

Original Research Article

Leadership Style of managers in Universities in Saudi Arabia

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Abstract

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The rapidly changing world and the increasing demand for accountability in the quality of educational institutions require excellence leadership styles of managers in various institutions. This paper examines leadership style of managers in universities in Eastern Province and Middle of Saudi Arabia in terms transformation, transactional, and laissez-faire leadership style. A survey questionnaire was sent to various managers in various academic institution in the Eastern region of Saudi Arabia and the majority of various managers of various universities in the Eastern province rated themselves as transformational leaders seconded by transactional leadership style.

Keywords: Education, Leadership style, Leadership style of Managers in Saudi Arabia universities, Transactional leadership, Transformational leadership

1. INTRODUCTION

The world is changing quite rapidly than ever imagine, there is nothing to stop these changes either in education, political, economic, technological, environmental, legal and social. The same can be said for Saudi Arabian universities, an advancing developing country which also faces these challenges either social or educational. For example Smith and Aboummoh (2013,p.37) attest to the fact that the role of leadership in academic institutions requires a politically skilled and experienced understanding of global trends, challenges and philosophies in higher education. The alignment of various cultures within the Saudi Educational system is essential trait of the role of academic leaders. Therefore, leadership development and training has great significance in education. The successes of many universities in general are mostly related to good leadership and should be the same for universities in Saudi Arabia.

There are many studies in the West about the leadership style of managers in higher education but few of such studies are conducted in Saudi Arabia, our knowledge. Leadership is very important for any institution like universities here in Saudi Arabia. It is important to continuously understand the nature of leadership styles in Saudi Universities especially where such studies are rare or nonexistence or in other words,

where little is done to research leadership style in institutions in the country especially at the university level. Thus, the aim of this study is to examine the leadership styles of Managers in universities in the Kingdom from their own perspective.

2.3 Rational for this study

The aim of this paper is to examine the leadership style (s) of middle managers in Saudi Universities as perceived by them as leaders from various departments in their universities. To date, there is little or no study in the kingdom to examine leadership styles of managers in universities in Saudi Arabia. Most of the studies in this area are predominantly Western. Thus, the significance of this study is to understand the nature of manager's leadership styles in the universities as a means for continuous improvement in the understanding of leadership in higher education in the Kingdom.

2.3 Research questions

1.What is the leadership style of managers at universities in Saudi Arabia?

2. Are there any differences between managers leadership style with regards to years of experiences?
3. What leadership style is most prevalent among managers in universities in Saudi Arabia?

2. METHODOLOGY

2.1 Design and sampling

This paper uses quantitative method to analyze the data for this study. The population for this study consists of managers at various levels in universities in Saudi Arabia. Questionnaires were sent to various managers in different universities for them to rate their leadership style.

This paper uses positivist paradigms because they can describe and explain features of reality from different perspectives using data from a questionnaire survey and an interview process (Gall et al., 1996). Quantitative approach is relevant to this aspect of research topic, and we use questionnaires to find out the answers from the managers. We use an established and a validated questionnaire to identify types of leadership, demographics and the levels of extra effort, effectiveness and satisfaction of managers' using each of the three leadership styles. The MLQ (Multifactor Leadership Questionnaires) (5X-Short Form) has proven validity and reliability as a leadership instrument and is very popular among many researchers around the world (Bass 1997). The MLQ (5X-Short Form) uses the three leadership styles of Transformational Leadership, Transactional Leadership and Laissez-Faire Leadership. The format adopted for the survey used five-point scales with closed questions. The questionnaire had two parts. Part one gathered data on the demographics of managers, Part two gather data about self-rating of the managers.

2.2 Study setting

This study was conducted at different department at various universities in the Eastern Region of Saudi Arabia. The need of conducting this research is to understand the nature of manager's leadership style at various universities as means of continuous improvement.

2.3 Population and sampling

The population for this paper is the managers of various universities in the Eastern Province of Saudi Arabia. Thus, the population of the paper consists only of managers of various universities in the region.

A purposeful sampling technique was used to obtain the data for the paper. 46 questionnaires were given to despondence and majority of them responded the questionnaires.

