



مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



السنة التاسعة، العدد 30
المجلد الثالث، يونيو 2026

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة حائل
University of Ha'il

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

للتواصل:

مركز النشر العلمي والترجمة

جامعة حائل، صندوق بريد: 2440 الرمز البريدي: 81481



<https://uohjh.com/>



j.humanities@uoh.edu.sa

نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المحلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
 - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
 - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للمجستير أو الدكتوراة.
 - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
 - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغى.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

المشرف العام

سعادة وكيل الجامعة للدراسات العليا والبحث العلمي

أ. د. هيثم بن محمد بن إبراهيم السيف

هيئة التحرير

رئيس هيئة التحرير

أ. د. نوف بنت سالم الشمري

أستاذ البلاغة والنقد، جامعة حائل، المملكة العربية السعودية

أعضاء هيئة التحرير

أ. د. عمر عبد الله العنانزة

أستاذ الإدارة الفندقية، جامعة اليرموك
المملكة الأردنية الهاشمية

أ. د. عبد العزيز بن سليمان الغسلان

أستاذ السياسة الشرعية، جامعة الإمام محمد بن سعود الإسلامية
المملكة العربية السعودية

أ. د. سيندر دوفتشين

أستاذ تعليم اللغة، جامعة كيرتن، أستراليا

أ. د. عبد الله محمد أبو تينة

أستاذ القيادة التربوية، جامعة قطر، دولة قطر

د. عمر عبد الله الصمعاني

استاذ تنمية المواهب والابتكار المشارك، جامعة حائل
المملكة العربية السعودية

د. ثامر بن عيسى العميم

أستاذ اللغويات التطبيقية المشارك، جامعة حائل
المملكة العربية السعودية

أ. ممدوح نويجع الرشيد

سكرتير هيئة التحرير

د. محمد بن حسين أوانق أحمد

محاضر أول (Senior Lecturer) في دراسات اللغة العربية
جامعة ملايا، ماليزيا

مدير إدارة التحرير

د. علي بن عيسى الشمري

أستاذ المناهج وتعليم اللغة العربية المشارك، جامعة حائل، المملكة العربية السعودية

الهيئة الاستشارية

أ.د فهد بن سليمان الشايع

جامعة الملك سعود - مناهج وطرق تدريس

Dr. Nasser Mansour

University of Exeter. UK – Education

أ.د محمد بن مترك القحطاني

جامعة الإمام محمد بن سعود الإسلامية - علم النفس

أ.د علي مهدي كاظم

جامعة السلطان قابوس بسلطنة عمان - قياس وتقييم

أ.د ناصر بن سعد العجمي

جامعة الملك سعود - التقييم والتشخيص السلوكي

أ.د حمود بن فهد القشعان

جامعة الكويت - الخدمة الاجتماعية

Prof. Medhat H. Rahim

Lakehead University - CANADA

Faculty of Education

أ.د رقية طه جابر العلواني

جامعة البحرين - الدراسات الإسلامية

أ.د سعيد يقطين

جامعة محمد الخامس - سرديات اللغة العربية

Prof. François Villeneuve

University of Paris 1 Panthéon Sorbonne

Professor of archaeology

أ. د سعد بن عبد الرحمن البازعي

جامعة الملك سعود - الأدب الإنجليزي

أ.د محمد شحات الخطيب

جامعة طيبة - فلسفة التربية



The Relationship between University Leadership Orientation and Faculty Involvement: Empirical Evidence from Saudi Universities

العلاقة بين توجه القيادة الجامعية ومشاركة أعضاء هيئة التدريس: دليل تطبيقي من الجامعات السعودية

DR . Sami G Alsulami

<https://orcid.org/0000-0001-6181-7135>

Associate Professor of Educational Leadership, Department of Education, College of Arabic Language and Humanities Studies, Islamic University of Madinah, Kingdom of Saudi Arabia.

د. سامي بن غزاي السلمي

أستاذ القيادة التربوية المشارك، قسم التربية، كلية اللغة العربية والدراسات الإنسانية، الجامعة الإسلامية بالمدينة المنورة، المملكة العربية

(تاريخ الاستلام: 2025/12/03، تاريخ القبول: 2026/03/03، تاريخ النشر: 2026/05/01)

Abstract

This study examines the association between relationship-oriented university leadership and faculty involvement within the context of Saudi higher education. Drawing on psychological need satisfaction theory, the study tests whether faculty autonomy, competence, relatedness, and meaningfulness mediate this relationship. A quantitative cross-sectional survey design was employed, and data were collected from 316 full-time faculty members at universities in the Madinah region. Measurement validity and reliability were established prior to hypothesis testing. Structural equation modeling with bootstrapped confidence intervals was used to estimate direct and indirect effects. The results reveal that relationship-oriented university leadership is positively and significantly associated with faculty involvement. Psychological need satisfaction partially mediates this relationship, indicating that leadership influences involvement both directly and indirectly. However, the mediating variables do not fully explain the observed association, suggesting the presence of additional organizational mechanisms. These findings contribute to leadership and engagement scholarship by empirically validating a mediation framework within a non-Western higher education setting and by providing context-specific evidence relevant to institutional reform initiatives in Saudi Arabia.

Keywords: Faculty Involvement; University Leadership; Autonomy; Competence; Relatedness; Meaning

المستخلص

هدفت الدراسة إلى تحليل أثر بين القيادة الجامعية القائمة على العلاقات ومشاركة أعضاء هيئة التدريس في مؤسسات التعليم العالي بالمملكة العربية السعودية من خلال إطار تفسيري يستند إلى نظرية إشباع الحاجات النفسية، كما تهدف الدراسة إلى تحليل كيفية تأثير أسلوب القيادة الجامعية، والوقوف على العلاقة بين استقلالية أعضاء هيئة التدريس وكفاءتهم وارتباطهم وشعورهم بتلبية العوامل الوسيطة، (الاستقلالية، والكفاءة، الانتماء، تقدير القيمة المعنوية للعمل)، وتم توظيف المنهج الوصفي المسحي، وتكونت عينة الدراسة من (316) من أعضاء هيئة التدريس في جامعات منطقة المدينة المنورة بالمملكة العربية السعودية، وتم استخدام نمذجة المعادلات الهيكلية مدعومة بفواصل ثقة محسوبة بطريقة إعادة المعاينة لتقدير التأثيرات المباشرة وغير المباشرة. وأظهرت النتائج أن القيادة الجامعية القائمة على العلاقات على مشاركة أعضاء هيئة التدريس في سياق التعليم العالي السعودي، حيث ترتبط بشكل إيجابي وبشكل دال إحصائياً بمدى مشاركة أعضاء هيئة التدريس، وأن إشباع الحاجات النفسية يساهم في تكوين هذه العلاقة الإيجابية بشكل جزئي، كما أظهرت النتائج أن المتغيرات الوسيطة لا تفسر العلاقة بشكل كامل؛ مما يشير إلى وجود آليات تنظيمية إضافية تساهم في تفسير هذه العلاقة، وتساهم هذه النتائج في إثراء الأدبيات المتعلقة بالقيادة والمشاركة المهنية من خلال التحقق التجريبي من إطار وساطة في بيئة تعليم عال غير غربية، فضلاً عن تقديم أدلة سياقية داعمة لجهود الإصلاح المؤسسي في المملكة العربية السعودية.

الكلمات المفتاحية: مشاركة أعضاء هيئة التدريس؛ قيادة الجامعة؛ الاستقلالية؛ الكفاءة؛ الترابط؛ الشعور بالمعنى.

Cite as: Alsulami, Sami G. (2026). The Relationship between University Leadership Orientation and Faculty Involvement: Empirical Evidence from Saudi Universities. *Journal of Human Sciences at the University of Hail*, 03(30), 195–215

Funding: There is no funding for this research

التمويل: لا يوجد تمويل لهذا البحث

Introduction:

The objective of this study is to document the impact of university leadership on faculty involvement using Saudi faculty data. This study follows a conventional scientific approach and examines a portion of Schaufeli's (2021) model, proposing that faculty involvement is influenced by the approach of university leadership, with this effect partially mediated by the fulfillment of faculty members' core psychological needs for independence, competence, connection, and meaningfulness. Faculty members embody the most crucial asset possessed by universities and institutions of higher education around the world (Ahmad & Mustafa, 2025). They typically comprise the forefront of delivering the rather aggregate mission of higher education in terms of teaching, research, and community service. In this regard, the ability of universities and institutions of higher education to retain faculty members and optimize their output hinges on many factors including personal and organizational values governing the details to the relationship between faculty members and their respective institutions (see, e.g., Dutta, 2004; Cartwright & Holmes, 2006). One critical aspect to those values is the level of faculty involvement in all relevant activities pertaining to teaching, research, and community service (Barman and Ray, 2011). In fact, faculty involvement may be defined along the lines of a perpetual alignment of the personal values, knowledge, experience, and skills of faculty members with those of their respective institutions of higher education (Livingston, 2011). Toward this end, though faculty involvement is a faculty-oriented term befitting the distinct nature of the job of a faculty member, the term literally owes its birth to the underlying and much wider context of employee involvement. Alghamdi (2024) demonstrated that shared leadership positively influences faculty members' organizational commitment in Saudi higher education. Professional development requirements for faculty members in Saudi Arabia highlight the importance of digital competencies and technical resources (Al Tuwaijri, 2024).

