The Impact of Leadership Styles on Job Satisfaction of the Faculty Members of Albaha University in Saudi Arabia

Dr. Ahmed Hamed Aldolaimi
Assistant professor
Faculty of Administration and Financial Science
Albaha University

Abstract
This research study shows the leadership styles among the head of the academic department in Albaha University in Saudi Arabia and its impact on Job satisfaction. Multifactor Leadership Questionnaire (MLQ 5X) by Bass and Avolio and the Job Satisfaction Questionnaire (JSS) by Spector were used to collect the data from 94 faculty members. The result shows that transformational leadership style is used more than the transactional leadership style among the head of the academic department in Albaha University. However, there were significant relation between both styles on the job satisfaction. This result is very notable, and could be considered by the decisions’ makers in Albaha University for further studies. Moreover, the researcher recommends for further research to be done on this subject considering a larger research sample, and covering all the Saudi Universities.

Key words: Leadership, transformational, transactional, Job satisfaction, Albaha University, Saudi Arabia

Introduction:
Without doubts, leadership is an important factor towards the success of any organization, whether in public or private sector. According to Mills (2005) the absence of leadership is equally dramatic in its effects. Without leadership, organizations move too slowly, deteriorate, and lose their way. Visionary leader can lead his/her organization to great success. Such leader has vital role, which is to allocate the organization plan and lead people towards achieving the objectives through the implementation of these plans. Increasingly, universities are recognizing that leadership does matter. It was only authentic leaders who are able to make the vision become a reality. Marshall (2007).

Most researchers evaluate leadership effectiveness in terms of the consequences of influence on a single individual, a group of people, or an organization. (Yukl 2013). McCauley, (2004), also emphasizes this when she mentioned that, people, organizations judge when leadership has been successful when it has not been successful. They likely note the degree of positive collective outcomes, for example, whether goals are accomplished, high levels of achievement are reached, and stakeholders are satisfied.

When leadership behaviour is being studied, either from a business or an academic perspective, it is often correlated with employees’ job satisfaction (Bass and Riggio 2006). According to Burns (2003) many leaders are not sufficiently aware of the effects that their employees’ satisfaction can have on their business. Therefore, it is essential that they learn and recognize the importance of the aspects that determine positive satisfaction in the work place. Misener, (1996) stated that surveys of job satisfaction from the 1920s onward illustrate the importance of effective leadership. Bass and Riggio (2006) argue that employee may feel strong commitment to their organization and to their jobs for many different reasons. They may like work they do, the pay and benefit they get, people at work interesting, recognition or career advancement may be anticipated. Another important factor that helps build loyalty and commitment to an organization is leadership that is inspirational, stimulating and considerate of followers’ needs.

In the 1950s a group of researchers at Ohio State University and the University of Michigan, tried to find out what effect the leaders’ behaviour had on employee satisfaction and performance, Bryman (1992). According to Georgiades, and Macdonell (1998) the conclusion of Michigan group and Ohio findings are similar to each other. They both identified specific leadership behavior that influence employee productivity and job satisfaction.
In the rapidly changing and increasingly complex and competitive higher education environment which now prevails, the institution is required to strengthen its adaptive capacity. Further, through the development of effective leadership at all senior levels of the organization, Marshall (2007).
Over a long period, leading educational researches have attempted to discover the factors that can enhance school effectiveness and, for many, the term leadership has become centrally synonymous with school effectiveness. Teddlie, et al( 2000)

