

Leadership Styles, Management Skills, and Commitment to Organizational Values of The Multinational Administrators in Taif University, Kingdom of Saudi Arabia

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RESEARCH ARTICLE

Abstract

The study comprehensively analyzed the leadership styles, management skills, and organizational values of the multinational administrators at Taif University, Saudi Arabia, during the 2017-2018 academic year. In addition, it examined the personal and professional characteristics, leadership styles, management skills, and commitment to organizational values of the administrators. The study also assessed the significance of the agreement on leadership styles, management skills, and organizational values among administrators, teaching, and non-teaching personnel, as well as the relationships between leadership styles and management skills, leadership styles and commitment to organizational values, and management skills and commitment to organizational values. The findings revealed that the administrators at Taif University are generally supportive, directive, and achievement-oriented and possess competent management skills. The study also found that the administrators of a multinational workforce demonstrate high commitment to the organizational values of excellence, performance priority, integrity, teamwork, and innovation. Overall, the study concluded that the administrators at Taif University are typically middle-aged, well-educated, and experienced, with a positive leadership style that enables them to manage their teams effectively. Moreover, the administrators of a multinational workforce are committed to the organizational values of the institution. To enhance their leadership, management, and commitment to organizational values, the study recommends providing additional training sessions for administrators. The school authorities should encourage employees by promoting multiple cultural backgrounds and values and being more visible, active, and accessible. Additionally, the study suggests that administrators view challenges as opportunities for growth and continuous learning.

Keywords: Leadership Styles, Management Skills, Commitment to Organizational Values, Multinational Workforce

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1 INTRODUCTION

Education is fundamental to the development of modern society. The most significant factors in educational resources include the quality and number of staff in educational institutions, the quality of education, leadership style, management skills, and commitment to organizational values (Walala et al., 2014; Connolly et al., 2000b). In fact, the employee's emotional attachment,

identification with, and involvement in a particular organization could lead them to deliver their services effectively and efficiently.

As the Kingdom promotes its 'Saudization Policy,' which seeks to increase the proportion of Saudi nationals in new competitive jobs, education and literacy are substantially high in the Kingdom (Umeh, 1995). This is anchored on the Basic Law of Governance, Article 13, which states that: "The goal of education is to instill the Islamic faith in the brains of the young generation and to impart them with knowledge and skills so that they become useful members in building their society, who love their homeland and be proud of its history."

Leadership styles are concerned with understanding and changing others' beliefs, as well as altering the status quo. The administrator, however, advocates stability and carries out his responsibilities by exercising authority to get the goals accomplished (Lunenburg, 2011a). Leadership styles are considered one of the most important and controversial elements in human resource management, and employee commitment is linked mostly to work values, work motivation, and work involvement. According to Connolly et al. (2000b), school leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims. This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom.

Leadership is viewed as an influence process, while management is seen as utilizing control. The leader seeks to find new solutions to bring about improvement, while the manager ensures that all participants remain "on-task" and meet their required goals. Taif University is committed to the Vision and Mission, which presages: Vision. A globally distinguished and integrated educational and research environment; Mission. Taif University aims to develop, support, and disseminate knowledge through effective educational and research administration, adhering to international standards, to reinforce sustainable development efforts. Management skills are primarily concerned with completing the organization's work in an efficient and effective manner. Its focus is typically on the day-to-day functioning of the organization, giving primary attention to accomplishing tasks effectively. Management skills, on the other hand, focus attention on the future or what needs to be done. Its focus is on vision empowerment and reaching goals. While the manager will direct the workforce to complete the required tasks in the most efficient way, the leader tends to inspire or venture into new ways of doing things. Moreover, the management skills of the administrators speak to decision making, communication, collaboration, critical thinking, financial and budgeting, and total quality development, bound in a proper application and functions and duties.

Executive Rule No. 23/A/27, dated (30/10/1427 H), corresponding to (21/12/2006), on the Continuing Medical Education and Professional Development (CME/PD), states that: "To achieve continuous professional development that illustrates that mechanisms of accrediting the organizations that provide the activities in order to abreast with the rapid development in health field, ensure the good quality of the programs and activities to health practitioners in all specialties in order to ensure that they follow the new developments in their specialties and develop their skills on a continuous basis to raise the standard of health performance and to preserve a good standard for practicing health professions as it is the case in advanced countries."

The Saudi Commission for Health Specialties stipulated that the health practitioner must get a minimum level of credit hours in 'Continuing Medical Education and Professional Development (CME-PD)' as part of his professional responsibilities and basic condition for getting a 'license' to practice the health profession. The Commission emphasizes the importance of this program, which aims to update information and develop technical skills in the manners that achieve and maintain distinguished health care for the individual and the society.