2.4 Instrument

To measure the leadership styles of managers in various Universities in Saudi Arabia as perceived by themselves a Multifactor Leadership Questionnaires was used. The instrument was modified to suit the context within which the paper was written. According to Riggio (2006), MLQ is seen as the most widely accepted instrument to measure the extent of one's leadership style namely transformation, transactional or laissez-faire. This instrument contains 10 items that identify and measure key leadership styles and effectiveness behavior. This instrument uses a five point rating scale as noted earlier. For example 0=Not at all, 1=Once in a while, 2=Sometimes, 3=Fairly often, 4=Frequently, if not always. The MLQ is divided into two forms. In this study we used only the self-rating form that asks the leader (managers) to rate their leadership behavior or style. According to Johnson and Christensen (2007), the key benefit of a questionnaire which uses a rating scale is that it offer more reliable, consistent and stable scores and produces more variability which enables the researcher to make better distinctions among respondents. We have use only the self-rating form that asks leaders to rate their leadership behavior or style. Thus, the data analysis for this paper used MLQ 5short modified.

3. Literature review

The study of Leadership style in education has been intensified due to pressures from business, communities and government seeking quality education for their institutions of higher learning. This is due to the fact that leadership is considered to be a major factor influencing performance of organization. Their leadership style can contribute to the success or failure of an organization or institution of higher education. Many studied on leadership in education had been conducted in the West and less in developing and advanced developing countries. Thus, the literature review for this study is mostly from the Western perspective of leadership especially in higher education setting.

3.1 Leadership in higher education

According to Smith (2002, p.293) "Management in Higher Education (HE), particularly at departmental level, is an area in which there has been relatively little empirical research. This is especially the case in the new

Universities or former Polytechnics". Leadership is very important for all organizations and educational institutions are no exception (Ogawa and Bossert, 1995; Seagren, 1993; Smith, 2002). According to Woods (2005), the government initiatives and indeed the modernizing and development of effective leadership are seen as a driving force and a prime aim in the UK government's reform agenda. Busher (2005) also argues that striving towards academic excellence and that such leadership is important. It is also evident from the research that it is not only leadership from the top which is critical to organizational success, but leadership throughout the organization being in education or other setting. On the other hand Knight and Trowler (2001), made it clear that academic leadership in higher education is central driver in striving toward academic excellence and in turn high institutional position. Seagren (1993) claims that higher education institutions (HEIs) differ from many organizations because leadership is a more shared phenomenon than in most profit-controlled enterprises. He went to suggest that leadership requires more focus on empowering activities than in most types of organizations, because faculty ownership is basic to academic institutions. Furthermore, there are many writers who reach similar conclusions (Ogawa and Bossert, 1995; Johnson, 2002; Busher, 2003). This point is made clear by Rowley (1997, p.78) who argues that leadership: "is important in managers at all levels in higher education and should not be viewed as the sole preserve of the senior manager...the future of academic institutions depends on the development of effective leadership skills at all levels in the organization". Koen and Bitzer (2010) on the other hand argues that leadership whether transformational transactional, can be viewed as the glue that holds a university together, and this glue can direct, accommodate and inspire the entire university community. Inman (2007) on the other hand conducted a study on how leader-Academics in higher education learn to lead, and the result shows that the nature of leadership for middle-level leaders in higher education is complex and demanding and requires a combination of management and leadership skills. Formal professional development for leadership was relatively uncommon. The majority of what leaders do is lent, self-taught and acquired throughout their life history. The influence of critical incidents and significant people has a profound effect on how leaders have learnt to lead. Subsequently Bolden et al (2012) findings on a study on Academic leadership: Changing Conceptions, Identities and Experiences in UK Higher Education, findings reveal that a high degree of consistency in perspective on, and experiences of, academic leadership, it was observed that much of what could be considered as 'academic leadership' is not provided by people in formal managerial roles. Instead, it is largely considered as arising from engagement with influential colleagues within one's own academic discipline, especially those who play

a pivotal role in one's transition and acculturation in the academic life. PhD supervisors, former colleagues and key scholars were all described as significant sources of academic leadership, exerting substantial influence throughout one's career, whether or not they were part of the same institution. They went forward to argue that this does not say that people in formal role do not play an important part in influencing and supporting academic leadership within their institutions. They can be pivotal in setting the tone and providing a facilitative and constructive working environment, as well as offering opportunities for colleagues in non-formal roles to develop and exert their own leadership amongst colleagues, students, and collaborators. Their survey findings indicate a perceived relationship between the leadership of role holders such as such as Head of School, director/Dean of research and director/Deans of education and institutional performance, as well as one's own aspirations to take on a formal leadership role on behalf of the institution. Some of their findings indicate that academics across the sector recognizes leadership in actions that (a) provide and protect an environment that enables productive academic works, (b) support and develop a sense of shared academic values and identity, and (c) accomplish 'boundary spanning' on behalf of individuals and work groups. Boundary spanning here refers to ability to create opportunities for external relatedness, getting things done via institutions, mentoring colleagues into wider spheres of engagement, etc. Individual academic may become regarded as leaders when they are seen to fight for a common cause, offer inspiration, and /or represent exemplary intellectual and professional standards. Leadership is also associated with those who offer patronage and mentoring through their access to resources, contrasts and career opportunities. Leadership can also be located in teams, especially where team membership is experienced as affirming and empowering in relation to the factors listed in item (enabling environment, sense of purpose and boundary spanning).