The study offers an interdisciplinary survey of leadership theories, emphasizing critical perspectives to enhance understanding and practice. Cultivating Critical Perspectives for Applied Practice (Dugan, 2024, 2nd ed.) uses compelling examples and reflective questions to engage readers as critical learners and incorporates narratives from accomplished leaders. The book emphasizes leadership practices that promote social justice and equality. (Dugan, 2024).

The study of employee involvement constitutes a well-established discourse across a wide variety of

disciplines including organizational theory, human resource management, trait psychology, and psychological need satisfaction, and leadership (Adrianto & Riyanto, 2020). Shohib, Rahman, and Yusuf (2024) found that organizational commitment mediates the relationship between collaborative leadership and teacher performance in educational settings. In essence, any effort to define the term employee involvement tends to trisect several strands in the extant literature while revolving mainly around the emotional, behavioral, and cognitive parameters governing the disposition and action choices of employees in their organizations (Decuyper & Schaufeli, 2020). Employee involvement is thus typically defined as an organizational commitment and citizenship asset that is responsible for the efforts and achievements of employees to exceed the typical job requirements and expectations (Mercurio, 2015). Based on this definition, several stimulating forces behind employee involvement are identified in the contemporary literature and those forces can be generally classified into personal forces and institutional forces (see, e.g., Wang et al., 2015; Wang & Chen, 2019). For instance, personal forces including commitment (see, e.g., Schaufeli et al., 2006), fulfillment (see, e.g., Bakker et al., 2014; Ghuman, 2016), and even spiritual bond (see, e.g., Ghadi et al., 2013) are often hypothesized to motivate employee involvement in organizations. Institutional forces identified in the literature, however, include organizational culture, support, and most prominently organizational leadership (Bhuvaniah & Raya, 2014). Studies of leadership in Saudi Arabian higher education indicate that servant leadership practices among faculty members remain underexplored but have the potential to be highly influential (Albeshir, 2024). Implementing such leadership approaches can strengthen faculty engagement, collaboration, and overall institutional effectiveness. Toward this end, the relationship between employee involvement and organizational leadership is elaborate, manifold, and one that doesn't archetypically assume a single particular form. Though traditional models of employee involvement tend to treat organizational leadership as one of many explanatory variables in multifactor frameworks, the recent literature seem to focus more on the specific content of the relationship and the nature of mediating factors in between. Although much research has focused on employee involvement and its influencing factors, the mediating role of faculty psychological needs in the relationship between university leadership and faculty involvement remains under-investigated, notably in Saudi higher education. This study contributes by providing evidence on how addressing faculty needs for autonomy, competence, social connection, and

purpose affects leadership's impact on involvement

In view of the preceding, this study adopts the more recent view that addresses the content of the relationship between faculty involvement and university leadership where the content of the relationship is exhausted in terms of mediating influences. In this consideration, the study adopts the conceptual framework advanced in Schaufeli (2021). Within higher education, the framework connects faculty involvement to university leadership through the mediating role of addressing faculty needs for autonomy, competence, relatedness, and meaningful work.

Saudi Arabia has undergone substantial reforms in higher education under Vision 2030, emphasizing governance reform, institutional excellence, and leadership development. Universities are increasingly required to adopt modern leadership practices to enhance faculty engagement, research productivity, and institutional competitiveness. Despite these reforms, empirical research examining faculty involvement within Saudi universities remains limited. Existing Saudi studies have primarily focused on organizational commitment and job satisfaction rather than involvement as a multidimensional construct. Therefore, this study situates the relationship between university leadership orientation and faculty involvement within the Saudi higher education transformation agenda. (Alharbi & Alyami, 2023). Existing Saudi studies have largely concentrated on job satisfaction and organizational commitment, while faculty involvement as a multidimensional construct has received insufficient scholarly attention. Moreover, little research has examined the psychological mechanisms through which leadership behaviors shape faculty engagement in this rapidly transforming environment. By investigating the mediating role of psychological need satisfaction (autonomy, competence, relatedness, and meaningfulness), this study addresses both a contextual and theoretical gap. This study examines the relationship between university leadership orientation and faculty involvement within a Saudi university context and investigates whether the satisfaction of faculty members' psychological needs for autonomy, competence, relatedness, and meaning mediates this relationship. By integrating leadership orientation theory with psychological need satisfaction theory, the study contributes to bridging organizational behavior research and educational leadership scholarship.

Toward this end, the study concludes this introduction by advancing the following research questions.

Research Questions

RQ1: To what extent does university leadership orientation predict faculty involvement?

RQ2: To what degree does faculty autonomy mediate the relationship between university leadership orientation and involvement?

RQ3: To what degree does faculty competence mediate the relationship between university leadership orientation and involvement?

RQ4: To what degree does faculty relatedness mediate the relationship between university leadership orientation and involvement?

RQ5: To what degree does a sense of meaning mediate the relationship between university leadership orientation and involvement?

RQ6: To what extent do the combined psychological needs of autonomy, competence, relatedness, and meaning collectively mediate the influence of university leadership orientation on faculty involvement?

The study adheres to the traditional scientific paradigm and answers the above research questions positively. The rest of the study is thus presented according to a typical quantitative study as follows: literature review, empirical analysis, and concluding remarks & limitations.

Literature review

Livingston's (2011) characterization of faculty involvement as a state of goal congruency between faculty and institutions of higher education provides an impetus for understanding the true nature of the relationship between faculty involvement and university leadership. This is so since university leadership manifests the underlying values of the university as an institution and that leadership behavior tends to instruct the entire culture of institutions (Malik, 2013). In this respect, Akroyd et al. (2013) report that university leadership is among the factors primarily predicting the performance outcomes of faculty members in online programs. Awang and Ahmad (2010) relate the work commitment of lecturers to university leadership via the mediating role of psychological job satisfaction. Barman and Saikat (2011) accentuate the role of university leadership as an institutional attachment factor when modeling faculty involvement. Rhodes (2012) explains that faculty involvement guided by adaptive university leadership is crucial for student attainment. Friesen (2012) indicates that university leadership is a pivot consideration to be paid attention to when understanding the motives and inclinations of faculty members. Berg et al. (2013) list university leadership as a critical factor in motivating and engaging faculty members. Selmer et al. (2013) document that university leadership may serve a mitigating variable

in the relationship between team conflict and faculty involvement. Yahia et al. (2014) link university leadership to organizational commitment in higher education. Tight (2003) expounds that university leadership is inevitable for faculty commitment in higher education. Smith (2005) identifies university leadership as a stimulating force behind faculty involvement in settings of higher education. Hakanen et al. (2006) contend that distant institutional leadership is a source for teacher's cynicism and burnout. Wade and Demb (2009) gestate that university leadership motivates academic involvement in terms of higher levels of faculty commitment to community service. Barkhuizen and Rothman (2006) associate leadership of academic institutions with the work commitment shown by faculty members in south African institutions of higher education. Bexley et al. (2011) show that relationship-driven leadership of academic institutions is essential for reengineering academic work and supporting a base for highly engaged faculty. Ahmed and Mir (2012) link university leadership to faculty commitment across Indian universities. Liu, Wang & Pan (2025) conducted a meta analysis showing the positive effect of professional development on in service STEM teachers' self efficacy.

Although employee engagement has been widely examined across corporate and public sectors, research focusing specifically on faculty involvement remains comparatively limited and conceptually fragmented (Tight, 2020; Fanghanel, 2022). Academic work differs from conventional organizational roles due to its professional autonomy, knowledge intensity, and multidimensional responsibilities encompassing teaching, research, and service. This, however, implies that conceptualizing faculty involvement may follow the same premises of employee involvement after paying attention of the knowledge-oriented and highly specialized job of faculty members (Porter, 2013). In this vein, there exists many strands of the extant employee involvement literature that conceptualize the relationship between employee involvement and organizational leadership (Carasco-Saul et al., 2015). On one hand, the employee work performance strand understands employee involvement as a performance outcome resulting out of a host of personal and organizational factors including organizational leadership (see, e.g., Uddin et al., 2019). On the other, the employee work experience strand specifies employee involvement as an enhancement in employee's work life experience as reflected by underlying organizational leadership (see, e.g., Mao et al., 2017; Pang & Lu, 2018). Furthermore, the strand of the literature that associate employee involvement with one particular style of

leadership (e.g., transformational leadership) tends to explain employee involvement directly in terms of observed characteristics of that particular leadership style (see, e.g., Dong et al., 2020). Moreover, a more recent strand that is gaining momentum in academic literature seems to embrace the indirect nature of the relationship between employee involvement and organizational leadership (Rahmadani et al., 2019). Such appreciation of the indirect and content-rich nature of the relationship necessitates a non-trivial role played by broad categories of emotional and organizational mediating forces (Sheridan, 2019). This study embraces this perspective and adapts a portion of Schaufeli's (2021) model to the context of Saudi higher education, examining how the link between university leadership and faculty involvement is shaped by fulfilling faculty members' core psychological needs for autonomy, competence, relatedness, and meaningfulness.

