.519	.000	.634 .794
Transactional Leadership	.115	.039	.125	2.927	.004	.037 .192
Passive/Avoidant Leadership	-.048	.035	-.057	-1.357	.176	-.117 .021

a. Dependent Variable: Job satisfaction

Summary

The summary and the instruments of the study sample on the reliability findings, ($N = 150$) were presented at the beginning of Chapter 4, thereafter, introducing the sample population. We provided descriptive statistics for the study's variables. The assumptions that must be made in order to do the inferential analysis were introduced and explored. Inferential analysis, which used multiple regressions and Pearson's correlation analysis to answer the study questions, was then discussed. Using SPSS, all inferential analyses were carried out. The criteria employed by me to reject the null hypothesis was an alpha level of $p < 0.05$. The case study is concluded in

Chapter 5 with a summary of the investigation, a review of the findings, and conclusions for practice and hypothesis.

Chapter 5: Discussion and Conclusion

This correlational, quantitative, non-experimental study sought to determine how faculty members rated the department chairpersons' leadership styles at the King Abdul Aziz University of Saudi Arabia's School of Economics and Administration. This investigation was carried out to see how well departmental styles of leadership predicted the general individual's satisfaction in his or her job at the faculty as a staff member. I summarized the key findings in this chapter and examine them in detail, as well as compare the new data to earlier study. There is also be a description of how the findings relate to theory and practice. Finally, suggestions for further study are made in the chapter's conclusion.

Summary

This study sought to evaluate the leadership styles of the department chairmen at the College of Economics and Administration at the University of King Abdul Aziz in Jeddah, Saudi Arabia. With the help of this investigation, it was possible to ascertain if certain leadership styles accurately projected the overall job satisfaction levels among the faculty staff members. Just like any good research, a guiding philosophy is key to anchor the study concepts, and therefore a post-positivism frame served as the foundation for this work. The full spectrum Theory of leadership, which entails the use of three different styles of leadership as the study's independent variables and which additionally offered a theoretical basis for this investigation, was adopted after the study reviewed prior empirical and theoretical reviews. These theories are TA, TF, and P/A styles of leadership, which served as independent variables while the job satisfaction (overall) of the members of the faculty served as the study's dependent variable. The research was carried on in the university context (King Abdul Aziz University, 2022), which is considered to be one of the biggest public institutions in Saudi Arabia. Using SurveyMonkey, sample data

was gathered through an online platform that was convenient, due to the modern use of computers, smartphones, and tablets, which are always internet connected. A single survey was created by combining the demographic, MLQ, and MSQ questionnaires. 150 complete responses were used in the data analysis overall. SPSS software was employed to assess the data. The correlation coefficient test, statistical analysis of variance, and multivariable regression analyses were used to assess the data gathered and respond to the study objectives. The role of descriptive statistics in this research was to determine the characteristic of the variables (both independent and dependent), and also to determine the relationship that exists between the independent and dependent variables. Based on the previous studies reviewed in the literature review section, it's evident that in Saudi Arabian context, few researches have looked at the department chairpersons' styles of leadership impact on faculty staff members' job satisfaction (Alghamdi et al., 2018; Shafai, 2020). The research was able to explore the entire facet of leadership styles through literature review and survey, and as a result, this study through its findings contributes to the empirical research body on the styles of leadership by department chairs as seen by members of the faculty at the University of King Abdul Aziz in Jeddah, Saudi Arabia. Therefore, the survey based on its adopted models that were generally significant, it's evident that conclusions drawn are sound in making reasonable recommendations.

The results indicated that the chairs of department most frequently used the TF style of leadership ($M = 1.91$, $SD = .39$), closely followed by the TA style of leadership ($M = 1.87$, $SD = .44$). This clearly showed that these two styles of leadership behaviors were used more frequently. The P/A leadership style, on the other hand, was thought to be utilized the least ($M = 1.84$, $SD = .40$).