Bryman (2009) in his review of literature on ways to determine effective leadership styles in Higher Education found that the literature lacked a consistent way of using key terms and that it was impossible to form a cumulative view of what is effective leadership. He believes that leaders need to create an environment 'for academic and others to fulfill their potential and interest in their work. Middlehurst et al (2009) on the other hand had questions whether there is something distinctive about leadership in higher education in comparison to other organizations. They believe that there is no singular aspect that sets them distinctively from other organizations. However, they believe that there are some characteristics that have greater emphasis in higher education, for example their decentralized nature, the culture of autonomy and collegiality. They point to the tensions between 'those who wish to preserve the privilege and power of

bureaucratic class from those who hope to build less structured and less tightly managed organizations. Robson (2009) address the issue of leadership in universities and Research Organizations' and coins the terms of 'collegial leadership' for leadership in universities. He emphasizes that a true university leader needs to develop and communicate a university-wide vision, while learning how to listen, persuade, inspire, all for the purpose of creating an environment that fosters effective decision-making. This vision must be backed up by a thorough planning including contributions from as many academic staff members as possible, yet flexible enough to adapt to changes. In addition, decisions have to be based on evidence a quantitative performance assessment needs to be put in place. He also proposes that remuneration be linked to achieving the set standards for the key performance indicators. For deans, vice-deans, rector and vice-rectors the remuneration should illustrate the overall performance of the university or of the faculty. He also emphasizes that collegiality is an essential prerequisite. This is because collegiality is described as a two-ways communication at all levels within the university environment, both vertical, but horizontally as well and requires a transparency of information and a certain degree of openness. As noted above, majority of research on leadership and management in Higher Education (HE) are done in the West and concluded that leadership in universities is widely distributed. Jones et al (2010) did a study in title Scoping distributed leadership in higher education and concluded that there is no single model of distributed leadership. However, evidence from their research show that the process of distributive leadership does include four main variables-context, culture, change, and development and activity. They suggested a fifth variable which is conflict resolution, and also the need for informal leaders to be recognized and supported by formal leaders. A study done by Sheppard et al (2010), on distributed leadership are of the "view that only when we better understand the leadership process that occur in schools, particularly as it relates to the distribution of leadership and how it impacts upon those that work directly with students (their teachers) can we begin to legitimately and meaningfully study the connection between school leadership and student learning. Their study reveals that" formal leadership behaviors that are transformational and inclusive in orientation have a significant positive influence upon the level of teachers' active participation in school leadership as they collaborate with their colleagues and engaged in both shared decision-making and the development of a shared vision for their school. Finally, their model reveal an approach to distributive leadership that account for a large amount of variance teachers' moral and enthusiasm for their work. Yu Sing Ong's (2012) study found that university leaders were facing four key issues: ensuring academic freedom (encouraging an open, constructive

and honest environment for discussions), maintaining staff motivation (by focusing on the higher needs of self-esteem, autonomy and self-actualization), maintaining institutional quality (implementing quality management systems focused on quality assurance and self-assessment), providing effective leadership (by developing emotional competencies). The result revealed that university leaders should pay attention to the human dimension in the process of achieving goals and develop their people skills along with their communication skills.

All the above study were great but this study is different in that it want to find out the leadership style of middle managers/Head of Academic Department/ Course Directors as is known in JIC were this study is going to be conducted. It is also important to examine leadership from a non-educational perspective.

3.2 Leadership from a non-educational perspective

3.2.1 Transformational Leadership

According to Northouse (2010, p.171) transformational leadership is a process the changes, and transform people. It is concerned with emotions, values, ethics standards, and long term goals. It includes assessing followers' motives, satisfying their needs and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. Northouse (2010, p.172) acknowledge that transformational leadership is the process whereby a person engages with others and create a connection that raise the level of motivation and morality in both the leader and the follower. And this type of leader is attentive to the needs and motives of followers and tries to help followers reach their full potential. Thus, the concepts of transformational leadership and transactional leadership are among the most popular and current approaches to understanding leaders' effectiveness. The transformational leaders encourage followers to do more than required (Sosik et al, 2002).