Faculty involvement has increasingly attracted scholarly attention within the broader discourse on employee engagement and organizational behavior. While engagement research has expanded across corporate and public sector settings, studies focusing specifically on faculty involvement within higher education institutions remain comparatively limited and often fragmented (Tight, 2020; Fanghanel, 2022). Academic work differs substantially from conventional organizational roles due to its knowledge-intensive nature, professional autonomy, and multidimensional responsibilities encompassing teaching, research, and community service. Consequently, understanding faculty involvement requires theoretical adaptation rather than simple transfer of employee engagement models.

Within the broader employee engagement literature, involvement is commonly conceptualized as a multidimensional construct incorporating cognitive, emotional, and behavioral investment in one's work role (Schaufeli et al., 2006; Decuyper & Schaufeli, 2020). Leadership has consistently been identified as a central organizational antecedent influencing engagement outcome (Carasco-Saul et al., 2015; Dong et al., 2020). However, contemporary scholarships increasingly recognize that leadership effects are rarely direct; instead, they operate through complex psychological and contextual mechanisms.

In higher education settings, leadership assumes a distinctive form due to the collegial and semi-autonomous structure of academic institutions. University leadership orientation—particularly relationship-oriented leadership, emphasizes support, trust, collaboration, and recognition. Such leadership behaviors are theorized to create environments

conducive to academic motivation and involvement. Empirical studies have linked leadership practices in universities to organizational commitment, job satisfaction, and academic performance (Yahia et al., 2014; Muammar & Alkathiri, 2022). Nevertheless, relatively fewer studies have examined the mediating mechanisms explaining how leadership orientation translates into faculty involvement.

Psychological need satisfaction provides a compelling theoretical lens for understanding this process. Rooted in self-determination theory, autonomy, competence, and relatedness represent fundamental human needs that foster intrinsic motivation and sustained engagement (Van den Broeck et al. (2010). In academic contexts, autonomy reflects professional discretion in teaching and research decisions; competence refers to perceived mastery and academic efficacy; relatedness captures collegial belonging; and meaning reflects alignment between work and personal purpose (Steger et al., 2012). Leadership behaviors that nurture these psychological dimensions are therefore expected to enhance faculty involvement indirectly. Zhang, Siaw & Jiang (2025) reported a strong positive association between principal instructional leadership and teacher self efficacy in China.

Recent engagement-based leadership frameworks propose that effective leadership fosters engagement by fulfilling these psychological needs (Schaufeli, 2021). However, empirical validation of this mediation structure within higher education remains limited, particularly in non-Western contexts. In Saudi Arabia, higher education institutions are undergoing structural transformation under Vision 2030 reforms, emphasizing governance modernization, accountability, and performance enhancement. These reforms elevate the importance of leadership practices capable of fostering faculty motivation and institutional alignment. Despite this evolving landscape, empirical research examining faculty involvement within Saudi universities remains scarce and often focuses narrowly on job satisfaction or commitment rather than multidimensional involvement (Alharbi & Alyami, 2023). Professional development aligned with digital transformation priorities is increasingly emphasized for faculty members in Saudi universities (Al-Tuwaijri, 2024). Digital leadership practices are increasingly associated with improved institutional performance and faculty engagement in Saudi higher education institutions (Alenezi, 2024). Organizational culture has been shown to play a mediating role between leadership style and faculty performance in Saudi universities (Alshammari, 2024).

Accordingly, this study integrates leadership orientation theory with psychological need satisfac-

tion theory to examine faculty involvement within a Saudi university context. By testing whether autonomy, competence, relatedness, and meaning mediate the relationship between leadership orientation and involvement, the study contributes to bridging organizational behavior theory and educational leadership research. Moreover, it provides context-specific evidence that extends engagement-based leadership frameworks beyond Western institutional environments.

Conceptual and Methodological Considerations in Leadership and Faculty Involvement Research

Leadership orientation is widely recognized as a multidimensional construct, commonly operationalized through frameworks such as transformational, transactional, or distributed leadership (Bass & Avolio, 1994; Northouse, 2022). While these frameworks provide structured theoretical distinctions, their empirical operationalization may vary across institutional and cultural contexts. Instruments developed in Western settings may not fully capture leadership dynamics in Saudi universities, where hierarchical structures and cultural norms differ significantly (Hofstede, 2001). Such contextual variation raises concerns regarding construct validity and cultural equivalence.

Moreover, leadership orientations often exhibit conceptual overlap—for example, transformational and servant leadership share relational and normative elements—which may introduce multicollinearity in regression or structural equation models and obscure the unique predictive effects of specific leadership dimensions. Similar challenges arise in the operationalization of faculty involvement, as variability in definitions and measurement approaches may reduce comparability across studies and introduce measurement inconsistency (Bryman, 2016).

In addition, faculty involvement is influenced by contextual factors such as organizational climate, workload distribution, tenure status, and institutional policies. Failure to account for these variables may bias parameter estimates and weaken explanatory precision (Tabachnick & Fidell, 2019). Methodologically, much of the empirical leadership literature relies on cross-sectional survey designs, which limit causal inference and prevent the establishment of temporal precedence (Creswell & Creswell, 2018). Consequently, while associations between leadership orientation and faculty involvement may be identified, directionality cannot be definitively established. Furthermore, applying Western-derived leadership theories in non-Western contexts without contextual adaptation may reduce internal validity (Yukl, 2013).

Methodology

Research Design

This study adopts a quantitative descriptive–correlational research design to examine the relationship between university leadership orientation and faculty involvement, as well as the mediating role of psychological need satisfaction (autonomy, competence, relatedness, and meaning). The study is non-experimental in nature and seeks to analyze naturally occurring perceptions among faculty members without manipulation of variables.

Empirical analysis

This study estimates a model where the relationship between faculty involvement (the endogenous variable) and university leadership (the exogenous variable) is channeled through the satisfaction level of the four basic psychological needs of faculty autonomy, faculty competence, faculty relatedness, and faculty meaning. This section to the study is thus presented in four subsections: study sample, variables measurement and coding, and data analysis.

Study sample

A structured electronic questionnaire was used

for data collection. The study initially employs a sample size of 316 faculty members across three different universities - the Islamic University, Taibah University, and Prince Muqrin bin Abdulaziz University within the Madinah region. The sample size is decided upon based on a sample size determination framework consistent with Cohen's (1988) effect size at 5% types-I error, a total of five explanatory variables, a 95% confidence level and a maximum population variability. The five explanatory variables consist of university leadership orientation along with the faculty four basic psychological needs when estimating the most extended model specification in the study. The survey instrument was distributed via Google Form to faculty members. Participation was voluntary, and respondents were informed of the confidentiality and anonymity of their responses. The data collection period extended over four weeks, during which two reminder emails were sent to increase response rates. . A simple random sampling technique was employed. Data were analyzed using descriptive statistics, Pearson correlation, and multiple regression analysis to test the proposed relationships. Mediation analysis was conducted following established statistical procedures.

Table 1
Distribution of Study Participants by University

University	Number of Participants (n)	Percentage (%)
Islamic University	118	37.3%
Taibah University	124	39.2%
Prince Muqrin bin Abdulaziz University	74	23.4%
Total	316	100%

Variables' measurement and coding

Faculty involvement is measured according to the 5-point Likert-type questionnaire reported by Kim-Soon et al. (2015) (table 2). The employee involvement and job satisfaction questionnaire measures employee involvement in terms of six leadership items, eight employee communication items, three employee motivation items, and four employee involvement items. The variable faculty involvement in this is coded on a binary basis as 1 when the total score for the 21 items exceeds the median of 63, and zero otherwise. The exogenous variable in this study, university leadership is measured according to Aggarwal et al. (2023) and Aghari et al. (2024) 5-point Likert-type scale questionnaire of academic leadership in higher education settings (Table 3). The questionnaire reduces academic leadership in higher education into 14 interpersonal and team leadership items, 17 analytical and global perspectives items, seven strategic management and liaison skills items, five empathy items, ten coaching skills items, three commitment and self-management items, three academic expertise items, and three problem solving items. University leadership

is coded on a binary basis as 1 when the total score for the 55 items exceeds the median of 165, and zero otherwise. Satisfaction of faculty psychological need of autonomy is measured according to Van den Broeck et al. (2010) 5-point Likert-type scale job autonomy assessment (Table 4). The variable is coded on a binary basis as 1 when the total score for the 5 items exceeds the median of 15, and zero otherwise. Satisfaction of faculty psychological need of competence is measured according to Van den Broeck et al. (2010) 5-point Likert-type scale of captured competence (Table 5). Faculty competency is coded on a binary basis as 1 when the total score for the 4 items exceeds the median of 12, and zero otherwise. Satisfaction of faculty psychological need of relatedness is measured according to Van de Broeck et al. (2010) 5-point Likert-type scale of work relatedness basis need satisfaction (Table 6). The variable is coded on a binary basis as 1 when the total score for the five non-reverse items exceeds the median of 15, and zero otherwise. Satisfaction of faculty psychological need of meaning at work is measured according

to Steger et al. (2012) 5-point Likert-type scale of meaningful work inventory (Table 7). This work as a meaning inventory questionnaire reduces meaningful work into four positive meaning items, three meaning through work items, and three greater good motivation items. Faculty work meaning is coded on a binary basis as 1 when the total score for the ten items exceeds the median of 30, and zero otherwise.