In addition, the leadership questionnaire used in this research looked at nine different leadership aspects, each of which had a different level of applicability based on the respondents (faculty members) perceptions in the study. For instance, the idealized qualities dimension of the TF style of leadership was the one that was used the most frequently ($M = 1.996$, $SD = 0.266$), but the individualized consideration element was the one that was used the least frequently ($M = 1.926$, $SD = 0.537$). The active management-by-exception dimension of the TA style of leadership, which only has two dimensions, was regarded as being used less frequently by department chairs ($M = 1.66$, $SD = .215$), whereas the rewards dimension contingent was regarded as being used more frequently by department chairs.

When looking at the link between the three measured leadership styles and satisfaction with work among those who are staff members in the college of economy and administration, the correlational test results showed a statistically significant positive connection between the TF and TA styles of leadership used by the department chairs and the overall job satisfaction of the faculty. Findings from an analysis of the correlation between the three observable leadership styles and employees' levels of job satisfaction borne out these hypotheses. Data demonstrated a negative link between the P/A leadership style and faculty job satisfaction, even if the statistical significance of the relationship was low.

The outcomes of the entire regression model determined that the statistical model (overall) was significant statistically and that the three independent (explanatory) variables were responsible for explaining 65.01% of the overall work satisfaction experienced by the faculty members. However, the only indications that were statistically significant of the total satisfaction in terms of job by the faculty members were the leadership styles of the TA and the TF. The discrepancy between the TF and TA leadership styles, which accounts for 48% and 35.3%,

respectively, of the total job satisfaction of the faculty staff members, may be roughly explained by these two types.

Discussion

According to the findings of the study, department chairpersons in the College of Economics and Administration most frequently used leadership behaviors associated with the TF leadership style, followed by behaviors associated with the TA leadership style. The study also found that TA leadership behaviors were used the least frequently. The department chairs were the ones who exhibited the fewest qualities typical of the P/A leadership style. As was covered in Chapter 3, the department development programs at King Abdul Aziz University, for instance, provide institutional leaders with the opportunity to participate in leadership development programs so that these individuals are better equipped to execute their responsibilities at the departmental, faculty, and university levels. This result agrees with the findings that were found by Shibru et al. (2017), who recognized that the majority of the managers at middle-level in universities (higher learning institutions) in Saudi Arabia's Eastern part indicated in their reports that they engaged in TF leadership practices, followed by TA leadership practices, and finally P/A leadership practices. The study findings agree with the conclusions of a study that was carried out by Zamin and Hussin (2021) on various ways in which campus management has affected the satisfaction level by professors working in public institutions in Pakistan. According to the findings of the study, leaders are more likely to employ a TF style than a TA one, and they are less likely to use a P/A style. The P/A style was shown to be the least common leadership style because it did not promote any form of motivation among the members of staff in the faculty. Pishgooie et al. (2019) found that the majority of departmental administrators used TF leadership more frequently than TA and P/A leadership styles.

Alsuoood (2019) carried out a study at eight Saudi Arabian public universities with the purpose of studying leadership from the viewpoints of the departmental chairs working there. The author of the study concluded that academic deans do not participate consistently in the activities of the TF leadership. Research conducted in Saudi Arabia has produced contradicting findings, which may be related to the country's pursuit to abandon time-honored leadership practices (like centralization, strict restrictions, and the predominance of hierarchical and bureaucratic style of leadership) in favor of contemporary types of successful leadership practices.

Additionally, the study findings indicated that the idealized aspects of the TF style of leadership were the most practiced, whereas the individualized consideration was the aspect that was practiced the least. This was indicated by the fact that the idealized aspects were practiced the most in the university by the college of economics and administration. Abualhamael (2017) found similar results in his study of the nexus between TF leadership, work satisfaction, and the quality of academic services provided at Universities in Saudi Arabia. Research conducted by AI-Youbi et al. (2021) indicated that department heads displayed less individualized consideration and more idealized influence and inspiring motivation.

The second chapter of this study details the literature that supports the relationship between style of leadership and faculty staff members' satisfaction in terms of job, which are consistent with this study. Therefore, in consistence with previous research, the current study established that TF leadership and TA leadership models had a positive significant relationship with total job satisfaction at departmental level in the university (Hijazi et al., 2017; Monney, 2018).