Statement of problem:
Saudi Arabia has experienced a significant expansion in its higher education in the last ten years. Recent statistics show that from only eight universities in 2003 to more than twenty-eight public universities and eleven private universities in 2015. This expansion in the universities has led to a very huge number of faculty members. Indeed, as suggested by researchers, faculty members’ job satisfaction will increase job retention.
Saudi universities, like most of its counterparts in all over the world face tremendous challenges and expectations. Universities are competing with each other for staffing, students and resources to meet their objectives. The universities that get an upper hand will be those who are able to provide a vibrant and stimulating intellectual environment, capable of attracting and retaining highly qualified staff and students, most of whom are internationally mobile (Aldolaimi and Akinnusi, 2015)
Through increased job satisfaction, greater employee retention helps colleges and universities achieve adequate faculty allocations, Froeschle, et al (2009). A contributing factor leading to turnover is a gap between what employees believe is important to them and what leadership believes is important to the organisation (Kay and Jordan-Evans, 1999).
This study explores job satisfaction within the workforce in relation to the observed leadership style depicted by the managers in leadership positions in Al Baha University I Saudi Arabia. Thus, the leadership behaviors of the head of the academic department in Al Baha university will be explored as the determinant factor of job satisfaction. In doing so, the nature of the leadership style in the form of transformational, transactional and laissez-faire leadership behaviors and the research therefore will explore as to the extent that leaders in Saudi universities exhibit these particular characteristics.

The aims and the objectives of this study:
This paper aims at exploring and examining the prevailing leadership styles among the head of departments in Al Baha University. In addition, this paper investigates the impact of the leadership styles on job satisfaction among faculty members of Al Baha University.
Research questions:
The flowing questions will help to achieve the objectives of his study:
1- What are the leadership styles among the head of departments in Al Baha University?
2- What is the relation between the expected transformational leadership styles and job satisfaction of faculty members?
3- What is the relation between the expected transactional leadership styles and job satisfaction of faculty members?
4- What is the relation between the expected laissez-faire (Passive avoidant) leadership styles and job satisfaction of faculty members?

Literature review:
Literature on leadership shows a progressive pattern, focusing on the attributes and characteristics of a leader, then concentrates on behaviour and later emphasizes on the contextualized nature of the leadership. Riaz et al (2010) argue that a review of the scholarly researches on leadership shows that there is a wide range of different theoretical approaches to explain the complexities of the leadership process. Scholars struggled for many decades to answer the question what is leadership? (Antonakis, Avolio, &Sivasubramaniam, 2003; Bass, 1990; Bryman, 1992).
Concept of Leadership

As per the available literature good leaders are made, not born. Many researchers have advocated that, if you have the desire and willpower, you can become an effective leader and good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982). This guide will help you through the journey. It is evident that to inspire your workers into higher levels of teamwork, there are certain things you must be, know, and do. Therefore, these do not often come naturally, but are acquired through continual work and study. Then, the good leaders are continually working and studying to improve their leadership skills; they are not resting on their past laurels. According to another researcher leaders carry out this process by applying their leadership knowledge and skills. This concept is called Process Leadership (Jago, 1982). However, we know that we have traits that can influence our actions. This is called Trait Leadership (Jago, 1982), in that it was once common to believe that leaders were born rather than made. These two leadership types are shown in the chart below (Northouse, 2007, p5):

Source: http://www.nwlink.com/~donclark/leader/leadcon.html

The above figure explains us two theories of leadership. The first one is Trait theory of leadership and the second one is Process theory of leadership. As the learning this concept, leadership is learned, a leader's skills and knowledge can be influenced by his or hers attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique. We can take an example, a leader might have learned the skills in counseling others, but her traits will often play a great role in determining how she counsels. A person who has empathy will make a better counselor than a person who thinks the employees are simply accomplish her biddings. The attributes like Skills, knowledge, make the Leader, which is one of the Factors of Leadership. According to another researcher, the road to great leadership that is common to successful leaders includes (Kouzes, Posner, 1987):

- **Challenge the process** - First, find a process that you believe needs to be improved the most.
- **Inspire a shared vision** - Share your vision in words that can be understood by your followers.
- **Enable others to act** - Give them the tools and methods to solve the problem.
- **Model the way** - When the process gets tough, get your hands dirty. A boss tells others what to do; a leader shows that it can be done.
Encourage the hearts - Share the glory with your followers' hearts, while keeping the pains within your own.

