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Transformational Leadership Influences on Academic Staffs' Job Satisfaction within Higher Education

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ABSTRACT

Leadership styles encourage employees to contribute toward achieving predefined goals and objectives. Thus, an effective leadership style like Transformational Leadership (TL) style motivates employees to perform their tasks consistently over time. A successful leadership style helps employees transform their challenges into Job Satisfaction (JS), thereby enhancing task completion and improving overall organizational performance. This study aims to determines whether TL affects JS among academic employees. This study adopts a quantitative approach using a survey method. Data were collected from 318 academics at the University of Jeddah via Google Forms and analyzed using SPSS. The findings reveal that three aspects of TL: individual consideration, intellectual stimulation, and inspirational motivation, significantly influence the JS of academics. However, the findings indicate that idealized influence does not have a substantial effect on academic employees' JS. Academic staff's JS is crucial for their professional advancement, task completion, and commitment to responsibilities. This study contributes to the existing literature by examining TL in an educational context rather than in corporate or industrial sectors.

Keywords: Employee engagement; transformational leadership; job satisfaction; work environment; academic staff.

INTRODUCTION

In today's dynamic business environment, organizations across various industries are undergoing rapid and significant transformation. Therefore, the ability to recognize an employee's internal strengths and weaknesses is critical to the success of both leaders and organizations (Mefi & Asoba, 2021). Employees are valuable assets because they generate value and set standards for organizational success by driving innovation, enhancing productivity, and upholding organizational standards for success. (Allozi et al., 2022; Siswanto & Yuliana, 2022). Thus, organizations have come to realize that motivated, stable, and skilled employees are essential for their survival and long-term success (Dababneh et al., 2022; Sutanto et al., 2022).

Organizational growth depends on several key factors that enhance employees' efficiency and effectiveness, thereby contributing to the sustainability of an organization (Qurtubi, 2022). Improving productivity fosters better behavior, values, and goals, which in turn strengthens organizational culture and employee commitment. Organizations require leaders who can guide both employees and the organization toward success (Merry et al., 2022). However, leadership styles vary depending on situational demands and personal preferences. Leadership style refers to the thinking, actions, and behaviors a leader employs in managing employees and navigating different circumstances (Zhang et al., 2022).

Leadership styles encourage employees to contribute toward achieving predefined goals and objectives. Thus, an effective leadership style motivates employees to perform their tasks consistently over time. Since leadership style plays a vital role in improving both employees' job performance and organizational outcomes, the organization's progress heavily relies on the effectiveness of leadership at all levels (Nurlitasari et al., 2022). A successful leadership style helps employees transform their challenges into Job Satisfaction (JS), thereby enhancing task completion and

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improving overall organizational performance. Employee JS, in turn, serves as a reflection of the effectiveness of a leader's approach to managing their team (Mgaiwa, 2023).

In the last few years, Saudi Arabia's higher education sector has experienced a lot of change due to national initiatives such as Saudi Vision 2030, which focuses on educational excellence and innovation. The universities are central to this change, and effective leadership is important for faculty motivation and JS (Curado & Santos, 2022). Still, the leadership style in the Saudi university context is influenced by its unique cultural, social, and institutional characteristics that may shape experiences differently than what is found in a Western context. TL, which inspires and empowers employees and creates intellectually stimulating working environments, is therefore apt to enhance JS.

Studies have explored TL's relationships with variables such as organizational commitment, psychological capital, JS, job performance, turnover intention, and employee well-being (Brown et al., 2019; Songcog & Guhao Jr, 2020; Yang et al., 2020; Yücel, 2021). While the present study aligns with such studies by focusing on TL and JS, it addresses a gap in the literature by examining the specific context of Saudi Arabian universities.