The outcomes of this study indicated that a TF and TA style of leadership were the only significant effective predictor of overall satisfaction in terms of job among faculty staff members. According to the findings of Al-Youbi et al. (2021), a TF style of leadership was responsible for the majority of the predictive power of faculty staff members' job satisfaction; as a result, our findings are consistent with their conclusions. According to the findings of the research conducted by Hijazi et al. (2017), a TF leadership style was the single most critical factor in influencing their employment. The findings of the current study, however, contradict the findings of Wong and Giessner (2018), who revealed that TF leadership did not predict the job satisfaction of staff members, whereas TA leadership did. The current study found that TF leadership did predict job satisfaction creating a contradiction between the two study findings. The contradictions established between the two findings could be properly explained by the context gaps where the two studies were carried out in two different contexts, and also can be further explained by the sample design and methods applied in both studies.

The study indicated that an increase in the usage of P/A leadership practices was attributed to a reduction in total job satisfaction among faculty members. In contrast, an increase in the usage of TA and TF leadership behaviors was attributed to an increase in total job satisfaction. To be more explicit, the study found that an increase in the usage of P/A managerial skills was linked to a drop-in morale and an urge to work hard (total job satisfaction) among faculty members. These findings are in direct opposition to those that were presented by Lucas et al (2012), who found that there was a negative association between TF leadership and the contentment of the academic and administrative people. Similarly, Hijazi et al. (2017) polled teachers and staff at seven private institutions in the UAE in order to assess the relationships between various styles of leadership and total levels of job satisfaction. In contrast, the

researchers discovered a statistically significant negative correlation between TA leadership and job happiness. This relationship between TA leadership and overall job happiness has been demonstrated to exist. Furthermore, Amin (2012) discovered a negative correlation between TA leadership and the intrinsic, external, and occupational fulfillment of faculty members in Pakistani public universities. This was true even though a link between TA leadership and staff satisfaction had not been found.

According to the findings of the recent research, leaders that behave in a particular way that is in line with the P/A leadership style had a detrimental effect on the morale of their workforce as well as their employees' level of productivity. On that note, the P/A leaders tend to encourage their followers' freedom but provide little in the way of direction. Furthermore, they frequently wait for problems to emerge before attempting to solve them. According to this research, a negative link exists between participation in this practice P/A and job satisfaction. It is possible that this practice is to account for this negative relationship. Reprimands, condemnations, and various other forms of negative feedback are standard components of P/A leadership that is involved herein our study. Leaders who are P/A generally avoid or postpone taking accountability for or responsibility for making significant decisions, thus, the adherents could experience a sense of confusion and discouragement (Bass & Riggio, 2006). Some college faculty, unlike those at King Abdul Aziz University's College of Economics and Administration, could actually enjoy working under a P/A leadership style because their contexts are varying and its possible that their contexts support P/A leadership styles. When Amin (2012) determined that there was no significant positive relationship between the level of total satisfaction with work experienced by faculty members of employees at universities and the work satisfaction among the employees practiced by faculty members at public universities in

Pakistan, he came to yet another contradictory conclusion. The overwhelming majority of prior research, however, has demonstrated a negative association between a P/A leadership style and both the faculty members' level of job satisfaction and the effectiveness of their leadership (Bateh & Heyliger, 2014; Hijazi et al., 2017).

Implications

At King Abdul Aziz University in Jeddah, Saudi Arabia, the study's objectives were to evaluate faculty members' perceptions of department chairmen's leadership styles and ascertain the degree to which these leadership styles have the capacity to predict faculty members' levels of job satisfaction. The results of this study have a wide variety of significant theoretical and practical ramifications.