Moreover, the Commission has lately been assigned the task of organizing health conferences with regard to their convening date according to the Royal Decree No. (3748/MB) dated (14/4/1428H) corresponding to the Gregorian calendar (1/5/2007) in order to avoid double work conflict of the conferences and repetition of the same city. The commitment to the organizational values can be managed with greater efficiency and services delivered with higher

quality whenever employees interact with clients in a way that exhibits positive actions associated with organizational commitment. Apparently, leadership style includes transformational style, which requires a number of different skills and is closely associated with two other leadership styles: charismatic and visionary leadership, all activities extended to colleagues, supervisors, and clients, such as lending a colleague a hand with work overload or undertaking innovative and spontaneous activities and talking favorably about the organization to outsiders. This is due to the Saudi government's 'Saudization' program, which promotes Saudi nationals to be educated and/or trained in all areas of employment to replace expatriate workers.

According to a study conducted by International Al-Jazeera and the Saudi Department of Statistics and Information, the Kingdom of Saudi Arabia (2015) is the second home for millions of foreign workers. This has been one of the most popular destinations for foreign workers/multinational workforce since they were offered good salaries and benefits, such as free accommodation, high tax-free salaries, leave benefits, food allowances, free/subsidized children's educations, long annual vacations, rewards, and bonuses and yearly round trip airfare tickets to their homeland, and retirement pay.

Organizational values consider the educational system and stress that educational organizations should create an environment conducive to exemplary teaching performance in the improvement of the quality of instruction. Administrators should always keep abreast of the factors that affect teaching performance and organizational commitment. They should keep an eye on the behavior of their teachers because needs may change from time to time. Lower-level commitment of teachers may create a dilemma that could negatively affect the effectiveness of an educational organization and may cause teachers to be less efficient in their professional performance or to leave the profession. The less committed teachers may create difficulties and cause deviations with respect to the educational aims of the school.

With the insights that this study will provide, if accepted openly, administrators would be highly affirmed of the potential they have in building a school of learning that is responsive to the challenges of the new millennium. It is at this vantage point that the researcher found profound interest in profiling the leadership characteristics, management skills, and commitment of school administrators and other multinational workforce, which could result in a positive end to the institutions and, most beneficial as a whole. It is within this premise that no one has yet done a study on this leadership style, management skills, and commitment to organizational values of the multinational workforce in Taif University, Kingdom of Saudi Arabia. Being one of the academic professors in health education at Taif University, the researcher believed that this issue was at stake in conducting the study.

The study determined the leadership styles, management skills, and commitment to the organizational values of the multinational administrator at Taif University, Kingdom of Saudi Arabia, for the Academic year 2017-2018. Specifically, it sought answers to the following questions: (1) What are the personal and the professional attributes of the administrators in Taif University, Kingdom of Saudi Arabia?; (2) What is the profile of the administrators' leadership styles as perceived by the three groups in Taif, University, Kingdom of Saudi Arabia in terms of Supportive Leadership, Directive Leadership, Participative Leadership, and Achievement-Oriented Leadership?; (3) What is the level of the administrators' management skills in Taif, University along Planning, Organizing, Staffing, Directing, Coordinating, and Monitoring and Evaluation?; (4) To what extent is the commitment to the organizational values of the multinational workforce in Taif University along the aspects of Integrity, Teamwork, Excellence, Performance Priority, and Innovation?; (5) How significant do the respondents' perceptions agree on the leadership styles, management skills, and commitment to the organizational values among the three groups of respondents?; (6) How significant is the relationship between leadership styles and management skills, between leadership styles and commitment to organizational values, and between management skills and commitment to organizational values?; (7) How significant is the interrelationship among the leadership styles, management skills, and commitment to the organizational values?; (8) What policy recommendations can be formulated based on the findings of this study?

This study was premised on the following assumptions: (1) The personal and professional attributes of the administrators in Taif University can be the best sourced of information from the records; (2) The profile of the administrators leadership styles as perceived by the three groups of respondents in Taif University, Kingdom of Saudi Arabia can be drawn from the respondents' themselves; (3) The level of the administrators management skills in Taif University can be gauged from the respondents responses in the research instrument; (4) The extent of the commitment to the organizational values of the multinational workforce in Taif University can be sourced out from the gathered data; (5) Policy recommendations can be formulated from the findings of this study.

This study was anchored on the following hypotheses: (1) There is a significant agreement on the rank orders of respondents' perceptions of the leadership styles, management skills, and commitment to the organizational values; (2) There is a significant relationship between leadership styles and management skills, between leadership styles and commitment to the organizational values, and between management skills and commitment to the organizational values; (3) There is a significant interrelationship among the leadership styles, management skills, and commitment to the organizational values. This study focused on the leadership styles, management skills, and commitment to the organizational values of the multinational administrators in Taif University, Kingdom of Saudi Arabia, for the Academic Year 2017-2018. It included the personal and professional attributes of the administrators in Taif University; the profile of the administration leadership styles in terms of supportive leadership, directive leadership, participative leadership, and achievement-oriented leadership; the level of the administrator's management skills along planning, organizing, staffing, directing, coordinating, and monitoring and evaluation; the extent of the commitment to the organizational values in Taif University, Kingdom of Saudi Arabia along integrity, teamwork, excellence, performance priority, and innovation.