Saudi Arabia's Vision 2030 is a long-term strategic plan that leverages Saudi Arabia's unique assets and capabilities to address the challenges of shifting from a single-product economy. The vision emphasizes investment in education and training to equip students with the necessary skills and knowledge for future success. It also focuses on preparing teachers and educational leaders, developing curricula, and aligning graduate skills with labor market demands. One of its educational goals is to have five Saudi Arabian universities ranked among the top 200 international universities by 2030. Additionally, Vision 2030 aims to enhance the level of scientific research, ranking Saudi Arabia among the top 10 countries on the Global Competitiveness Index, which is closely tied to research and development (Saudi Vision 2030, 2016).

In the context of Saudi Arabian universities, studies have primarily examined the degree to which TL is practiced by academic leaders; from the perspective of department heads; by academic leaders from the viewpoint of female administrators in colleges of education; by deans and supportive deanships from the perspective of faculty members; and by department heads at selected Saudi Arabian universities (Ahamed, 2024; Aljumah, 2023; Alrifai et al., 2020; Burgan et al., 2013).

By focusing on this context, this study adds to the body of literature on leadership in higher education, which, according to a study, has largely been concentrated in the United States (Esen et al., 2020). Additionally, another study pointed out that studies on JS in academic environments remain insufficient compared to studies conducted within European frameworks (Mgaiwa, 2021).

Universities have the vital role of preparing students for the labor market by equipping them with soft and hard skills as well as the knowledge and abilities that will allow them to fulfill their work duties and responsibilities. Since this role necessitates collaboration across colleges, departments, and faculty members, academic leadership plays a critical role in accomplishing desired outcomes and improving institutional performance. This study conforms to the changes caused by the COVID-19 pandemic and Saudi Vision 2030, which encompasses most sectors, including education. Therefore, due to the significance of implementing TL techniques and preparing academic leaders (e.g., departments heads, vice deans, and deans), this study aimed to determine how TL affects faculty members' JS while working at the University of Jeddah.

This study aims to determine the influence of TL on academics who work at the University of Jeddah while illustrating how TL's dimensions affect faculty members working at the University of Jeddah; and developing suggestions for how academic leaders might use TL practices.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Transformational Leadership Style

TL is strongly associated with higher group potency. To exhibit TL, a leader must inspire followers to move beyond self-interest and prioritize the collective success of the group (Amalina & Susilowati, 2022). According to a study, leaders exhibit transformational qualities when they inspire and motivate employees, understand and meet their

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needs, and significantly impact both the employees and the organization (Yang et al., 2020). TLs, known for their ethical stance and commitment to societal equity, play a vital role in promoting diversity and inclusivity in various organizations (Brown et al., 2019).

Leaders can enhance JS by fostering organizational commitment and psychological capital through TL (Yang et al., 2020). TL can also reduce employee turnover intentions by alleviating work stress and promoting organizational citizenship behaviors (Manoppo, 2020). During the COVID-19 pandemic, asserted that TLs effectively reduced turnover and improved employee performance (Yücel, 2021). Conversely, some studies have examined the potential downsides of TL.

A recent study explored the mediating effects of financial and non-financial incentives on the relationship between TL, JS, and job performance, revealing a negative moderating influence of financial rewards on the link between TL and job performance (Chi et al., 2023). Leaders might employ diverse leadership styles and innovative strategies to effectively engage the millennial generation (Wolor et al., 2021). A study examining constraints on implementing the appropriate TL approach concluded that JS among non-teaching staff in private higher education institutions is positively correlated with work engagement, psychological empowerment, and leadership styles (Songcog & Guhao Jr, 2020).

Additionally, leadership style can influence employees' behavior, including violence and harassment, as found in a study of law enforcement officers in Nairobi County (Ndegwa & Minja, 2018). Furthermore, a study reported that toxic leadership adversely affects employees' well-being within organizational settings (Chukwura, 2017).

Job Satisfaction

Job performance is essentially the output achieved after an employee or a team completes a specific mission (Curado & Santos, 2022). Employees who demonstrate high levels of job performance are typically more highly valued, with their contributions being recognized and rewarded. By exceeding performance expectations, these employees can influence both colleagues and leaders (Day et al., 2022). Factors that impact job performance include employees' capabilities, readiness, opportunities, knowledge, skill, motivation, and their defined job roles.