Leadership Theory

The theoretical foundation for this study was the theory of full range leadership, which incorporates the approaches to leadership of TF leadership, TA leadership, and P/A leadership. The three types of leadership were used in the study constructs and the theoretical framework for this research (Avolio & Bass, 2004). In the context of Saudi Arabia's higher learning institutions, the study supported both the beneficial connections between TA and TF leadership and academic staff members' overall job satisfaction as well as the negative relationships that existed between the P/A style leadership styles and faculty staff members' overall job satisfaction. According to the findings, the level of total job satisfaction experienced by faculty staff members increased in proportion to the prevalence of TA and TF leadership styles, whereas it decreased in proportion to the prevalence of P/A leadership styles. These findings lend credence to full range leadership theory, which, according to Avolio and Bass (2004), links each style of leadership to the targeted performance outcome. Full range leadership theory was supported by Avolio and Bass (2004)

findings. According to Avolio and Bass (2004), leaders make use of all the three leadership styles, but to varied degrees, depending on the circumstances of the people under their supervision. The findings of this research show that chairs of the department in the College of Economics and Administration use a range of leadership styles. These include TA, TF, and P/A styles of leadership in managing their staff members to achieve a desired out. It is unclear if the chairs are aware of the type of leadership style they use to manage their departments.

Saudi Arabia's Ministry of Education

The findings of this study will benefit initiatives that provide present and prospective administrators in Saudi Arabia's higher education system with leadership development and ongoing professional growth. According to the statistics, academics working at public institutions of higher learning are more likely to be satisfied with their professions when their leaders exhibit certain leadership attributes. In order to provide administrators and aspiring leaders in the sector of higher education with chances for leadership development, the Saudi Arabian Ministry of Colleges and Universities (now the MOE) founded the Academic Leadership Center in 2009. Additionally, the Academic Leadership Center provides examples of successful leadership techniques that can be used globally as well as locally. The findings of the study may have an impact on the leadership development programs that are currently being offered and will be offered in the future by the Academic Leadership Center. Considering that Saudi Arabia is still developing its leadership development programs, this is very pertinent. Shafai (2018) concluded that Saudi Arabian higher education leaders lacked knowledge of effective leadership and how to apply it in the workplace. This was the conclusion reached after I conducted the interviews. It was pointed out by Ahmad et al. (2020) that despite the various leadership responsibilities that department chairs are responsible for, they are not given sufficient

opportunity to improve their leadership skills in order to adequately prepare them to function as successful leaders.

Because the leadership in Saudi Arabia's higher education institutions is constantly being pressured to be more change-responsive, the MOE ought to give some thought to providing training on the TF leadership style. Instead of focusing solely on communication with subordinates, this style of leadership prioritizes the creation of favorable working conditions and the implementation of constructive change (Marques, 2015). In the future, the MOE should design and execute leadership training programs with a heavy emphasis on research-based best practices. These programs should be developed and implemented. When developing new programs for leadership development, it is essential to consider the perspectives of those who will be participating in those programs as future leaders. As a result, having a deeper awareness of the most influential leadership attributes, which were established through empirical study and were described earlier, will deepen one's understanding.

King Abdul Aziz University

The findings of this study can assist the university administrators and departments, such as the departments of developing, planning, and human resources, in gaining a deeper comprehension of the educational requirements that are necessary to fulfill the role of department chair at King Abdul Aziz University. The study's conclusions suggest that department chairmen at the College of Economics and Administration need more education. This is particularly true when it comes to encouraging behaviors that are based on the elements of personal regard and caring for others, intellectual stimulation and pushing one's mental limits, as well as contingent reward and providing incentives to those who succeed. These findings may be used by the headquarters at King Abdul Aziz University to develop training programs targeted at

encouraging the least-practiced behaviors that were found to be significantly connected to job satisfaction but were not routinely exhibited by department chair. These behaviors were found to be significantly connected to job satisfaction but were not routinely exhibited by the department chair. According to Morris et al. (2020), department chair occupies crucial positions within the company and would derive a great deal of value from training, mentoring, and other leadership growth activities. There is the opportunity of implementing programs that encourage leadership through interdepartmental collaboration, networking, and mentoring of employees. As a consequence of this, employees from various departments will have a greater opportunity to learn from one another about how to effectively execute tested leadership practices in a variety of different types of work environments. According to the research conducted by Lima (2015), the most effective training programs for department chairs focus on real-life applications that address the distinctive and important of their tasks. The author of the research emphasizes the importance of training for department chairpersons, as many of these individuals are elevated to their positions due to their academic successes, but they do not have any kind of professional leadership education or administrative experience (Schyns et al., 2018). Chu (2006) claims that incoming chairs find that the disciplinary and intellectual talents that were important factors for success in the workplace as instructors have very not much to do with the additional duties of leading and managing academic departments.