Furthermore, Northouse (2007) asserts that Transformational leadership is one of the approaches that has attracted the attention of many researchers and has been the most influential leadership theory of the last 2decades. According to Bass (1985), leaders will demonstrate both transformational and transactional leadership behavior but in different amounts. On the other hand Bass and Avolio (2004) ascertained that transformational leadership contains the following four behavioral components: (a) idealized influence (charisma), (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration.

3.2.2 Idealized influence

Idealized influence is related to charisma (Bass, 1985; Gill, 2006), the ability of the leader to be a role model for subordinates, and the ability to truly lead the way (Bass, 1985; Bass et al., 2003). According to Moss and Ritossa (2007), idealized influence describes the degree in which leaders are perceived as an inspiring role model. Bass et al (2003) also affirmed that these leaders are admired, respected and trusted; followers identify and pursue their leaders. Northouse (2010,p.177) also attest to the fact that idealized influence describes leaders who act as strong role models for followers; followers identify with those leaders and want very much to emulate them. These leaders usually have very high standards of moral and ethical conduct and can be counted on to do the right thing. Thus the leader with idealized influences proved followers with a vision and mission.

3.2.3 Inspirational motivation

Inspirational leadership inspires subordinates to work hard and be committed to achieve organizational goals. Northouse (2010, p.179), attest to the fact that inspirational motivation describes a leader who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization.

3.2.4 Intellectual stimulation

According to Northouse (2010), intellectual stimulation includes leadership that stimulates followers to be creative and innovative and to change their own beliefs and values as well as those of the leader and the organization. Bass et al, (2003) argues that intellectual stimulation includes asking followers for new ideas and new ways of doing things. Followers are included in the decision-making process and are encouraged to develop new ideas and creative solutions when facing problems.

3.2.5 Individualized consideration

Northouse (2010) argues that individualized consideration leaders provide a supportive climate in which they listen carefully to the individual needs of followers. Leaders act as coaches and advice while trying to assist followers in becoming fully actualized. According to Yukl (2006), individualized consideration refers to the degree in which leaders providing support, encouragement, and coaching to followers. Leaders appreciate the work of subordinates and delegate responsibilities to followers as a way of developing them.

3.3 Transactional Leadership

According to Burn (1978), Transactional leadership refers to the bulk of leadership models, which focus on the exchanges that occur between leader and their followers. Politicians who win votes by promising “no new taxes” are demonstrating transactional leadership. Burns noted that both parties have related purposes but the relationship does not go beyond the exchange of valued benefits. This relationship is only based on exchange and does not bind leader and follower together in a mutual and continuing pursuit of a higher purpose (Burns, 1978). Similarly, a manager or a teacher who offers grade or promotions to employees who surpass their goals or a teacher who gives students grade for work completed are both exhibiting transactional leadership. Bass (1985) proposed that transactional leadership is characterized by the transaction or exchange that takes place among leaders, colleagues, and followers. The exchange is based on the discussion between leaders and followers on the requirements and rewards the followers will receive if they satisfy those conditions (Bass and Avolio, 1994). Transactional leaders exchange things of value with followers to advance both parties' requirements (Ivey & Kline, 2010). Followers fulfill the leader's requirement in exchange for praise and rewards or the avoidance of punishment for nonperformance or lack of goal achievement (Bass et al.,2003). Transactional leadership consists of three components: (a) contingent reward, (b) active management by exception, and (c) passive management by exception (Bass and Avolio, 2004). Contingent reward is the exchange process between leaders and subordinates. Leaders and subordinates negotiate about the task outcomes to be accomplished as well as the rewards for accomplishment of the task. In contrast, both active and passive management by exception leaders act as monitors and intervene only exceptionally (Boener et al., 2007). Management by exception is a practice where leaders intervene to correct follower performance either in anticipation of the problem (active management by exception) or after the problem occurs (passive management by exception).

3.4 Laissez-Faire Leadership

According to Northouse (2010, p.182), laissez-faire leadership is a leadership that takes “ hands-off, let-things –ride “ approach. This leader abdicates responsibility, delay decisions, gives no feedback, and makes little effort to help followers satisfy their needs. There is no exchange with followers or attempt to help them. Laissez-faire is the absence of effective leadership. Laissez-faire is used to describe leadership that avoids decision making, disregards problems, does not follow-up, and refuses to intervene. Leaders who demonstrate laissez-faire leadership are indecisive and avoid taking

Table 1. What is your age?