JS arises from employees' attitudes toward colleagues, the work environment, education opportunities, financial benefits, and the level of guidance and supervision. It represents a positive emotional response to job evaluation or specific features (Firmansyah et al., 2022). Employee JS is essential for an organization to achieve its objectives, and it also influences whether employees choose to stay with or leave the organization (Xu et al., 2022). High JS enables employees to overcome obstacles and achieve both personal and organizational goals (Mastur et al., 2022).

A study examined the relationship between TL, JS, psychological well-being, and employee engagement among hotel employees post-COVID-19, revealing a positive influence of TL on JS (Sobaih et al., 2022). Similarly, another study found a statistically significant relationship between TL and JS in Malaysian higher education institutions (Shaarı et al., 2022).

Figure 1 illustrates the potential impact of TL elements on the JS of academic staff working in higher education institutions.

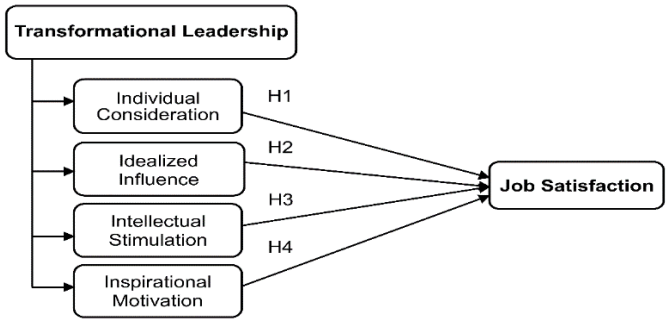

Figure 1- Model of the Study

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Hypotheses Development

Individual Consideration

Individual consideration emphasizes how leaders treat each employee uniquely, considering their distinct needs, skills, and attributes. It involves focusing on the personal needs of employees, particularly in the areas of training and education, through continuous monitoring and coaching (Mester et al., 2003). According to a study, leaders who practice individual consideration provide support to help employees resolve problems, thereby building their confidence to handle workplace challenges (Bass & Riggio, 2006). Effective leaders listen to employees, identifying their strengths, weaknesses, and areas for improvement (Northouse, 2021). As a result, employees tend to become more motivated, trust their leaders more, and develop greater respect for them. Therefore, the following hypothesis is proposed:

H1. Academic staff's JS is significantly influenced by individual consideration.

Idealized Influence

Leaders who inspire respect, pride, and confidence among their employees exhibit idealized influence (Ogola et al., 2017). Additionally a study, argued that transformational leaders promote ethical and moral standards while fostering respect and confidence within the organization (Flynn, 2009). These leaders are characterized by high levels of integrity, aligning their actions with values, and motivating employees by projecting confidence, resilience, and a clear vision for the future. Through such behavior, leaders inspire employees by embodying ethical principles and gaining their commitment. Therefore, the following hypothesis is proposed:

H2. Academic staff's JS is significantly impacted by idealized influence.

Intellectual Stimulation

Intellectual stimulation is the process by which leaders encourage followers to think critically and creatively, fostering problem-solving and innovation. Leaders can ignite employees' imaginations by providing challenging questions and encouraging them to approach problems from different perspectives (Kevin Kelloway et al., 2003). According to a study, tools such as brainstorming and creative ideation should be utilized by leaders to foster intellectual stimulation, helping employees recognize problems and develop innovative solutions (Mester et al., 2003). This element of transformative leadership enables organizations to adapt to change and seize new growth opportunities. Therefore, the following hypothesis is processed:

H3. Academic staff's JS is significantly impacted by intellectual stimulation.