To create a shared understanding of the traits and actions that characterize strong leadership practices, it is crucial to include the academic staff in the training process. This is because the leaders' opinions of what makes effective leadership practices may differ from those of their academics. This is something that needs to be taken into consideration. It is important to combine leadership education with periodic reviews to check whether or not the courses are

producing the desired results. It would be in the best interest of King Abdul Aziz University's administration to take steps to ensure that the school's leadership program develops in unison with the expansion of Saudi Arabia's overall higher education system in order to provide the most effective backing for Vision 2030. As a direct outcome of this research, the department chairs in the College of Economics and Administration at King Abdul Aziz University may be able to take advantage of chances to modify job standards and the hiring process.

College of Economics and Administration Department Chairs at King Abdul Aziz University

The study's conclusions also emphasized the importance of the department chair in fostering a welcoming workplace for faculty members by exhibiting good leadership qualities. When faculty members are happy and satisfied in their jobs, they are more productive, they stay in their positions for longer, and they are less likely to leave or quit their job. This makes the function of the department chair a crucial one in terms of leadership (Alhumaidhi, 2015).

Dissatisfaction among faculty members has been connected to a range of unfavorable consequences, including lower levels of student achievement in the classroom and a reduction in the number of scientific publications produced (Al-Smadi & Qblan, 2015). It is anticipated that the responsibilities of department chairs will become even more significant over the course of the next few years as the higher education system in Saudi Arabia continues to develop and there are fewer resources available for those who hold leadership positions in the education sector. As a consequence of this, it is essential for chairs of academic departments to have a solid understanding of the kinds of leadership actions that result in the highest levels of job satisfaction among academic staff members while simultaneously requiring the fewest amounts of monetary and administrative resources. Also, the findings of this study provide an insight into the sorts of leadership that can assist department chairs in increasing the motivation and

engagement of their faculty members by increasing their level of job satisfaction. In addition, department chairs may be able to improve their leadership practices and learn new techniques that will assist them increase the job satisfaction of their faculty by applying what they've learned from this research.

The discussion of the descriptive and correlational analyses discussed in Chapter 4 focuses on which of the 36 leadership traits assessed by the MLQ questionnaire may have contributed to higher levels of overall job satisfaction among faculty members at King Abdul Aziz University's College of Economics and Administration. Department chairmen usually believe they have the most room to grow as leaders in the individual concern and intellectual stimulation dimensions of the full range leadership theory, as well as the contingent incentive dimension.

According to the findings of the analysis of the data, the acts investigated in the dimension of individual consideration had the largest impact on faculty members' overall job satisfaction. However, department heads engaged in these actions less frequently than other faculty members did. As a result of this, it is recommended that departmental chairs focus a larger emphasis on the distinctive skills possessed by each individual faculty member rather than on the leadership abilities of the group (group focused leadership). Because each individual faculty member has their own specific requirements, expectations, and areas of competence, department chairs will need to invest more time and effort in order to adapt to the new circumstances. When department chairs put more effort to develop personal relationships with the members of their faculty, they obtain valuable insight into the factors that motivate the faculty members to produce their best work. The strengths of faculty members and the areas in

which they might improve can be guided more effectively by department chairs who are familiar with the profiles of these persons.

In addition, department chairs have a responsibility to assist faculty members in identifying and improving areas in which they struggle and in which they excel. When listening to the complaints and recommendations of their teachers, department chairs are strongly encouraged to have an open mind and a patient demeanor. When faculty members have the perception that their leaders frequently engage in individualized consideration practices, such as listening carefully to their wants and concerns, acknowledging individual differences, and serving as coaches and mentors, they have possibility to have a positive outlook on their jobs.