Age of respondent	Percentage of respondent	Number of respondent
23-30	8.70	4
30-40	39.13	18
40-50	36.96	17
50-70	15.22	7
total		46

Table 2. What is your education level?

Education of respondent	Percentage of respondent	Number of respondent
Bachelor	21.28	10
Master	29.79	14
PHD	38.30	18
Others	10.64	5
total	100%	47

Table 3. What are your years of working experiences?

Years of Experience	Percentage of respondent	Number of respondent
1-5	10.64	5
5-10	23.40	11
10-15	27.66	13
15-20	19.15	9
Over20	19.15	9
total	100%	47

leadership responsibility. Laissez-faire leaders play a passive role in group affairs and have no initiative to interact with group members the leaders avoid giving direction or making decisions and do not involve themselves in subordinates' development. Laissez-faire leaders ignore problems and the follower and do not contribute to the growth of the follower (Northouse, 2007).

4. RESULT OF THE SURVEY

This section describe the result of the respondents of the survey starting with description of the demographic variables as shown in table 1 as explain below.

Table 1 above shows the age of respondents to the questionnaires, 47 questions were sent to the respondents and 46 responded to the questionnaire showing 99% response rate. The ages of respondents are wide spread with the youngest 23 and the oldest 70. The table shows the highest concentration of percentage, 39.13 for 18 people whose ages are between 30-40 years old. Coming in second is the age group between 40-50 years old, with a percentage of 36.96. The third average percentage is 15.22 for the ages between 50 to 70 years old and with seven respondents. The lowest percentage 8.70 between the age 23 and 30 with four respondent.

The table above shows respondents different level of education. The highest percentage of respondents 38.30% or 18 are PHD graduates. The second highest percentage is 29.79% or 14 respondents have Master degree. The average percentage of respondents in the third group is 21.28% representing ten people with Bachelor's degree. The lowest percentage of respondents is 10.64% with a five account for other either Professors or Associate professors.

The table 3 above shows the years of experience of the respondent. Their experience ranges from 1 year to 20 years. The highest percentage of the respondents on the table shows 27.66% with 10-15 years of experience and thirteen people responding out of 47. The next highest percentage is 23.40% and 11 respondents with experience from five to ten years. The average percentage of third group of 18 respondents is 19.15% whose years of experience are from 15 to 20 and over 20 years. The lowest percentage of respondents has five people or 10.64% having experience of one to five years.

Table 4 below represents the number of respondents who were questioned about the number of staff in their department. The total respondents are 44 out of 47 with 94% rate of returned. The highest percentage for any group is 54.55% or 24 people with staff from 10 to 49 in their department. Following the highest percentage is 22.27% whose number of staff between 1-9 and the number of respondent were 12. The third group of five

Table 4. Number of Staff in Your Department: Total survey 47 and 3 people skipped.

Number of staff	Percentage of respondent	Number of respondent
1-9	22.27%	12
10-49	54.55%	24
50-100	6.82%	3
Over 100	11.36%	5
Total	100%	44