Inspirational Motivation

Inspirational motivation refers to how leaders convey organizational goals and expectations in a way that fosters enthusiasm and a shared sense of purpose. Leaders can inspire employees by articulating a compelling future vision and demonstrating optimism and positivity within the workplace (Bass & Riggio, 2006). Moreover, they set high standards and expectations, motivating employees to put in extra effort to achieve organizational goals and objectives. Leaders who excel in inspiring employees, individually and in teams, to surpass expectations and embrace the organization's future direction practice inspirational motivation (Bass & Avolio, 1994). Therefore, the following hypothesis is processed:

H4. Academic staff's JS is significantly influenced by inspirational motivation.

Overall, TL elements work synergistically to empower and develop employees, foster innovation, and enhance JS. The TL style is particularly effective in motivating teams and organizations to achieve high levels of success, driving positive change within the organization.

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METHODOLOGY

Study Design

This study employed a quantitative research approach, which involved the use of statistical data to test the proposed hypothesis (Saunders et al., 2009). The research adopted a primary data collection method by forming a survey which was questionnaire-based for data collection. Data were collected using a structured questionnaire designed via Google Forms, which facilitated easy distribution and response collection.

Sampling and Population

For this study, the population included approximately 1,627 faculty members holding academic ranks of professor, associate professor, or assistant professor at the University of Jeddah as of Winter 2024. The sample size of 310 participants was determined using the table developed by Krejcie and Morgan (1970); however, 318 complete questionnaires were received from randomly selected faculty members.

Data Collection and Analysis

The questionnaire items on TL were adapted from the Multifactor Leadership Questionnaire developed by a study, whereas the JS survey items were modified from the instrument created (Warr et al., 1979; Avolio & Bass, 2004). The questionnaire was divided into three sections: the first section captured demographic information. The second addressed the independent variables, focusing on the components of TL. The final section focused on the dependent variable, JS. A 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree) was utilized in the questionnaire. It was distributed electronically via mobile phone applications and emails using Google Forms, with data collection taking place between March and December 2023. Follow-up reminders were sent periodically, as recommended by a study, to ensure timely and efficient responses (Dillman et al., 2014). To confirm the adequacy of the data for regression analysis, the study applied the formula suggested by Khamis and Kepler (2010): n >= 20 + 5k, where k represents the number of predictors. Since there are four independent variables (the 4 I's of TL), the minimum number of required responses was 40 (n = 20 + 5(4) = 40). Furthermore, a study noted that at least five responses per independent variable are required, meaning the minimum response threshold for this study was 20 (Hair et al., 2019) With 318 responses received, the current study comfortably exceeded these limits, ensuring that the data were suitable for regression analysis. The collected data were analyzed using the Statistical Package of the Social Sciences (SPSS) version 23, (IBM Corp. Armonk, NY: USA), and regression analysis was conducted to test the study hypotheses. The reliability and validity of the survey instrument were confirmed through statistical verification, with Cronbach's alpha used to assess reliability and face validity checks conducted. All complete questionnaires were coded, and data were processed and analyzed using SPSS software.

Results

Participants Characteristics

As shown in Table 1, the male participants totaled 197 (62%), while the female participants accounted for 121 (38%). Out of the 318 participants, 284 (89%) were faculty members, 15 (5%) were heads of departments, 7 (2%) were deans, and 12 (4%) were deputy deans. Table 1 also indicates that the academic ranks for the participants were as follows: 9 (3%) professors, 29 (9%) associate professors, and the majority, 280 (88%), were assistant professors.

Table 1- Frequencies and Percentages of the Participants

Variable	Demographics	Frequency	Percentage
Sex	Male	197	62%
	Female	121	38%
Job Title	Faculty members	284	89%
	Heads of departments	15	5%

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	Deans	7	2%
	Deputy deans	12	4%
Academic Rank	Professors	9	3%
	Associate Professors	29	9%
	Assistant Professors	280	88%

Reliability and Validity

It is common practice to calculate reliability using Cronbach's alpha. The overall Cronbach's alpha for the responses exceeded the recommended reliability threshold (>0.70), which is a positive indicator of the questionnaire's reliability. Regarding the reliability associated with the consistency of the measure, Cronbach's alpha test was used, and the results are presented in Table 2. Cronbach's alpha for the components of TL ranged from 0.93 to 0.95, whereas for JS it was 0.70. These results confirm the reliability of the study tool, as they meet or exceed the acceptable cut-off value of 0.70, as noted by a study (Nunnally, 1978).