Furthermore, the data analysis revealed that only two of the four behaviors that were evaluated (i.e., recommending modern ways to undertake tasks and promoting various problem-solving skills) were among the highest that correspond with the total job satisfaction of the faculty members within the intellectual stimulation component of TF leadership. This was the case in the component of TF leadership known as intellectual stimulation. Chairs of academic departments were viewed as having a lower likelihood of exhibiting either of these characteristics. As a result, I recommend that department heads encourage innovative problem-solving strategies among faculty members. This will inspire creative thinking in the workplace. Chairs of academic departments should seek out and implement policies that encourage critical thinking among the faculty members in their departments. It is inappropriate for department managers to criticize staff for making mistakes in their work. When working conditions are like this, faculty members will have a positive attitude.

In addition, the data analysis demonstrated that two behaviors exhibited by department chairpersons under the contingent reward component of TA leadership justified a reason for

further research. Even though these are two of the behaviors that are most strongly related with the level of job satisfaction experienced by faculty members, department heads do not exhibit them nearly as often as they should. As a result of this, it has been advised that department chairs should make it perfectly obvious and describe in detail what is expected of each professor. The department chairs ought to make it clear to the faculty members what is expected of them in terms of work performance, as well as what rewards they might anticipate if they are successful. When explicit expectations and rewards related to any achieved action are conveyed to faculty members in advance, this increases the likelihood that they will align their jobs with the goals that have been set for the institution. In addition, the chair of the department should recognize that different faculty members may have varied expectations of what factors contribute to the accomplishment of a goal. Adopting a rewards system that is both related to their interests and openly articulated at the start of each semester or year can help faculty staff members feel more satisfied with their jobs by letting them know what is expected of them at the end of the semester or year.

Recommendations for Future Research

Based on the study's findings as well as its limitations, this section will offer suggestions for future research. In subsequent research, a greater number of participants from different colleges within the same institution as well as universities in Saudi Arabia should be included. Only individuals who work in King Abdulaziz University in Jeddah's College of Economics and Administration were included in the research study's sample. In subsequent research, it should also be compared how public and private universities in Saudi Arabia teach management and leadership skills. Additionally, although the current study used a quantitative research methodology, it's feasible that subsequent studies would use a qualitative or mixed method in

order to better understand the relationship between the different leadership styles and faculty members' levels of work satisfaction. It's possible that respondents will feel more at ease providing in-depth descriptions of their views and experiences when you use a qualitative method, as opposed to when you ask them a series of multiple-choice questions and give them a list of options to choose from. In addition, further research might investigate how department chairs evaluate their own leadership styles and compare the findings to the opinions of the faculty and staff members who participated in this survey in order to uncover any discrepancies. Research in the future should investigate how other factors influence styles of leadership and the level of job satisfaction experienced by faculty members.

The current study looked into the connection between different types of leadership and overall satisfaction levels in the job place. Despite the fact that this study focused on TF, TA, and P/A leadership, future research should investigate multiple models of leadership and the effects those models have on the level of job satisfaction experienced by faculty members. Another essential line of inquiry would be to conduct a needs assessment on the leadership training of Saudi Arabia's department chairs.

Conclusion

The study indicates that the leader's approach to departmental motivation, communication, goal-setting, and decision-making is unique in terms of context. On the basis of this review, the paper provides a summary of the research on three distinct styles of leadership: TF, TA, and P/A. The effects of various types of leadership on role confusion and role rivalry are analyzed. The goal is to look at the effects of several types of leadership on productivity in the workplace, including TF, TA, and P/A styles.

Due to the detrimental effects of role ambiguity and conflict on workers' productivity and effectiveness, it is crucial that managers keep these facts in mind. Leaders can motivate their teams to perform at their best if they understand the challenges they face and have a clear picture of the negative effects that role conflict and ambiguity may have on productivity and morale. If leaders are effective in reducing sources of stress in the workplace, such as role ambiguity and role conflict, their companies will become more welcoming places to work. When it comes to resolving role conflicts and pinpointing the primary sources of role stress, leaders and their management styles play a pivotal role. The mentoring function, for instance, is essential in all models of leadership because it allows for the identification and mitigation of sources of stress in the workplace.