Through the years, leadership has been defined and conceptualised in many different ways. Stogdill (1974) mentioned that, there are almost as many definitions of leadership as there are persons who tried to define the concept. Bryman, (1986) also argues that not only is there a range of definitions, but there is also no consensually agreed one. However, Northouse (2010), like many other researchers, argued that leadership is a process, involve influence, occurs in groups, involve common goals. Moreover, Northouse (2015) suggested that some of the common ways to look at leadership is as trait, as a skill, as behaviour, as a relationship, and as a process. The way you consider looking at leadership will reflect up on the way you practice it. Therefore as cited by Bass 1990 (Spitzberg 1986), argues that the meaning of leadership may depend on the kind of institution in which it is found. Leadership as Northhouse, (2015) argues concentrates on what leaders do and how they do it. People want to know what account for effective leadership and how to become a good leader.

Bass (1990) defines leadership as a group process where the leader holds a central place and embodies the team members’ will, which aligns better with the current research context where campus principals/divisional directors interact with their faculty members, and this process of interaction within the group shapes the leadership. Northouse, (2010) argues that for some theorists leadership is a relationship between the leader and followers in terms of power, whereas, some theorists view leadership from the leader’s capacity with respect to the skill and knowledge aspect.

It is all about driving people to achieve organizations’ goals. This is what most researchers and experts define leadership. According to (Davies, et al. 2001; Northhouse, 2010) there are a number of leadership definitions which consider leadership as a process through which a leader influences a team of followers to accomplish a shared goal. Leadership style in such cases is reflected in the leader’s interaction or behaviour that s/he exerts while influencing followers in order to guide, structure and facilitate activities and relationships in an institution as suggested by (Jago,1982; Northouse, 2010).

Contemporary thinking about leadership promotes the importance of leaders developing a values base on which to build their strategies, priorities and styles. This is emphasized by, Bolden (2004) when he said that, early theories were focused upon leaders’ traits and their personality, whereas later theories considered the followers and the situation into the phenomenon of leadership. Bryman (1992) argues that from the 1940s, leadership in organizations moved increasingly toward the understanding of leadership style or behaviour. The two terms as Bryman, emphasised were used interchangeably to describe what leaders do. Researchers were concern particularly to identify the kinds of behaviour that enhanced the follower’s effectiveness.

According to Fiedler, (1967) the effective relations for the leader with the group members, the acceptance which he can obtain, and the loyalty which he can engender are related to the type of person he is and the way in which he handles himself in critical turning points of his groups’ career. Bryman, (1992) argues that to most leadership styles researchers, once the behaviour that makes for effective leaders is known, leaders can be trained to do better.

This study worked with Bass’s (2008) definition of leadership as the influence of leaders on the behaviour of employees directed through a communication process for the attainment of specific goals. Leaders can satisfy their employees’ needs in various ways by articulating the organization’s vision, involving employees in the decision making process, supporting them and listening to their problems in order to enhance their level of job satisfaction and self-esteem. The field of “educational leadership research involves analyzing the concept of leadership itself, the types and styles of leadership and their relevance to educational settings” Briggs et al (2012).

The full range leadership model facilitates understanding of higher and lower order outcomes of leadership behaviour, as it includes transformational, transactional and passive/avoidant leadership (Bass and Avolio, 2004). In the 1980s and 1990s, many researchers turned their attention to
other types of leadership styles by distinguishing between leaders who are transformational and those who are transactional (Bass, 1998).

Transformational leadership theory has provided general support for the hypothesized relationships between transformational leadership, transactional leadership, and performance (Avolio, 1999; Bass, 1998). According to Bass (1998) transformational leader behaviors is paired with transactional leader behaviors, since, as he argues, the appropriate application of each is related to the context in which the leader is functioning.

According to, Javed et al (2001), different research studies have been conducted in the world on transformational and transactional leadership to determine the significance of their respective relationship with the job satisfaction of employees working in different sectors. Results were inconsistent that sometimes showed transformational leadership style as having significant relationship with the job satisfaction and sometimes the transactional leadership style. The Multifactor Leadership Questionnaire (MLQ) captures the full range of leader behaviors, which include those that distinguish among transformational leadership, transactional leadership, and laissez-faire leadership (Bass & Riggio, 2006).