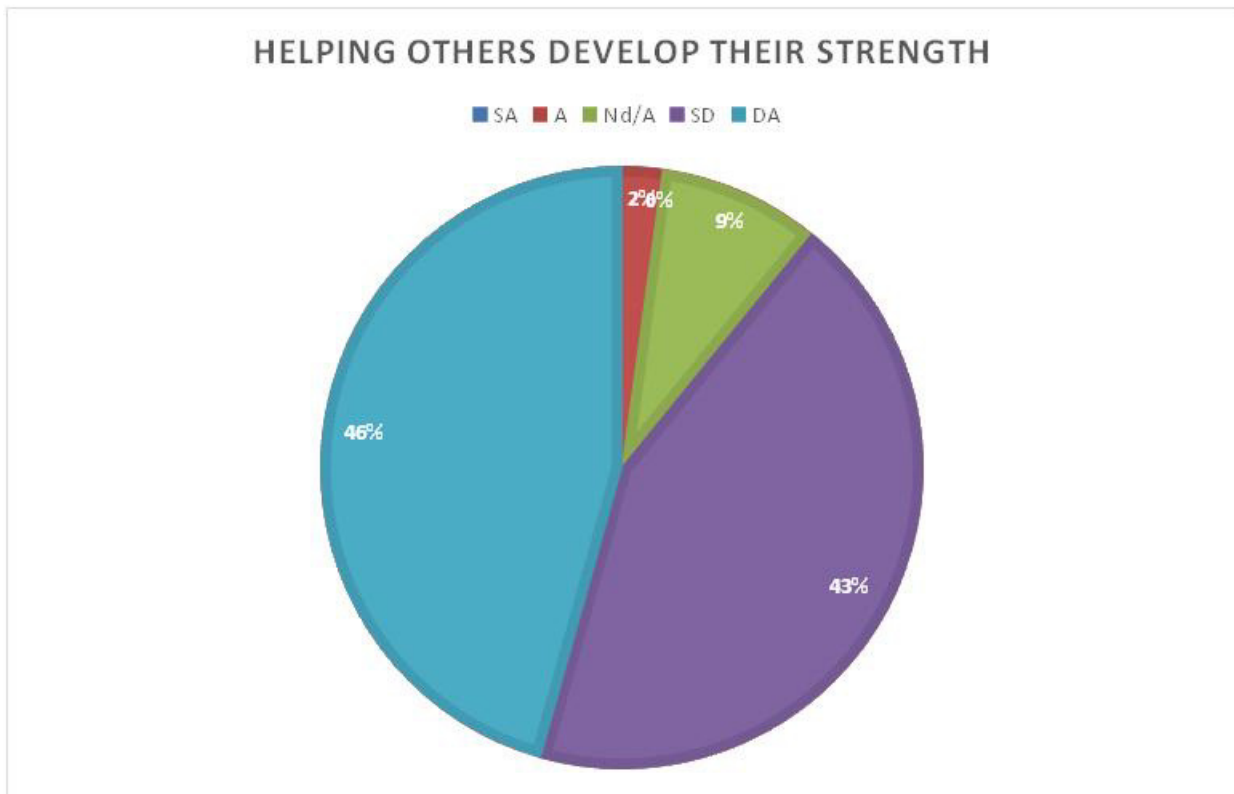


Figure 1. Helping others develop their strength

people had staff of over 100 people and percentage of 11.36%. The lowest percentage is 6.82% with three people responding and the staff in their department between fifty to hundred people.

4.1 Analysis of the leadership styles

The respondent's managers from various universities in Eastern Province of Saudi Arabia rated themselves according to the dimensions of transformational, transactional and laissez-faire leadership styles.

The managers of various universities in the Eastern region of Saudi Arabia rated themselves high with 45.65% who strongly agree that they help others to develop their strengths while 2.17% strongly disagree on helping others develop their strength with an average

mean of 3.30 which is an element of transformational leadership. (Figure 1)

The second item which comes higher with a mean score of 2.89 on the transformational leadership scale was when 47.83% of managers of the 46 respondent agree that they considered the moral and ethical consequences of their decisions, while 2.17% of the respondents strongly disagree on considering the moral and ethical consequences of their decisions. (Figure 2)

The third item which comes high with a means of 2.76 of the 46 managers of various universities who responded to this item 65.22% agree that they make clear what one can expect received when performance goals are met which is transactional leadership item. However, 2.17% strongly disagree that they make clear what one can expect to receive when performance goals are achieved, while 15.22% neither agree nor disagree.