Table 2-Reliability Test for the Study Variables

Components	**Cronbach's Alpha**
Individual Consideration	0.94
Idealized Influence	0.95
Intellectual Stimulation	0.93
Inspirational Motivation	0.95
Job Satisfaction	0.70

The internal consistency of the study instrument was further evaluated by calculating the Pearson correlation for each statement within the TL components. The correlation between each statement and the total score for its respective component is presented in Table 3.

As shown in Table 3, the Pearson correlation for "individual consideration" ranged from 0.802 to 0.947, which is high, positive, and statistically significant at the 0.01 level. The correlation for "idealized influence" ranged from 0.774 to 0.940, also high, positive, and statistically significant at the 0.01 level. "Intellectual stimulation" showed a correlation range of 0.797 to 0.908, again considered high, positive, and statistically significant at the 0.01 level. Finally, "inspirational motivation" showed a correlation range of 0.856 to 0.938, which was similarly high, positive, and statistically significant at the 0.01 level. The Pearson correlation for all TL components ranged from 0.774 to 0.947, with high, positive, and statistically significant at 0.01 level. According to the guidelines provided by a study, a correlation value between ±0.50 and ±1 indicates a strong correlation, while values from ±0.30 to ±0.49 imply a moderate correlation, and values below +0.29 suggest a weak correlation (Cohen ,1988). Thus, the TL component values, ranging from 0.774 to 0.947, fall within the strong correlation category, confirming that the internal consistency of the four TL dimensions is significant, and the study tool accurately measures what it was intended to measure.

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Table 3- Internal Consistency of the TL Components.

Individual consideration			**Idealized Influence**		
Item Number	**Pearson Correlation**	**Sig**	**Item Number**	**Pearson Correlation**	**Sig**
1	0.947**	0.000	1	0.905**	0.000
2	0.944**	0.000	2	0.912**	0.000
3	0.813**	0.000	5	0.774**	0.000
4	0.881**	0.000	6	0.940**	0.000
5	0.802**	0.000	5	0.912**	0.000
6	0.829**	0.000	6	0.915**	0.000
Intellectual Stimulation			**Inspirational Motivation**		
Item Number	**Pearson Correlation**	**Sig**	**Item Number**	**Pearson Correlation**	**Sig**
1	0.886**	0.000	1	0.893**	0.000
2	0.901**	0.000	2	0.910**	0.000
3	0.908**	0.000	3	0.938**	0.000
4	0.837**	0.000	4	0.856**	0.000
5	0.797**	0.000	5	0.897**	0.000
6	0.865**	0.000	6	0.862**	0.000

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

Table 4 presents the Pearson correlation for each statement of JS. The correlation was high and positive, ranging from 0.453 to 0.769, and statistically significant at the 0.01 level. This indicates that the internal consistency of the JS dimension is significant, and the results reflect what they were intended to measure, with values within the moderate to strong correlation categories.

Table 4- Internal Consistency of JS

Item Number	**Pearson Correlation**	**Sig**
1	0.769**	0.000
2	0.741**	0.000
3	0.638**	0.000
4	0.697**	0.000
5	0.453**	0.000
6	0.501**	0.000

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

In addition, face validity was assessed by having several examiners in the field thoroughly evaluated the survey questions. An initial version of the questionnaire was designed and subsequently reviewed by experts to confirm its face validity. The questionnaire was then refined, with six close-ended questions assigned to each TL independent

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variable, as well as to the dependent variables, JS. In total, the study comprised thirty close-ended questions for its variables.