**Transformational Leadership:**
Transformational leadership is one of the current and most popular approaches to leadership that has been the focus of most research since the early 1980s (Nothhouse 2010). This also emphasized by Bass, et al (2006) when they said that transformational leadership has become the approach of choice for much of the research and application of leadership theory.

Transformational leadership involves inspiring followers to commit to shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support (Bass, et al 2006). This leadership style also involves a direct relationship between the leader and employees where the former evaluates the drivers of the employees, “satisfy their needs and value them” (Bryant, 2003).

According to Bass and Riggio (2006) transformational leaders tend to have more committed and satisfied followers, they also pay attention to the followers individual needs and personal development. Moreover, Bass and Avolio (1994) argue that transformational leaders motivate employees to work more than they originally intended and often even more than they thought possible.

**Transactional leadership:**
Transactional leaders are those who lead through social exchange, this emphasized by Burns (1978) as he argues that, they exchange one thing for another for example, jobs for votes, or subsidies for campaign contributions. The transactional leader inspires subordinates by identifying and satisfying their motives and needs.

Bass and Avolio (2004) suggest that transactional contingent reward leadership clarifies expectations and offers recognition when goals are achieved. In its more constructive form, transactional leadership is supplemented by working with individuals and/or groups, setting up and defining agreements or contracts to achieve specific work objectives, discovering individuals’ capabilities, and specifying the compensation and rewards that can be expected upon successful completion of the tasks.

**Laissez-faire leadership**
Researchers also distinguished a laissez-faire leadership style that is marked by a general failure to take responsibility for managing. Laissez-faire as suggested by (Bass &Riggio, 2006) is the avoidance or absence of leadership; it is most inactive and most ineffective according to almost all research in the style. Bass and Riggio also stated that in passive management by exception, the leader waits for a problem to arise before taking action. In other words, the leader acts only if the performance fails to meet the expected standards. Laissezfaire leadership essentially means the absence of leadership (Bass &Riggio, 2006).
Job satisfaction

Job satisfaction is determined largely by how well an individual's actual rewards and experiences on his job compare with his desired expected rewards and experiences. It is widely known that a person with a high level of job satisfaction has a positive attitude towards the job, while a person who is dissatisfied with the job has a negative attitude. The job satisfaction of an employee in any organization is a topic that has received significant attention by researchers and practitioners alike, Spector (1985). Moreover, Spector (2008) argues that job satisfaction is one of the most widely discussed issues in organizational behaviour, personnel, human resource management, and organizational management.

According to Armstrong, (2006) job satisfaction refers to the attitude and feelings people have about their job. Positive attitudes toward a job indicate job satisfaction and negative attitude indicates job dissatisfaction. Job satisfaction has a direct impact on the performance of employees in different levels of profession. Mullins (2013), mentioned that the nature of the work organization, styles of leadership and the design and content of jobs can have a major effect on the satisfaction of employees and their level of performance.

As for any organization, job satisfaction of total workforce plays a major role; with satisfied employees, organisations can successfully implement their plan. Mullins, (2013) argues that the level of job satisfaction is affected by different factors relating to individual, social, cultural, organisational, and environmental factors. Connolly and Myers (2003) argue, just as the organisations expect best performance from their employees, employees have come to expect job satisfaction as a right. For the purpose of this study Spector’s definition of job satisfaction and his instrument to measure it, the ‘Job Satisfaction Survey’ (JSS), is utilised to examine the level of job satisfaction of faculty members in Al Baha University. Spector (2008) defines job satisfaction as an attitudinal variable that reflects how people feel about their jobs overall as well as about various aspects of the job. In simple terms as Spector argues, job satisfaction is the extent to which people like their jobs; job dissatisfaction is the extent to which people dislike their jobs.

Research Methodology

Data methods

The aim of this study is to answer the research questions and, in order to do that three structured questionnaires were adopted to collect extensive quantitative data. The main reason behind using three self-completion structured questionnaires for this study was to obtain a wider view of the issues under investigation.