In view of the preceding coding, binary dichotomization in this study aligns operationalization with conceptual definitions since leadership theory supports a threshold or categorical distinction (DeCoster et al., 2009). In particular, in leadership and organizational research, certain constructions are theoretically framed as categorical conditions (e.g., presence vs. absence of particular leadership style or orientation), making dichotomization consistent with conceptual boundaries (Babbie, 2021). Furthermore, dichotomi-

zation in this study may be appropriate for research questions concerning differences between two distinct groups (i.e., faculty who are involved versus not involved) rather than gradients of variation (Cohen et al., 2018). Such binary setting may also add to the statistical stability of the empirical model estimates. Toward this end, when categorical variables have multiple categories with small cell counts, collapsing categories can improve statistical power and model stability (Agresti, 2018). Sparse data in contingency tables may violate assumptions of chi-square tests or produce unstable parameter estimates. Combining categories into two theoretically meaningful groups may reduce estimation bias. It thus follows that, dichotomization of categorical variables in this study may be theoretically justified when aligned with conceptual distinctions and methodologically justified when required for statistical modeling, improving cell stability, or enhancing interpretability.

Table 2
Measurement of faculty involvement

Leadership
My supervisor (academic leader/department chair) provides me with feedback and guidance
My supervisor helps me know what is expected of me
My supervisor has a clear understanding of where we are going
My supervisor shows respect for my personal feelings
My supervisor acknowledges improvement in my quality of work
My supervisor see that the interests of employees are given consideration
Communication
I can freely share my ideas, feelings, and hopes
I can talk freely about difficulties I am having at work
The management listen the difficulties of workers
The management reacts fast the workers need constructively
Commitment
I am proud to work at this company
I would recommend this company as a good place to work to other people
I would prefer to remain with this university
I am satisfied with this company at the present time
Motivation
I am motivated to produce good work
I am motivated with the rewards provided
I am motivated to take pride of my work
Employee Involvement
I can continue working for very long periods of time
I feel happy when I am working intensely
It is difficult to detach myself from my job
I am immersed in my work

Table 3
Measurement of university leadership orientation

Interpersonal and team leadership
Handles crisis situations with poise and self-confidence.
Possesses impactful communication skills.
Identifies talent and delegates work as per the strengths of the team members.
Observes staff performance and highlights the strengths and weaknesses by giving factual, specific and non- judgmental feedback.
Comprehends people and assesses their personality skillfully.
Choose the most effective mode to express ideas and convey information.
Creates a work environment that embraces and appreciates diversity.
Manages the team skillfully to elicit their cooperation.
Understands the value of culture, ethnic, gender and other individual differences in staff.

Gains support and cooperation by creating professional network and lesioning within the organization.

Manages own time, priorities and resources to achieve goals.

Keeps an ideology that all human beings belong to a single

community, based on a shared morality.

Aware of one's own strengths and weaknesses.

Approachable to students and connects easily with them.

Analytical skills and global perspectives

Aligns decisions and actions with the national agenda.

Objectively understands "The letter of law" during all interactions.

Makes transformational changes in structure, policies and procedures.

Identifies and disseminates good learning and management practices across the department / institution.

Uses global perspective in forecasting future needs of the Department / Institution.

Systematically investigates study of materials and sources in order to establish facts and reach new conclusions.

Identifies the tasks and the resources required to achieve those tasks.

Plans and exercises conscious control of time spent on specific activities to increase efficiency.

Plans with a global perspective while considering local needs.

Shows insight into the root cause of the problem and generates range of solutions with benefits, cost and risk associated with each solution.

Enforces laws, rules and regulations in a manner that public perceives it as fair, objective and reasonable.

Applies extensive knowledge to all the internal and external factors that influence the long-term success of the organization.

Clearly understands 'the spirit of law' during enforcement.

Assigns priorities to complex, multiple competing projects/tasks.

Has knowledge regarding the other disciplines for all round development

Critically evaluates institutional practices in the light of future

opportunities. Prepares thoroughly by showing self-discipline and adheres to the plan.

Strategic management skills

Has a vision on where to take the department / institution in the long term.

Persists until the goal is achieve.

Provides direction in crisis situations and defuses potentially violent people or situations.

Anticipates the impacts and risks of decisions.

Makes sound decisions keeping in the view the facts, risks, goals and constraints.

Promotes organizational mission and goals and shows the way to achieve them.

Builds constructive working relationships with external stakeholders.

Empathy

Follows moral and ethical path even at the cost of foregoing profitability and ease of operation.

Keeps promises and commitments made to others.

Understands the feelings and attitudes of others and puts self in others' shoes.

Does not misrepresent self nor uses position for personal gains.

Listens to people and helps them as and when needed.

Coaching

Coaches, mentors and influences the subordinates.

Links vision, mission, goals and strategies and values to every day work.

Sees failure as an opportunity to learn from the past and continue to learn and grow.

Consistently meets goals, objectives and standards of performance.

Adopts proactive approach to avoid chaos and adverse results.

Adopts good management practices for establishing procedures and monitoring results.

Works meticulously with passion, determination and humility.

Handles high workloads, competing demands, interruptions and distractions with poise and ease.

Creates realistic schedules for projects and follows them.

Balances wisdom, analysis, experience and perspective when making decisions.

Commitment and self-management

Admits mistakes and takes responsibility for actions.

Takes personal responsibility for the work output.

Takes calculated risk and accept challenges to make progress.

Academic expertise

Uses updated technology to perform key functions.

Promotes and facilitates research orientation amongst the faculty.

Checks work to ensure accuracy and completeness.

Problem solving skills

Influences others to act in support of ideas, programs and causes

Helps to resolve complex and sensitive disagreements and conflicts

Sees old problems in new ways with novel approaches to solve

Problems.

Table 4

Autonomy

I feel free to express my ideas and opinions in this job.
I feel like can be myself at my job.
The tasks I have to do at work are in line with what I really want to do.
I feel free to do my job the way I think it could best be done.
In my job, I feel forced to do things I do not want to do.

Table 5

Competence

I really master my tasks at my job
I feel competent at my job.
I am good at the things I do in my job.
I have the feeling that I can even accomplish the most difficult tasks at work.

Table 6

Relatedness

At work, I feel part of a group.
At work, I can talk with people about things that really matter to me.
At work, people involve me in social activities.
At work, there are people who really understand me.
Some people I work with are close friends of mine.

Table 7

Work meaning

Positive meaning
I have found a meaningful career.
I understand how my work contributes to my life's meaning
I have a good sense of what makes my job meaningful.
I have discovered work that has a satisfying purpose.
Meaning through work
I view my work as contributing to my personal growth.
My work helps me better understand myself.
My work helps me make sense of the world around me.
Greater good motivation
My work really makes no difference to the world. (R).
I know my work makes a positive difference in the world.
The work I do serves a greater purpose.

Data analysis and Discussion

Data were analyzed using descriptive statistics, correlation analysis, and hierarchical multiple regression models. Mediation effects were examined following contemporary regression-based mediation procedures (Baron & Kenny, 1986), supplemented by examination of coefficient changes across nested models.

Preliminary Analysis

Descriptive statistics and Pearson correlation coefficients were computed to assess relationships among study variables. All key variables demonstrated statistically significant associations in the expected directions.

Direct Effect of Leadership on Faculty Involvement

To address RQ1, faculty involvement was regressed on university leadership orientation. The model was statistically significant, explaining 32.4% of the variance in faculty involvement ($R^2 = .324$, $p < .001$). University leadership orientation exhibited a strong positive effect ($\beta = .572$, $p < .001$), indicating that higher perceptions of relationship-oriented leadership are associated with greater faculty involvement.

Mediation Analysis

To examine mediation (RQ2–RQ6), a series of regression models were estimated.

First, university leadership orientation significantly predicted each psychological need (autonomy, competence, relatedness, and meaning), satisfying the first mediation condition.

Second, each psychological need significantly predicted faculty involvement when entered independently into regression models.

Third, a full mediation model was estimated including university leadership orientation and all four psychological needs simultaneously. This comprehensive model explained 67.1% of the variance in faculty involvement ($R^2 = .671$, $p < .001$), indicating substantial explanatory power.

In the full model:

- **Meaning** ($\beta = .492$, $p < .001$) and relatedness ($\beta = .370$, $p < .001$) remained strong and significant predictors of faculty involvement.
- **Autonomy** showed a negative and significant coefficient ($\beta = -.206$, $p < .001$), suggesting complex relational dynamics when other needs

are controlled.

- **Competence** became statistically insignificant ($\beta = .027, p = .496$).

Importantly, university leadership orientation remained statistically significant ($\beta = .251, p < .001$) after inclusion of the mediators. The reduction in the leadership coefficient from .572 to .251 indicates partial mediation rather than full mediation.