Hypotheses Testing

Before testing the hypotheses, a multicollinearity test was conducted for the independent variables in the regression analysis, (Table 5.) The table presents the tolerance levels for the variables and the accompanying Variance Inflation Factors (VIF). Multicollinearity refers to the presence of correlations among independent variables in a regression model, typically indicated by VIF values exceeding 10, with higher values suggesting stronger correlations. According to Clark-Carter (2019), a VIF greater than 10 is the threshold for identifying multicollinearity, indicating that an independent variable is highly correlated with another. Additionally, when the predictor's tolerance is 0.1 or below, it suggests a high correlation with another independent variable. As shown in Table 5, the VIF values range from 2.304 to 6.408, which are below 10, and the tolerance value range from 0.156 to 0 .434, which are above 0.1, indicating that there are no multicollinearity concerns affecting the independent variables.

Table 5- Multicollinearity Test for the Independent Variables

Independent Variables	Tolerance	VIF
Individual Consideration	0.177	5.655
Idealized Influence	0.156	6.408
Intellectual Stimulation	0.339	2.949
Inspirational Motivation	0.434	2.304

The model summary table provides details on the goodness-of-fit metrics and how the inclusion of independent variables impacts model performance. Adjusted R Square value adjusts for the number of variables and the sample size, while R^2 indicates the extent to which the independent variable explains the variation in the dependent variable. As shown in Table 6, the association between TL components and JS for academic staff is 0.598, which suggests a moderate but positive relationship. Additionally, the R^2 result is 35.7%, meaning that the TL components explain 35.7 of the variation in academic staff's JS.

Table 6. Model Summary[b]

Model	R	R2	Adjusted R Square	Std. Error of the Estimate
1	0.598[a]	0.357	0.349	0.54399

a. Predictors: (Constant), TL Components

b. Dependent variable: JS

Table 7 details the overall variation in JS, indicating the variance not examined by the regression model (Residual) and the portion described by the model. The F-statistics and its associated p-value were employed to assess if independent variables have a significant impact on the dependent variable. As shown in Table 7, the F-statistic was 43.456, which is statistically significant, as the resulting p-value was 0.000, which is below the 0.05 threshold. This indicates that the TL components, either collectively or at least one component, significantly affect the academic staff's JS.

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Table 6- ANOVA[a] Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	51.439	4	12.860	43.456	0.000[b]
Residual	92.625	313	0.296		
Total	144.063	317			

a. Dependent variable: JS

b. Predictors: (Constant), TL Components

Table 8 lists the computed coefficients and their level of significance. The unstandardized coefficients show the strength and direction of each TL component's association with JS. Standardized coefficients provide an assessment of the influence each TL component has on JS. The t-values and significance levels assess the statistical significance of the coefficients. Table 8 shows that the (Constant) score is significant (p = 0.000), meaning that TL dimensions, either collectively or partially, impact academic staff's JS. The p-values for "individual consideration," "intellectual stimulation," and "inspirational motivation" were all below 0.05 (p = 0.011, p = 0.010, and p = 0.000, respectively), indicating that these components significantly influenced JS. However, "idealized influence" did not have a significant effect on the academic staff's JS; as its p-values exceeded 0.05 (p = 0.626), suggesting that this component does not impact the academic staff's JS.

Table 7- Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
1 (Constant)	1.469	0.131		11.254	0.000
Individual Consideration	−0.177	0.069	−0.277	−2.574	0.011
Idealized Influence	0.036	0.074	0.056	0.488	0.626
Intellectual Stimulation	0.155	0.060	0.201	2.580	0.010
Inspirational Motivation	0.442	0.051	0.595	8.644	0.000

a. Dependent Variable: JS

DISCUSSION

The association between TL and academics' JS is presented in Table 8. The finding indicates that TL components, namely intellectual stimulation, individual consideration, and inspirational motivation, significantly influence academics' JS. However, idealized influence had no significant impact on JS among academics.