The fourth item come with a mean of 2.63 of the res-

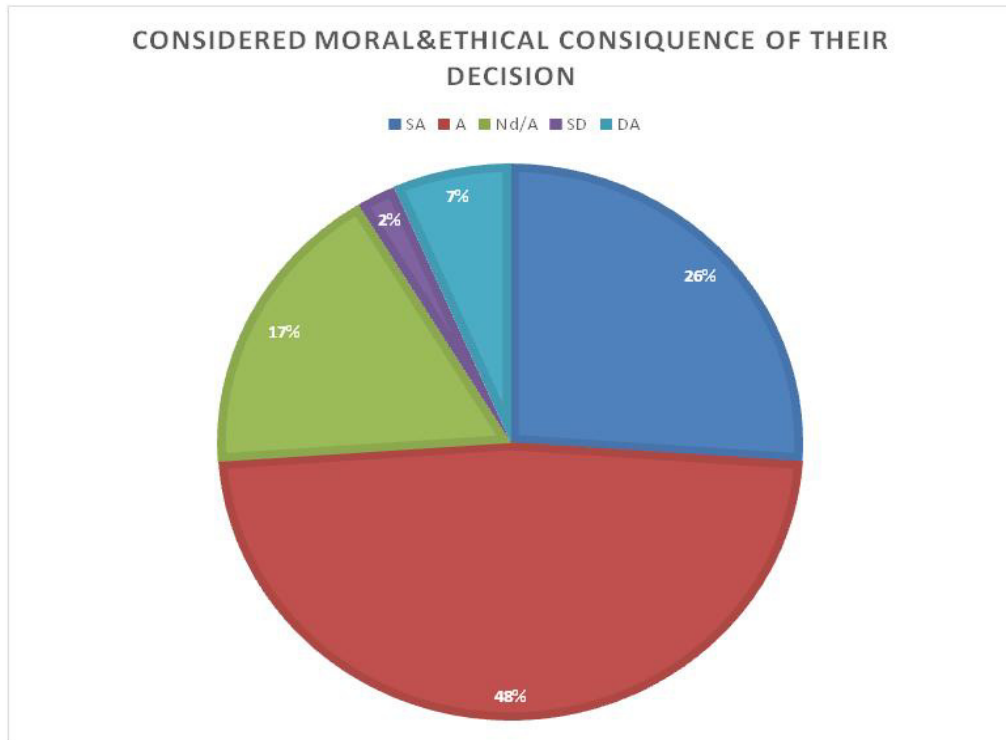


Figure 2. Considered moral and ethical consequence of their decision



Figure 3. Make clear what one can expect to receive when performance goals are met

pondents is a transformational leadership items whereby managers of various universities in Eastern region rated themselves with 50% agree as talking optimistic about the future, while 19.57 strongly agree on talking optimistic about the future and 13.04% neither disagree nor agree while 8.70 disagree and also strongly disagree. (Figure 4) The fifth average mean was 2.48 of the respondents a

transformational leadership items on intellectual stimulation 52.27% agree that they reexamine critical assumptions to question whether they are appropriate, while 27% of the 46 respondent neither disagree nor agree and also 4.55% strongly disagree on reexamining critical assumptions to question whether they are appropriate. (Figure 5)