A self-developed questionnaire was used to obtain demographic information relevant to the sample with regard to participants’ university, college, academic rank, gender, nationality, and years of experience in the current job. One of the tow questionnaires structured in the form of the Multifactor Leadership Questionnaire (MLQ 5X) by Bass and Avolio (1995). According to Al-Sayah (2011) the MLQ has been used extensively in various organizations and industries, which have demonstrated stable reliability results. Thus, its administration at all levels across production and service organizationswith the objective of measuring leadership behaviour and the second is the Job Satisfaction Questionnaire (JSS) by Spector (1997) to measure the level of job satisfaction were employed as the data collection methods. The researcher is hoping that this study will help the decision makers in Al BahaUniversity to understand the relationship between leader styles and job satisfaction.

Data collection and sample

According to recent statistics faculty members of Al Baha University is 1431 from different academic ranking, 961 are male and 470 are female. In order to gather the information from a representative sample, an electronic link has been created and sent to all faculty members, male and female. Participants were informed about the purpose of the research and were assured that all results will
remain anonymous. Although all participants were universities faculty members, however the researcher had a difficulty convincing them to participate in this research. The responses were very weak comparing to the population of the research sample. Only 94 responses from the Multifactor leadership style’s questionnaire are obtained and 94 responses from Job Satisfaction questionnaires from different male and female faculty members. However, cited from Sekaran, (2003) according to Roscoe’s rule of thumb, a sample that is larger than 30 and less than 500 are appropriate for most research.

**Results**

First section of the questionnaires contains information about demographic characteristics of the faculty members whom participated in this research. Most of the participants were from humanity colleges forming 78.7 % and the 21.3 from scientific colleges. Assistant professors were 63.8 and the least were lecturer with only 2.1. Male participants were 87.2 and female were 12.8. Saudi participant were 87.23 and non-Saudi were 12.77. Most of the participant had good experience, 76.6 of them had 3 years and more.

In table (1), the descriptive analysis of the data shows that the mean of the transactional leadership is (3.4230) which is greater than (3.3208) which forms the transformational leadership style, while the mean of the laissez faire is 3.3160.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job_satis</td>
<td>2.8004</td>
<td>.95474</td>
<td>.912</td>
</tr>
<tr>
<td>Transformational</td>
<td>3.3208</td>
<td>.56844</td>
<td>.323</td>
</tr>
<tr>
<td>Transactional</td>
<td>3.4230</td>
<td>1.03477</td>
<td>1.071</td>
</tr>
<tr>
<td>Laissez_faire</td>
<td>3.3160</td>
<td>1.46444</td>
<td>2.145</td>
</tr>
</tbody>
</table>

The correlation of job satisfaction and the transactional and transformational leadership styles show significant relation. The result in table (2) shows that the correlation between job satisfaction and the transformational leadership is (.663) which indicates significant relation. Moreover, in table (3) the correlation between the transactional leadership style and job satisfaction is (0.612) which also indicates significant relation.

<table>
<thead>
<tr>
<th>Job_satis</th>
<th>Pearson Correlation</th>
<th>Job_satis</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>1</td>
<td>.663**</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transformational</th>
<th>Pearson Correlation</th>
<th>Job_satis</th>
<th>Transformational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.663**</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Strong Positive and significant correlation between Job_satisfaction and Transformational style of leadership

<table>
<thead>
<tr>
<th>Job_satis</th>
<th>Pearson Correlation</th>
<th>Job_satis</th>
<th>Transactional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>1</td>
<td>.612**</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transactional</th>
<th>Pearson Correlation</th>
<th>Job_satis</th>
<th>Transactional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.612**</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Strong Positive and significant correlation between Job_satisfaction and Transactional style of leadership
Conclusion:
This research result shows that transformational leadership style is used more than the transactional leadership style among the head of the academic department in Al Baha University. However, there was significant relation between both styles on the job satisfaction. This is corresponding with what mentioned earlier, different research studies showed transformational leadership style as having significant relationship with the job satisfaction and sometimes the transactional leadership style. This result is very notable and could be considered by the decisions’ makers in Al Baha University for further studies using more research tools to gather more information on this subject. Moreover, the researcher recommends for further research to be done on this subject considering a larger research sample, and covering all the Saudi Universities.

References