This study added to the growing corpus of empirical research that examines how Saudi Arabian faculty and staff members assess department chair leadership styles. As a result, a knowledge gap was addressed as a result of this research. According to the findings of the survey, the TF leadership style was closely followed by the TA leadership style as the form of leadership that was utilized the most frequently by chairs of the department in the College of Economics and Administration. The P/A leadership style was exhibited by the chairs of the department as the least, as measured by the number of behaviors associated with that style. The study's findings indicate a negative correlation between the department chair's P/A leadership style and the overall work satisfaction of the faculty members, compared to a substantial association between the department chair's TF and TA leadership styles with that of the faculty. This research provides new insight into the role that TF leadership's tailored intellectual and thought-provoking aspects and TA leadership's contingent incentive elements play in improving faculty members' level of job satisfaction. This research also showed that department chairs need

to devote more effort to improving the aforementioned factors in order to raise faculty members' satisfaction with their jobs. Overall faculty satisfaction was shown to be most predictably associated with the TF's leadership style. The study found that the department heads that actively led and managed their TFs had a greater impact on their faculty members.

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Appendices

Appendix A

Institutional Review Board Approval



June 6, 2022

To: Mr. Abdulrahman Alotaibi

From: University of the Incarnate Word Institutional Review Board, FWA00009201

Your request to conduct the study titled "The Relationship Between Leadership Style and Faculty Members' Job Satisfaction at King Abdul Aziz University in Jeddah, Saudi Arabia" was approved by Exempt review on 06/06/2022. Your IRB approval number is 22-05-006. Your approval expires on 06/06/2023.

The stamped informed consent document is uploaded to the Correspondence section in the Research Ethics Review system. Please use only the stamped version of the informed consent document.

Please keep in mind the following responsibilities of the Principal Investigator:

1. Conducting the study only according to the protocol approved by the IRB.
2. Submitting any changes to the protocol and/or consent documents to the IRB for review and approval prior to the implementation of the changes. Use the **IRB Amendment Request** form.
3. Ensuring that only persons formally approved by the IRB enroll subjects.
4. Reporting immediately to the IRB any severe adverse reaction or serious problem, whether anticipated or unanticipated.
5. Reporting immediately to the IRB the death of a subject, regardless of the cause.
6. Reporting promptly to the IRB any significant findings that become known in the course of the research that might affect the willingness of the subjects to participate in the study or, once enrolled, to continue to take part.
7. Timely submission of an annual status report (for exempt studies) or a request for continuing review (for expedited and full Board studies). Use either the **IRB Study Status Update** or **IRB Continuing Review Request** form.
8. Completion and maintenance of an active (non-expired) CITI human subjects training certificate.
9. Timely notification of a project's completion. Use the **IRB Closure** form.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research and Graduate Studies.

Sincerely,

Office of Research and Graduate Studies
 Research Compliance
 University of the Incarnate Word
 (210) 805-3555
irb@uiwtx.edu

Appendix B

Permission for Use of Multifactor Leadership Questionnaire

For use by ABDULRAHMAN ALOTAIBI only. Received from Mind Garden, Inc. on March 30, 2022



www.mindgarden.com

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below.

Sample Items:

As a leader

- I talk optimistically about the future.
- I spend time teaching and coaching.
- I avoid making decisions.

The person I am rating....

- Talks optimistically about the future.
- Spends time teaching and coaching.
- Avoids making decisions

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Published by Mind Garden, Inc. www.mindgarden.com

Sincerely,

Robert Most
Mind Garden, Inc.
www.mindgarden.com

Appendix C

Invitation letter

Invitation letter

Dear faculty,

My name is Abdulrahman Alotaibi, and I'm a Ph.D. candidate in the College of Education at the University of the Incarnate Word, where Professor Chunling Niu is my advisor. I am carrying out a study titled 'Leadership Style and Faculty Members' Job Satisfaction at King Abdul Aziz University in Jeddah, Saudi Arabia', for my PhD dissertation.