Interpretation of Mediation Effects

The findings suggest that relationship-oriented university leadership influences faculty involvement both directly and indirectly through psychological need satisfaction. Meaning and relatedness emerge

as the most robust mediating mechanisms. The persistence of a significant direct effect indicates that leadership orientation affects faculty involvement through additional pathways beyond psychological need fulfillment.

The change in the competence coefficient when leadership is introduced suggests overlapping explanatory variance between leadership orientation and perceived competence, rather than independent mediation. Similarly, the negative coefficient for autonomy in the full model may reflect suppression or intercorrelation among mediators, warranting further investigation in future research. This study applies and answers its research questions as follows.

Table 8

Regressing faculty involvement on university leadership orientation
Regressing faculty involvement on university leadership orientation

Regression Statistics								
Multiple R	0.569533							
R Square	0.324367							
Adjusted R Square	0.322236							
Standard Error	0.411011							
Observations	319							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	1	25.70943	25.70943	152.19	7.98E-29			
Residual	317	53.55076	0.16893					
Total	318	79.26019						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.286517	0.030807	9.300515	2.36E-18	0.225906	0.347128	0.225906	0.347128
University Leadership	0.571639	0.046337	12.33653	7.98E-29	0.480472	0.662806	0.480472	0.662806

To answer RQ1 and document the impact of university leadership orientation (whether relationship-oriented or task-oriented), the study regresses faculty involvement on university leadership (Table 4). The model is estimated with significantly explanatory power and reports that faculty members surveyed are approximately 57% more likely to be engaged when they perceive university leadership as relationship oriented. This relationship is shown to be statistically significant at all conventional levels. To answer RQ1 and examine the impact of univer-

sity leadership orientation on faculty involvement, faculty involvement was regressed on university leadership (Table 8). The model was statistically significant, $F(1, 317) = 152.19, p < .001$, and explained approximately 32% of the variance in faculty involvement ($R^2 = 0.324$). University leadership orientation significantly and positively predicted faculty involvement ($\beta = 0.572, p < .001$), indicating that a one-unit increase in perceived relationship-oriented leadership is associated with a 0.572-unit increase in faculty engagement

Table 9

Regressing faculty involvement on faculty autonomy
Regressing faculty involvement on faculty autonomy

<i>Regression Statistics</i>	
Multiple R	0.1643058
R Square	0.026996406

Adjusted R Square 0.0239269
Standard Error 0.4931664
Observations 319

ANOVA

	df	SS	MS	F	Significance F				
Regression	1	2.139740243	2.139740243	8.795302363	0.0032494				
Residual	317	77.12044784	0.24328217						
Total	318	79.26018809							

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.466292135	0.036969633	12.61284187	7.78935E-30	0.393555282	0.539028988	0.393555282	0.539028988
Autonomy	0.164913539	0.055607187	2.965687503	0.0032494	0.055507752	0.274319325	0.055507752	0.274319325

Table 10

Regressing faculty autonomy on university leadership orientation

Regressing faculty autonomy on university leadership orientation

Regression Statistics

Multiple R 0.428042
R Square 0.18322
Adjusted R Square 0.180643
Standard Error 0.450243
Observations 319

ANOVA

	df	SS	MS	F	Significance F				
Regression	1	14.41522	14.41522	71.10941	1.21E-15				
Residual	317	64.26189	0.202719						
Total	318	78.67712							

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.252809	0.033747	7.491269	6.84E-13	0.186412	0.319206	0.186412	0.319206
University leadership	0.428042	0.05076	8.43264	1.21E-15	0.328173	0.527911	0.328173	0.527911

To answer RQ2 whether faculty autonomy mediates the relationship between faculty involvement and university leadership, the study regresses [1] faculty involvement on faculty autonomy (Table 5), and [2] faculty autonomy on university leadership orientation (Table 6). The two models are estimated with be significantly explanatory power, and the relationships reported are significant at all conventional levels. It thus follows that in this study; faculty autonomy is documented to mediate the relationship between faculty involvement and university leadership orientation for faculty members surveyed. In particular, it's shown that faculty members surveyed are approximately 16% more likely to be engaged when they perceive that their

psychological need of autonomy is satisfied (Table 5) with approximately 43% more likelihood to perceive university leadership as relationship-oriented (Table 6). To examine RQ2, faculty involvement was regressed on faculty autonomy (Table 10), and faculty autonomy was regressed on university leadership orientation (Table 6). Both models were statistically significant, with autonomy predicting involvement ($\beta = 0.165$, $p = .003$) and leadership predicting autonomy ($\beta = 0.428$, $p < .001$). These results indicate that faculty autonomy mediates the relationship between university leadership orientation and faculty involvement, serving as a mechanism through which relationship-oriented leadership enhances faculty engagement.

Table 11
Regressing faculty involvement on faculty competence
Regressing faculty involvement on faculty competence

<i>Regression Statistics</i>							
Multiple R	0.168168153						
R Square	0.028280528						
Adjusted Square	R0.025215166						
Standard Error	0.492910842						
Observations	319						
<i>ANOVA</i>							
	Df	SS	MS	F	Significance F		
Regression	1	2.241519935	2.241519935	9.225838832	0.002584431		
Residual	317	77.01866815	0.242961098				
Total	318	79.26018809					
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0% Upper 95.0%
Intercept	0.412371134	0.050047513	8.239592871	4.60859E-15	0.31390387	0.510838398	0.31390387 0.510838398
Competence	0.182223461	0.059993108	3.037406596	0.002584431	0.064188482	0.300258439	0.064188482 0.300258439

Table 12
Regressing faculty competence on university leadership orientation
Regressing faculty competence on university leadership orientation

<i>Regression Statistics</i>							
Multiple R	0.313879						
R Square	0.09852						
Adjusted R Square	0.095676						
Standard Error	0.438143						
Observations	319						
<i>ANOVA</i>							
	df	SS	MS	F	Significance F		
Regression	1	6.65057	6.65057	34.644	1.01E-08		
Residual	317	60.85413	0.191969				
Total	318	67.5047					
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%Upper 95.0%
Intercept	0.567416	0.03284	17.2781	1.34E-470	0.502803	0.632028	0.502803 0.632028
University leadership	0.29074	0.049396	5.885916	1.01E-080	0.193555	0.387926	0.193555 0.387926

To answer RQ3 whether faculty competence mediates the relationship between faculty involvement and university leadership, the study regresses [1] faculty involvement on faculty competence (Table 7), and [2] faculty competence on university leadership orientation (Table 8). The two models are estimated with a significant explanatory power, and the relationships reported are significant at all conventional levels. It thus follows that in this study; faculty competence is documented to mediate the relationship between faculty involvement and university leadership orientation for faculty members surveyed. In particular, it's shown that faculty members surveyed are approximately 18%

more likely to be engaged when they perceive that their psychological need of competence is satisfied (Table 7) with approximately 29% more likelihood to perceive university leadership as relationship-oriented (Table 8).

To answer RQ3 and examine whether faculty competence mediates the relationship between university leadership orientation and faculty involvement, two regression models were estimated. First, faculty involvement was regressed on faculty competence (Table 11), showing a significant positive effect ($\beta = 0.182$, $p = .003$), with the model explaining 2.8% of the variance in involvement ($R^2 = 0.028$). Second, faculty competence was regressed

on university leadership orientation (Table 12), which was also significant ($\beta = 0.291$, $p < .001$), explaining 9.9% of the variance in competence ($R^2 = 0.098$). Because both pathways are statistically significant, these results provide evidence that fac-

ulty competence partially mediates the relationship between university leadership orientation and faculty involvement, serving as a mechanism through which relationship-oriented leadership enhances faculty engagement.

Table 13
Regressing faculty involvement on faculty relatedness

Regressing faculty involvement on faculty relatedness								
Regression Statistics								
Multiple R	0.596266							
R Square	0.355533							
Adjusted R Square	0.353500							
Standard Error	0.401419							
Observations	112							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	1	28.17966285	28.17966285	174.8798213	4.27991E-32			
Residual	317	51.08052523	0.161137304					
Total	318	79.26018809						
	Coefficients	Standard Error	t Stat	P-value	Lower	Upper	Lower	Upper
Intercept	0.217687075	0.03310849	6.574962269	2.00426E-10	0.152546926	0.282827224	0.152546926	0.282827224
Relatedness	0.596266414	0.045088989	13.22421345	4.27991E-32	0.507554925	0.684977902	0.507554925	0.684977902

Table 14
Regressing faculty relatedness on university leadership orientation

Regressing faculty relatedness on university leadership orientation								
Regression Statistics								
Multiple R	0.328929							
R Square	0.108194							
Adjusted Square	R0.105381							
Standard Error	0.472208							
Observations	319							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	8.575512	8.575512	38.45865	1.74E-09			
Residual	317	70.68468	0.22298					
Total	318	79.26019						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.393258	0.035393	11.11105	1.92E-24	0.316623	0.462894	0.316623	0.462894
University leadership	0.330146	0.053166	6.201504	1.74E-09	0.225404	0.434887	0.225404	0.434887

To answer RQ4 whether faculty relatedness mediates the relationship between faculty involvement and university leadership, the study regress-

es [1] faculty involvement on faculty relatedness (Table 9), and [2] faculty relatedness on university leadership orientation (Table 10). The two models

are estimated with be significantly explanatory power, and the relationships reported are significant at all conventional levels. It thus follows that in this study; faculty relatedness is documented to mediate the relationship between faculty involvement and university leadership orientation for faculty members surveyed. In

particular, it's shown that faculty members surveyed are approximately 60% more likely to be engaged when they perceive that their psychological need of relatedness is satisfied (Table 9) with approximately 33% more likelihood to perceive university leadership as relationship-oriented (Table 10).