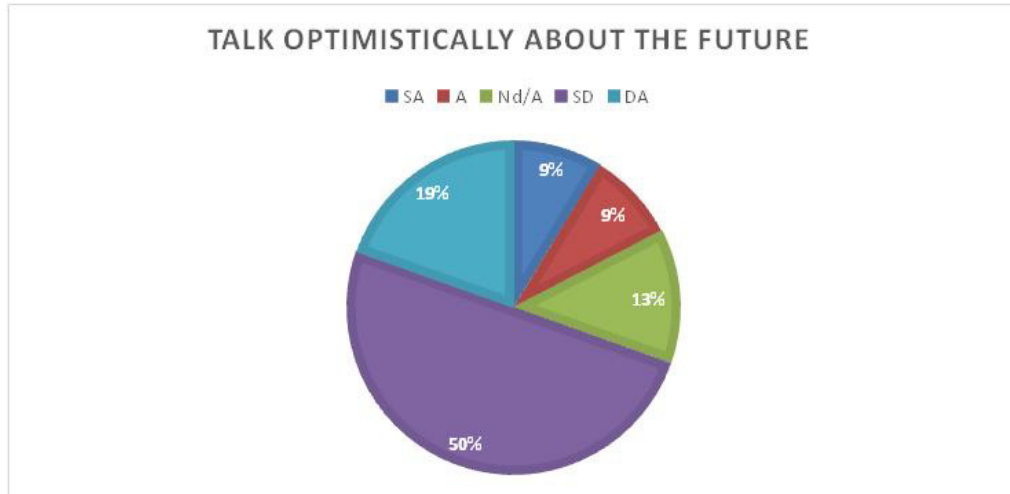


Figure 4. Talk optimistically about the future

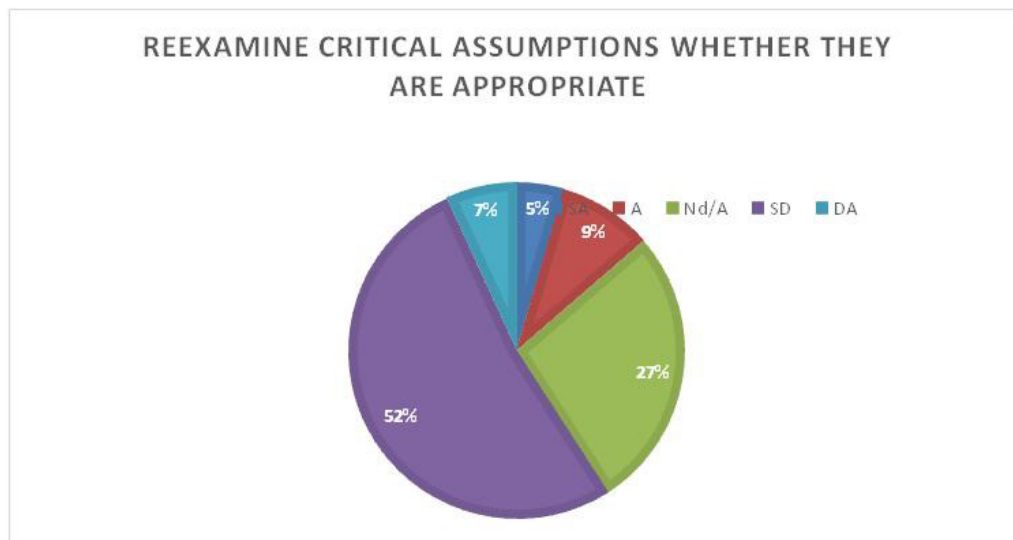


Figure 5. Re-examine Critical assumptions whether they are appropriate

The six average mean was 2.40 of the respondents a transactional leadership items on management by exception active rated themselves with 37.78% agree on keeping track of all their mistakes, 22.22% neither disagree nor agree and 11% strongly disagree on keeping track of their mistakes. (Figure 6)

The seven averages mean score was 1.15 of the respondents to this questionnaire on leadership style. 45.65% disagree on avoiding making decisions while, 26.09% strongly disagree on avoid making decisions.17.39 neither disagree nor agree while 2.17% strongly agree on avoiding making decisions. The item here represents management by exceptive passive. (Figure 7)

The eight lowest averages mean score was 0.84 of the respondents a laissez-faire leadership item managers

of various academic institutions rated themselves 40.91% and 38.64% disagree and strongly disagree on waiting for things to go wrong before taking action, which is management by exception active. 18.18% neither disagree nor agree while 2.27% agree on waiting for things to go wrong before taking action. (Figure 8)

From the above it is obvious that various mangers of various in academic institutions in Eastern province of Saudi Arabia best rate themselves as transformational leadership and this can be observed in those items as discussed above. The highest means on such description was when mangers rated themselves with 45.65% as being or helping others developed their strength by individual consideration. The second highest rating was when mangers rated themselves with 47.83% agreeing that they considered the moral and ethical consequences



Figure 6. keep track of all mistakes



Figure 7. Avoid making mistakes

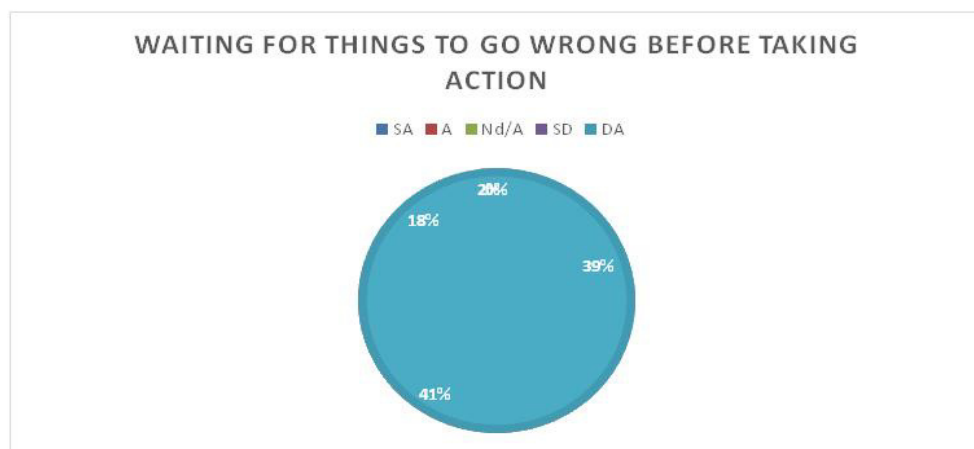


Figure 8. Waiting for things to go wrong before taking action

of their decisions which is an idealized behavior. The third item on the transformational leadership which was

also rated by managers of these various academic institutions with 52.27% reexamine critical assumptions to

question whether they are appropriate which is an intellectual stimulation. Some of these managers also rated themselves as transactional leadership with 65.22% as making clear what one can expect when certain performance goals are achieved.

Finally, these managers did not rate themselves as laissez-faire leaders, majority did not wait for things to go wrong before taking action or avoid making decision, however, 2.17% strongly agree of making decisions.

5. FINDING AND DISCUSSION

The findings from this paper showed that majority of managers in academic institutions in Eastern province and Middle of Saudi Arabia are transformational leadership leaders and secondly transactional leadership less of laissez-faire leadership.

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