TL has a positive effect on academics' JS, which explains why applying TL components can increase JS beyond monetary compensation. Additionally, it explains why practicing TL in a work environment enhances employee satisfaction. The results illustrate that, through TL style, faculty members can achieve high JS, which, in turn, increases employees' productivity and well-being. This result aligns with the findings of previous studies, which indicated a significant correlation and positive impact of TL components on JS among employees in fields other than academia (Lan et al., 2019; Allozi et al., 2022; Shaarı et al., 2022).

Furthermore, a study found that TL and JS have a positive influence on each other, specifically for employees in the education department in Al-Namas (Alsaeed, 2023). TL can enhance faculty members' JS when employing the various styles of TL. Two studies conclude that individual consideration has the greatest impact on employees' JS. For instance, a study reported that individual consideration ranked highest in the practice of TL by heads of

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departments, followed by idealized influence, inspirational motivation, and, lastly, intellectual stimulation (Aljumah, 2023).

Similarly, a study reported that TL dimensions were practiced at a high level in descending order: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence, as observed among leaders at an education college from the perspective of administrators (Alrifai el al., 2020). Additionally, a study highlighted the significant role of TL in predicting organizational identification among academic heads of departments, noting that inspirational motivation ranked highest, followed by charisma, individual consideration, and, lastly, intellection stimulation (Alghamdi, 2021).

Although the aforementioned studies focused on the degree of practicing TL components in different settings, they underscore the importance of TL in the workplace. This study found that intellectual stimulation, individual consideration, and inspirational motivation significantly impact faculty members' JS. This can be attributed to the nature of academic jobs in which faculty members require individual consideration in various circumstances related to their work. Moreover, inspirational motivation plays a role in aspects like promotion and participation in conferences, while intellectual stimulation is essential for research, whether conducted individually or as part of a team. The university environment also differs from other settings, as faculty members frequently express diverse perspectives, particularly since a significant proportion have completed their postgraduate studies abroad. In terms of TL application, academic leaders focus on achieving the mission, vision, and objectives of their university, college, and department, as well as developing programs in alignment with Saudi Arabia's Vision 2030. Therefore, when leaders consistently and professionally practice these three components, JS improves and is positively impacted.

Despite the emphasis placed on idealized influence in study like Alzahrani and Sharif (2019), which reported that it was highly practiced among academic heads of departments from the perspective of faculty members at Al-Baha University, the current study found no significant impact of idealized influence on faculty members' JS. This discrepancy may arise because academic staff from diverse backgrounds and working environments may not prioritize idealized influence in university settings. Unlike business or industrial environments, where employees may seek a role model to emulate, faculty members may not view their colleagues as ideal figures due to differing perspectives or the research-based nature of their work, which focuses on research and teaching rather than interpersonal influence.

Limitations and Future Research

This study has several limitations. First, questionnaires were used as the primary tool for data collection, which may have introduced bias. Future research could employ different tools or a combination of methods to mitigate this limitation. Second, the study was limited to faculty members holding the ranks of professors, associate professors, or assistant professors at the University of Jeddah. Third, data collection was limited to a specific period (March to December 2023). Future studies could include academic and administrative staff at higher education institutions. Finally, data were collected from a single university, limiting the generalizability of the results. Future research could consider collecting data from multiple universities and making comparisons across provinces.

CONCLUSIONS

Academic staff's JS is crucial for their professional advancement, task completion, and commitment to responsibilities. Satisfied employees can function effectively, leading to enhanced productivity and dedication. Their increased engagement fosters long-term commitment and stronger relationships within the workplace. However, numerous factors such as the need for effective induction programs and professional development opportunities for underperforming employees, can affect JS Feedback systems could be implemented to address these challenges, as feedback forms the foundation of effective management systems. When appropriately valued, feedback helps higher education institutions enhance their performance and efficacy. Challenges arise when leaders fail to acknowledge employees' suggestions, leading to alienation. Therefore, it is crucial to establish systems for gathering and utilizing feedback.

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