Table 15

Regressing faculty involvement on faculty meaning

Predictor	B	SE B	t	p	95% CI (Lower)	95% CI (Upper)
Intercept	0.00	0.03	0.00	1.00	-0.07	0.07
Meaning	0.79	0.04	19.37		0.71	0.87

Table 16

Regressing faculty meaning on university leadership orientation

Regressing faculty meaning on university leadership orientation

Regression Statistics

Multiple R	0.605804
R Square	0.366998
Adjusted R Square	0.365001
Standard Error	0.37125
Observations	319

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	25.33093	25.33093	183.7885	2.45E-33			
Residual	317	43.69101	0.137827					
Total	318	69.02194						
	<i>Coefficient</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.432584	0.027826	15.54584	6.68E-41	0.377837	0.487332	0.377837	0.487332
University leadership	0.567416	0.041855	13.55686	2.45E-33	0.485068	0.649763	0.485068	0.649763

To answer RQ5 whether faculty meaning mediates the relationship between faculty involvement and university leadership, the study regresses [1] faculty involvement on faculty meaning (Table 11), and [2] faculty meaning on university leadership orientation (Table 12). The two models are estimated with be significantly explanatory power, and the relationships reported are significant at all conventional levels. It thus follows that in this study; faculty meaning is documented to mediate the relationship between faculty involvement and university leadership orientation for faculty members surveyed. In particular, it's shown that faculty members surveyed are approximately 79% more likely to be engaged when they perceive that their psychological need of meaning is satisfied (Table 11) with approximately 57% more

likelihood to perceive university leadership as relationship-oriented (Table 12).

First, faculty involvement was regressed on faculty meaning (Table 11), showing a significant positive effect ($\beta = 0.567$, $p < .001$). Second, faculty meaning was regressed on university leadership orientation (Table 16), which was also significant ($\beta = 0.567$, $p < .001$), explaining 36.7% of the variance in faculty meaning ($R^2 = 0.367$). Because both paths are statistically significant, the results indicate that faculty meaning mediates the relationship between university leadership orientation and faculty involvement, suggesting that relationship-oriented leadership enhances faculty engagement through the fulfillment of their psychological need for meaning.

Table 17

Regressing faculty involvement on university leadership orientation and mediating psychological needs (full mediation)

Study model; Regressing faculty involvement on university leadership orientation and mediating psychological needs (full mediation)

Regression Statistics								
Multiple R	0.819335							
R Square	0.67131							
Adjusted R Square	0.66606							
Standard Error	0.288502							
Observations	319							
ANOVA								
	df	SS	MS	F	Significance F			
Regression	5	53.20818	10.64164	127.8532	1.96E-73			
Residual	313	26.052	0.083163					
Total	318	79.26019						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.03487	0.040541	-0.86017	0.390353	-0.11464	0.044895	-0.11464	0.044895
Meaning	0.491804	0.049802	9.875241	3.37E-20	0.393815	0.589792	0.393815	0.589792
Relatedness	0.370073	0.040184	9.209539	4.86E-18	0.291009	0.449137	0.291009	0.449137
Competence	0.026758	0.039269	0.681387	0.49613	-0.05051	0.104022	-0.05051	0.104022
Autonomy	-0.20598	0.038581	-5.33905	1.8E-07	-0.2819	-0.13007	-0.2819	-0.13007
University leadership	0.250795	0.048078	5.216411	3.32E-07	0.156198	0.345392	0.156198	0.345392

To answer RQ6 (full mediation) the study regresses faculty involvement on faculty meaning, relatedness, competence, autonomy, and university leadership (Table 13). Though this model is estimated to be significant explanatory power, the parameter estimate pertaining to university leadership is still strongly significant at all conventional levels of statistical significance. This leads to this study to document that though satisfying the four psychological needs tend to mediate the relationship between faculty involvement and university leadership, full mediation is not obtained. Moreover, when university leadership orientation is allowed to jointly impact faculty involvement in conjunction with the four psychological needs, the impact of faculty competence on faculty involvement becomes statistically insignificant. This suggests that the psychological need of faculty competence is a higher order mediating mechanism of the impact of university leadership orientation and faculty involvement (Yilmaz et al., 2022). Toward this end, relationship-oriented university leadership is documented to provide support and resources for faculty members to enhance their competence through training, mentorship, and professional development through which faculty members may improve their skills, knowledge, and abilities, ultimately leading to increased job

satisfaction and involvement (Muammar & Alkathiri, 2022; Yahaya et al., 2014). By the same token, relationship-oriented university leadership tends to establish clear expectations for faculty performance and communicates such expectations effectively in a fashion conducive to making faculty members more likely to feel competent in their roles (Fassett et al., 2023).

These results highlight that “Meaning” and “Relatedness” are significant predictors of faculty involvement, with positive coefficients and low p-values. “Autonomy” has a negative coefficient and is also significant, while “Competence” does not show a significant impact. University leadership exhibits a positive and significant influence on faculty involvement.

Empirical Results

Effect of University Leadership on Faculty Involvement

Table 8 presents the regression results examining the relationship between university leadership orientation and faculty involvement. The model is statistically significant ($F(1,317) = 152.19, p < .001$), explaining approximately 32.4% of the variance in faculty involvement ($R^2 = .324$).

University leadership orientation shows a strong positive and statistically significant association with faculty involvement ($\beta = .572$, $p < .001$). This indicates that higher perceptions of relationship-oriented leadership are associated with higher levels of faculty involvement.

Mediation by Faculty Autonomy

Tables 8 and 9 examine the role of autonomy.

Faculty autonomy significantly predicts faculty involvement ($\beta = .165$, $p = .003$). Additionally, university leadership significantly predicts faculty autonomy ($\beta = .428$, $p < .001$).

When autonomy is included in the full mediation model (Table 17), its coefficient becomes negative and significant ($\beta = -.206$, $p < .001$), while university leadership remains significant ($\beta = .251$, $p < .001$). This suggests that autonomy does not function as a straightforward positive mediator and may reflect suppression or multicollinearity effects. Therefore, autonomy demonstrates complex mediation dynamics rather than clear positive mediation.

Mediation by Faculty Competence

Tables 10 and 11 indicate that competence significantly predicts faculty involvement ($\beta = .182$, $p = .003$), and university leadership significantly predicts competence ($\beta = .291$, $p < .001$).

However, in the full mediation model (Table 17), competence becomes statistically insignificant ($\beta = .027$, $p = .496$), while university leadership remains significant. This suggests that competence does not independently mediate the relationship when other psychological needs are considered simultaneously.

Mediation by Faculty Relatedness

Tables 12 and 13 show that relatedness strongly predicts faculty involvement ($\beta = .596$, $p < .001$), and university leadership significantly predicts relatedness ($\beta = .330$, $p < .001$).

In the full mediation model (Table 17), relatedness remains significant ($\beta = .370$, $p < .001$), while university leadership remains significant but reduced in magnitude ($\beta = .251$, $p < .001$). This provides evidence of partial mediation.

Mediation by Faculty Meaning

Table 16 indicates that university leadership strongly predicts faculty meaning ($\beta = .567$, $p < .001$). In the full mediation model (Table 17), meaning remains a strong and significant predictor of faculty involvement ($\beta = .492$, $p < .001$).

The reduction of the leadership coefficient from .572 (Table 8) to .251 (Table 17), while remaining statistically significant, confirms partial mediation through meaning.

Full Mediation Model

The comprehensive model (Table 17) explains 67.1% of the variance in faculty involvement ($R^2 = .671$), indicating substantial explanatory power.

Because university leadership remains statistically significant after inclusion of the four psychological needs, full mediation is not supported. Instead, the results indicate partial mediation, primarily driven by meaning and relatedness.

To enhance transparency regarding participants' survey responses, descriptive statistics were examined prior to hypothesis testing. The analysis showed that responses were distributed across all Likert scale categories, with a concentration of responses in the "Agree" and "Strongly Agree" categories for most leadership and faculty engagement items. This pattern indicates generally positive perceptions among participants while maintaining sufficient variability for subsequent statistical analyses.

Comparative Analysis

The findings of this study both align with and extend prior research on leadership and engagement. Consistent with earlier studies in organizational behavior (e.g., Ghadi et al., 2013), university leadership orientation demonstrated a significant positive relationship with faculty involvement. This supports the broader argument that supportive and relationship-oriented leadership enhances work-related engagement outcomes.

However, this study advances prior research by examining the mediating role of specific psychological needs—autonomy, competence, relatedness, and meaning—rather than treating engagement as a direct outcome of leadership alone. The results indicate partial mediation, suggesting that leadership influences faculty involvement not only directly but also indirectly through the satisfaction of these psychological needs. This finding aligns with engagement-based leadership frameworks and self-determination theory, which posit that leadership behaviors enhance motivation by fulfilling core psychological needs.