I want to welcome you to participate in a study that I'm doing. The findings of this study may be useful in evaluating which forms of leadership are most conducive to faculty job satisfaction. It could also provide data for developing training and professional development programs for present and prospective Saudi Arabian department chairs. It will take you approximately 15-20 minutes to finish your participation.

To participate in the study, you must be a faculty member in the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia during 2021-2022 academic year.

Don't hesitate to contact the researcher via email at aaalotai@student.uiwtx.edu or via phone at +1 703-705-1561 or Dr. Chunling Niu, the academic adviser, at email cniu@uiwtx.edu or via phone at +1 210-829-3133

if you have any more questions concerning the study project or your rights as a research participant.

I appreciate you for taking a moment to go over this material

Abdulrahman Alotaibi

Doctoral Candidate

The University of the Incarnate Word

Appendix D

Informed Consent Form

Consent to Participate in a Research Study

The Relationship Between Leadership Style And Faculty Members' Job Satisfaction At King Abdul Aziz University In Jeddah, Saudi Arabia.

My name is Abdulrahman Alotaibi, and I am a Ph.D. student at the University of the Incarnate Word's College of Education. You have been asked to participate in the research mentioned earlier project. This form's information is designed to assist you in deciding whether to join or not. Please do not hesitate to contact us with any questions you may have.

Why are you being asked to be in this research study?

You are being asked to be in this study because you are a faculty member in the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia during the 2021-2022 academic year.

What is the reason for doing this research study?

The purpose of this study is to explore the leadership styles of department chairs in the College of Economics and Administration, King Abdul Aziz University in Jeddah, Saudi Arabia as perceived by the faculty to determine to what extent they predict faculty job satisfaction.

What will be done during this research study?

You will be asked to answer the survey questions after you have signed this informed permission. You will need to complete three questionnaires which will take approximately 15-20 minutes. The first questionnaire is the Demographic Survey which will provide a demographic profile of the survey participants. The second questionnaire is the MLQ (Multifactor Leadership Questionnaire) and will rate the leadership behaviors of your department chair. The third questionnaire is MSQ (Minnesota Satisfaction Questionnaire) will rate your satisfaction with your job.

What are the possible risks of being in this study?

If you engage in this study, you will not be exposed to any physical or emotional dangers beyond those encountered in normal life.

What are the possible benefits to you?

There are no guarantees that you will gain anything from this study.

What are the possible benefits to other people?

The outcomes of this study could be useful in evaluating which leadership characteristics improve faculty job satisfaction. It could also provide data for developing training and professional development programs for current and future department chairs in Saudi Arabia.

What are the alternatives to being in this research study?

You are not required to participate in this research study if you do not choose not to take part in this study without any consequences.

What will being in this research study cost you?

Participating in this study will not cost you anything.

Will you be compensated for being in this research study?

You will not be paid for your participation in this research.

How will information about you be protected?

Everything we learn about you in the study will be confidential. If I publish with results of the study, you will not be identified in any way. The data will be stored electronically on a secure server for three years after the study is complete.

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study at any time, for any reason. Deciding not to be in this research study or deciding to withdraw will not affect. You will not lose any benefits to which you are entitled. Any information collected from the participant will not be used if the participant decides to withdraw before finishing the study.

What should you do if you have a problem or question during this research study?

If you have any concerns due to participation in this study, please contact the researcher via email at aaalotai@student.uiwtx.edu or via phone at +1 703-705-1561 the Faculty Advisor Dr. Chunling Niu via email at cniu@uiwtx.edu or via phone at +1 210-829-3133. If you have additional questions about your rights or wish to report a problem that may be related to the study, please contact the University of the Incarnate Word Institutional Review Board office at +1 210- 805-3555.

Consent

Your signature indicates that you consent to take part in this research study, that you have read and understand the information given above, and that the information above was explained to you.

Name of Participant

Signature of Participant

Date

Name of Principal Investigator

Signature of Principal Investigator

Date