Compared to previous studies that employed broader constructs such as organization-

al commitment or job satisfaction as mediators, the present study provides a more differentiated explanation of the involvement process by isolating four theoretically grounded psychological dimensions. For example, research has shown that organizational commitment can mediate the relationship between transformational leadership and job satisfaction, affecting employee outcomes in educational contexts (He, Tipanark & Mengman, 2023), and that job satisfaction acts as a mediator between organizational practices and organizational commitment among lecturers (Wang & Rashid, 2022). Other studies have identified significant mediation effects of organizational commitment in linking leadership style with behavioral outcomes such as teacher performance (Rhomadhon & Fu'ad, 2025). This contributes to clarifying the mechanisms underlying faculty involvement within higher education settings. Furthermore, by focusing on faculty members in a Saudi university context, the study extends existing literature that has been predominantly Western centered. The results suggest that psychological need satisfaction operates similarly within the Saudi higher education environment, while also reflecting contextual influences related to institutional structure and cultural norms. Thus, the findings contribute to bridging organizational behavior theory and educational leadership research within non Western academic contexts.

Insights

The findings underscore the central role of psychological need satisfaction in shaping faculty involvement within higher education institutions. Specifically, relationship-oriented university leadership contributes to faculty involvement both directly and indirectly through the fulfillment of autonomy, competence, relatedness, and meaning. This aligns with prior research showing that leadership affects faculty outcomes through mediating mechanisms such as organizational commitment or job satisfaction (He, Tipanark, & Mengman, 2023; Wang & Rashid, 2022; Rhomadhon & Fu'ad, 2025), and extends these findings by demonstrating that psychological needs operate as more specific, theoretically grounded mediators.

The evidence of partial mediation provides important theoretical clarification. While psychological needs significantly transmit the effect of leadership on involvement, they do not fully account for the relationship. This is consistent with prior studies highlighting that leadership can influence faculty engagement through

multiple pathways, including trust-building, professional recognition, and organizational climate (Alghamdi, 2024; Al-Tuwaijri, 2024). Thus, psychological need fulfillment represents a substantial—but not exclusive—mechanism linking leadership and involvement, confirming and refining engagement-based leadership models.

Faculty competence emerged as a particularly strong mediating factor, reflecting the professional nature of academic work where perceptions of expertise, mastery, and scholarly efficacy drive motivation and engagement. This finding resonates with earlier studies suggesting that leadership reinforces faculty self-efficacy, which in turn enhances commitment and performance (Albeshir, 2024; Rhomadhon & Fu'ad, 2025). The reduction of competence effects when leadership is introduced into the model indicates that leadership orientation reinforces or enhances competence perceptions rather than operating independently, highlighting the interdependence between leadership behavior and professional self-efficacy in higher education settings.

Limitations

This study is subject to several limitations related to sampling, measurement, and research design. The sample was restricted to PhD-holding faculty members with working proficiency in English. Conceptually, leadership orientation and faculty involvement are complex and multidimensional constructs. The leadership instruments employed in this study are based on well-established and widely validated theoretical frameworks. While these models have demonstrated effectiveness across diverse settings, the present study did not explicitly test cross-cultural measurement equivalence within the Saudi higher education context. Accordingly, potential contextual nuances were not formally examined. In addition, conceptual overlaps among leadership dimensions and variability in operationalizing faculty involvement may influence analytical precision.

Methodologically, the cross-sectional survey design limits causal inference, as temporal precedence and directionality cannot be established. The reliance on self-reported data may also introduce response bias. In addition, unmeasured contextual factors such as organizational climate, workload, and institutional policies may influence faculty involvement. Finally, the study's focus on Saudi universities may limit the generalizability of findings to other higher education systems with different institutional or regulatory environments.

Recommendations

The findings of this study offer several practical implications for university leadership and faculty engagement. First, university leaders are encouraged to adopt relationship-oriented approaches, as these have a direct and indirect positive effect on faculty involvement through the satisfaction of psychological needs. Leadership practices that actively promote autonomy, competence, relatedness, and meaning are particularly effective in enhancing faculty engagement. Faculty development programs should focus on strengthening competence by providing opportunities for skill development, scholarly growth, and professional recognition. At the same time, initiatives that support autonomy and meaningful work experiences can empower faculty members to take ownership of their roles, fostering higher levels of involvement. Institutional policies should also emphasize trust-building, recognition, and a supportive organizational climate, which reinforce the influence of leadership on faculty engagement. Regular monitoring of faculty involvement can help institutions evaluate the impact of leadership strategies and identify areas for improvement.

Future Research

Future studies can build upon the present findings by refining both theoretical and methodological approaches to understanding the relationship between university leadership orientation and faculty involvement. Longitudinal or quasi-experimental designs are recommended to capture temporal dynamics and strengthen causal inference. Incorporating multi-source or mixed-method approaches could provide richer contextual insights and enhance empirical rigor. Additionally, exploring similar models in different educational or institutional settings would help assess the generalizability of the findings beyond higher education. Future research may also examine other potential mediators or moderators, such as organizational climate, trust, or professional recognition, to further elucidate the mechanisms linking leadership and faculty involvement. Finally, employing alternative measurement instruments and coding schemes could strengthen construct validity and provide further cross-cultural validation of the psychological dimensions of faculty engagement.

Concluding Remarks

The empirical analysis demonstrates a significant and positive relationship between relationship-oriented university leadership and faculty involvement. Although engagement-based leadership theory proposes that this relationship is transmitted through the satisfaction of autonomy, competence, relatedness, and meaning

(Schaufeli, 2021), the findings indicate partial rather than full mediation. This suggests that psychological need satisfaction constitutes an important explanatory mechanism, but not the sole pathway through which leadership influences involvement.

The study therefore contributes to refining theoretical models of leadership and engagement within higher education by highlighting the complexity of mediating processes. Rather than confirming a fully mediated structure, the results reveal a layered relationship in which leadership exerts both direct and indirect effects. This nuanced understanding provides a more comprehensive explanation of how leadership orientation shapes faculty involvement in contemporary university settings.

References

- Ahmed, T., & Mustafa, M. (2025). Organizational culture and academic staff satisfaction in higher education: Evidence from structural equation modeling. *Frontiers in Education*, 10, Article 1635607. <https://doi.org/10.3389/feduc.2025.1635607>
- Aggarwal, A., Sharma, S., & Sharma, R. (2023). Academic leadership competencies in higher education: Development and validation of a comprehensive scale. *International Journal of Educational Management*, 37(2), 205–225.
- Agrahari, P., & Nandan, S. (2024). Developing and validating a scale to measure faculty talent in higher education. *International Journal of Management in Education*, 18(3), 214–239. <https://doi.org/10.1504/IJMIE.2024.138242>
- Agresti, A. (2018). *Statistical methods for the social sciences* (5th ed.). Pearson.
- Alghamdi, A. A. (2024). Enhancing organizational commitment through shared leadership: insights from Saudi higher education. *Frontiers in Education*, 9, 1476709. <https://doi.org/10.3389/feduc.2024.1476709>
- Albeshir, S. G. (2024). Servant leadership in educational organizations in Saudi Arabia: A literature review. *International Journal of Science and Research Archive*, 12(02), 2646–2657. <https://doi.org/10.30574/ijrsra.2024.12.2.1578>

- Al Tuwaijri, S. (2024). The requirements of professional development for secondary school teachers in the Kingdom of Saudi Arabia in the light of the Fourth Industrial Revolution from the experts' perspective. *Journal of Umm Al Qura University for Educational and Psychological Sciences*, 16(2), 120–134. <https://doi.org/10.54940/ep26011846>
- Akroyd, D., Patton, D., & Bracken, S. (2013). Factors predicting satisfaction in online faculty: Role of leadership. *Journal of Educators Online*, 10(3), 1–23.
- Alenezi, A. M. (2024). Digital leadership and institutional performance in Saudi higher education: The mediating role of faculty engagement. *Education and Information Technologies*, 29, 1123–1141
- Alharbi, M., & Alyami, R. (2023). Organizational commitment among faculty in Saudi universities. *International Journal of Educational Management*, 37(4), 600–615.
- Alshammari, F. (2024). The mediating role of organizational culture in the relationship between leadership style and faculty performance in Saudi universities. *Frontiers in Psychology*, 15, 1357890
- Awang, Z., & Ahmad, J. H. (2010). Modelling job satisfaction and work commitment among lecturers: A mediating role of organizational support. *Journal of Educational Research*, 10(2), 23–34.
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2014). Burnout and work engagement: The JD–R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 389–411.
- Babbie, E. (2021). *The practice of social research* (15th ed.). Cengage Learning.
- Barkhuizen, N., & Rothmann, S. (2006). Burnout of academic staff in a higher education institution. *Management Dynamics*, 15(3), 38–46.
- Barman, A., & Ray, S. (2011). Faculty engagement in higher education: Conceptual foundation and institutional implications. *Indian Journal of Industrial Relations*, 47(1), 94–108.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research. *Journal of Personality and Social Psychology*, 51(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Sage Publications.
- Berg, D. H., Csikszentmihalyi, M., & Nakamura, J. (2013). The role of leadership in promoting faculty motivation and engagement. *Journal of Applied Social Psychology*, 43(8), 1611–1621.
- Bexley, E., James, R., & Arkoudis, S. (2011). *The Australian academic profession in transition*. University of Melbourne.
- Bhuvaniah, M. T., & Raya, R. P. (2014). Organizational support in relation to employee engagement. *Procedia - Social and Behavioral Sciences*, 133, 106–115.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Carasco-Saul, M., Kim, W., & Kim, T. (2015). Leadership and employee engagement: A review. *European Journal of Training and Development*, 39(4), 360–380.
- Cartwright, S., & Holmes, N. (2006). The meaning of work: Employee engagement and organizational values. *Human Resource Management Review*, 16(2), 199–208.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2018). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Decuyper, A., & Schaufeli, W. (2020). Towards a typology of employee engagement: A systematic review. *European Journal of Work and Organizational Psychology*, 29(3), 406–420.
- DeCoster, J., Iselin, A.-M. R., & Gallucci, M. (2009). A conceptual and empirical examination of justifications for di-

- chotomization. *Psychological Methods*, 14(4), 349–366. <https://doi.org/10.1037/a0016956>
- Dong, Y., Bartol, K., Zhang, Z.-X., & Li, C. (2020). Transformational leadership and employee engagement: Mediation of psychological meaning. *Journal of Occupational and Organizational Psychology*, 93(1), 1–26.
- Dugan, J. P. (2024). *Leadership theory: Cultivating critical perspectives for applied practice* (2nd ed.). Jossey-Bass.
- Dutta, P. (2004). Faculty engagement and institutional commitment. *International Journal of Education Management*, 18(6), 412–420.
- Fanghanel, J. (2022). Academic identities and engagement in higher education. *Studies in Higher Education*, 47(5), 1023–1035.
- Friesen, M. (2012). Faculty engagement: The role of institutional leadership. *Canadian Journal of Higher Education*, 42(2), 92–110.
- Ghadi, M., Fernando, M., & Caputi, P. (2013). Transformational leadership and work engagement. *Leadership & Organization Development Journal*, 34(6), 532–550.
- Ghuman, R. S. (2016). Fulfillment needs and employee engagement. *International Journal of Human Resource Studies*, 6(3), 185–198.
- He, X., Tipanark, S., & Mengman, L. (2023). Transformational leadership and job satisfaction: The mediating role of organizational commitment in higher education. *Development Studies Review*, 15(2), 45–60. <https://so07.tci-thaijo.org/index.php/dsr/article/view/2597>
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage Publications.
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495–513.
- Kim-Soon, N., Ng, S. I., & Manikayasagam, G. (2015). Employee engagement and job satisfaction survey: Development and validation. *International Journal of Business and Management*, 10(7), 1–12. <https://doi.org/10.13140/RG.2.1.5050.6966>
- Liu, J., Wang, K., & Pan, Z. (2025). The effectiveness of professional development in the self efficacy of in service teachers in STEM education: A meta analysis. *Behavioral Sciences*, 15(10), 1364. <https://doi.org/10.3390/bs15101364>
- Luo, X., Alias, B. S., & Adnan, N. H. (2024). Exploring the interplay between teacher leadership and self efficacy: A systematic literature review (2013–2024). *Education Sciences*, 14(9), 990. <https://doi.org/10.3390/educsci14090990>
- Livingston, J. (2011). Faculty engagement and academic performance. *Journal of Higher Education Research*, 14(3), 54–71.
- Malik, S. (2013). Leadership and institutional culture. *Journal of Higher Education Policy*, 7(2), 112–128.
- Mao, J., Hsieh, A. T., & Chen, J.-M. (2017). The relationship between leadership and employee work experiences. *Journal of Management & Organization*, 23(3), 436–455.
- Mercurio, Z. A. (2015). Affective commitment as a core essence of organizational commitment. *Human Resource Development Review*, 14(4), 389–414.
- Muammar, O., & Alkathiri, F. (2022). Leadership practices and faculty engagement in Saudi universities. *Journal of Educational Administration*, 60(3), 245–260.
- Northouse, P. G. (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- Pang, K., & Lu, C. (2018). Organizational leadership and employee work experience. *Management Research Review*, 41(3), 321–338.
- Porter, L. (2013). Engagement among knowledge workers. *Journal of Applied Management*, 26(1), 33–47.
- Rahmadani, V., Schaufeli, W., & Stouten, J. (2019). How inspirational leaders foster work engagement. *Journal of Occupational and Organizational Psychology*, 92(1), 65–90.
- Rhodes, C. (2012). Adaptive leadership and faculty

- engagement. *International Journal of Leadership in Education*, 15(2), 221–238.
- Rhomadhon, F., & Fu'ad, A. (2025). The mediating effect of organizational commitment on the relationship between transformational leadership and teacher performance. Proceedings of the International Conference on Educational Leadership, 12, 290–298. <https://proceedings.goodwoodconferences.com/index.php/ecobesc/article/download/290/260/988>
- Schaufeli, W. B. (2021). Engaging leadership: Theoretical advances and practical implications. Springer.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement. *Educational and Psychological Measurement*, 66(4), 701–716.
- Selmer, J., Jonasson, C., & Luring, J. (2013). Conflict, leadership and engagement in universities. *Journal of Higher Education Policy and Management*, 35(6), 660–671.
- Sheridan, J. (2019). Mediating factors in employee engagement. *Journal of Organizational Behavior Research*, 4(1), 22–35.
- Shohib, M., Rahman, A., & Yusuf, A. (2024). The mediating role of organizational commitment in the relationship between collaborative leadership and teacher performance. *International Journal of Educational Leadership*, 12(1), 44–56.
- Steger, M. F., Dik, B. J., & Duffy, R. D. (2012). Measuring meaningful work. *Journal of Career Assessment*, 20(3), 322–337. <https://doi.org/10.1177/1069072711436160>
- Tabachnick, B. G., & Fidell, L. S. (2019). Using multivariate statistics (7th ed.). Pearson.
- Tight, M. (2003). Institutional leadership and faculty commitment. *Higher Education Quarterly*, 57(3), 266–285.
- Tight, M. (2020). Academic engagement and the changing university. *Higher Education Research & Development*, 39(5), 973–986.
- Uddin, M. J., Luva, R. H., & Hossain, S. M. M. (2019). Impact of leadership styles on employee engagement. *Journal of Human Resource and Sustainability Studies* 7, 1–14.
- Van den Broeck, A., Vansteenkiste, M., De Witte, H., & Lens, W. (2010). Need satisfaction and need frustration. *Journal of Occupational and Organizational Psychology*, 83(4), 981–1002. <https://doi.org/10.1348/096317909X481382>
- Wade, J., & Demb, A. (2009). Leadership and faculty civic engagement. *Journal of Higher Education Outreach and Engagement*, 13(1), 89–110.
- Wang, C.-J., & Chen, L. (2019). Employee engagement antecedents. *Management Review Quarterly*, 69(1), 77–97.
- Wang, D., Su, Z., & Wang, N. (2015). Personal factors in employee engagement. *Social Behavior and Personality*, 43(7), 1213–1224.
- Wang, Y., & Rashid, M. (2022). Job satisfaction as a mediator between a learning organization and organizational commitment among lecturers. *European Journal of Educational Research*, 11(4), 1123–1137. <https://www.eu-jer.com/job-satisfaction-as-the-mediator-between-a-learning-organization-and-organizational-commitment-among-lecturers>
- Yahia, K., Subramaniam, C., & Maniam, B. (2014). University leadership and organizational commitment. *International Journal of Management in Education*, 8(2), 155–173.
- Yukl, G. (2013). Leadership in organizations (8th ed.). Pearson.
- Zhang, N., Siaw, Y. L., & Jiang, N. (2025). The relationship between principal instructional leadership and teacher self efficacy in student engagement and classroom management: A cross sectional study in China. *Frontiers in Psychology*, 16, 1589958. <https://doi.org/10.3389/fpsyg.2025.1589958>



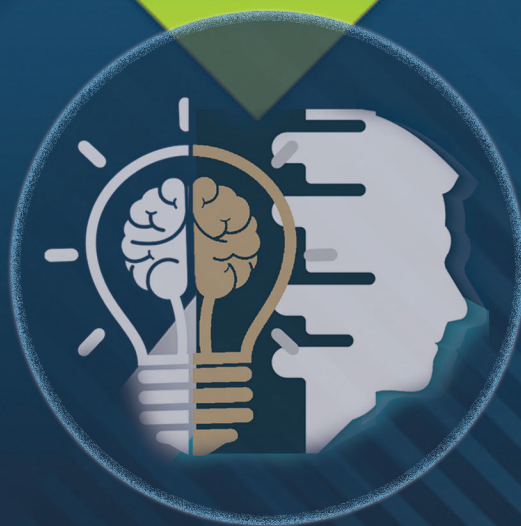
Journal of Human Sciences
At Hail University



جامعة حائل
University of Ha'il

Journal of Human Sciences

A Scientific Refereed Journal Published
by University of Hail



Ninth year, Issue 30
Volume 3, June 2026