2 METHODOLOGY

The researcher utilized the descriptive-evaluative correlational method with documentary analysis to determine the data needed under the present investigation. The descriptive method was designed to gather information about the present existing conditions. The principal aims are to describe the nature of a situation as it existed at the time of study and to explore the cases of particular phenomena. Using a descriptive survey helps obtain the information that answers the questions in the posed problem. The descriptive survey method proceeds to describe certain phenomena. For this reason, this method describes the information gathered with analytical interpretations.

The descriptive-evaluative method, with documentary analysis, was used in drawing out the personal and professional attributes of the administrators at Taif University, Kingdom of Saudi Arabia, identifying the profile of the administrator's leadership styles in terms of supportive leadership, directive leadership, participative leadership, and achievement-oriented leadership; determining the level of the administrator's management skills in Taif University along planning, organizing, staffing, directing, coordinating, monitoring and evaluation; assessing the extent of the commitment to the organizational values of the multinational workforce in Taif University, Kingdom of Saudi Arabia along integrity, teamwork, excellence, performance priority, and innovation; and formulating the policy recommendations based from the findings of the study.

2.1 Respondents

Total enumeration was used in the choice of the two hundred sixty-six (266) administrators, while stratified random sampling was used to determine the adequacy and representativeness of the total population of the two thousand seven hundred forty-seven (2,747). There were three hundred-forty (340) teaching personnel and one hundred thirty-four (134) non-teaching personnel, both Saudis and Non-Saudi nationals.

2.2 Instrument

Data pertinent to the present study were gathered using a questionnaire checklist with documentary analysis. The researcher-made instrument was formulated based on the 'Saudization Policy'; some ideas were shopped from the internet and related studies. The assessment of the leadership styles, management skills, and the extent of commitment to the organizational values of the multinational workforce in Taif University, Kingdom of Saudi Arabia, was determined through a questionnaire. Moreover, the study used a 5-point Likert Rating, as shown below.

Table 1. On the Profile of the Administrator's Leadership Styles

Scale	Interval	Verbal Interpretation
5	4.50 – 5.00	Always (A)
4	3.50 – 4.49	Very Often (VO)
3	2.50 – 3.49	Often (O)
2	1.50 – 2.49	Seldom (S)
1	1.00 – 1.49	Never (N)

Table 2. On the Level of the Administrator's Management Skills

Scale	Interval	Verbal Interpretation
5	4.50 – 5.00	Very Much Competent (VMC)
4	3.50 – 4.49	Much Competent (MC)
3	2.50 – 3.49	Competent (C)
2	1.50 – 2.49	Fairly Competent (FC)
1	1.00 – 1.49	Poorly Competent (PC)

Table 3. On the Extent of the Commitment to the Organizational Values of the Multinational Workforce

Scale	Interval	Verbal Interpretation
5	4.50 – 5.00	Highly Committed (HC)
4	3.50 – 4.49	Much Committed (MC)
3	2.50 – 3.49	Committed (C)
2	1.50 – 2.49	Fairly Committed (FC)
1	1.00 – 1.49	Poorly Committed (PC)

2.3 Statistical Treatment of Data

The researcher utilized several tools to treat the data gathered. The respondents' responses were classified and tabulated systematically according to different variables included in the study. The statistical tools were mean, frequency count, weighted mean, percentage, Rank, Kendall Coefficient of Concordance (W), Spearman Rank Order Coefficient Correlation, and the corresponding Chi-Square test. The interpretation of the result of Kendall's Coefficient of Concordance (W) and Chi-Square Test was based on comparing the computed value against their critical value, with vital consideration of the degrees of freedom and the significance level. Hence, if the computed value is less than the tabular value, the research hypothesis is accepted; however, if the computed value is greater than the tabular value, the null hypothesis is rejected. The significance level was set at 0.05.

The correlational method was used since the study tested the significant agreement on the rank orders of the respondent's perceptions of the leadership styles, management skills, and

commitment to the organizational values among the three groups of respondents; the test of significant relationship between the leadership styles and management skills, between leadership styles and commitment to the organizational values, and between management styles and commitment to the organizational values; and the test of significant interrelationship among the leadership styles, management skills, and commitment to the organizational values.

3 RESULT AND DISCUSSION

3.1 Personal and Professional Attributes

3.1.1 Age

The age of the administrators in Taif University is shown in Table 4. The records revealed that seventy-two (72), or 27.07%, belonged to 31–40 years old; one hundred eighty-six (186), or 69.92%, 41–50 years old; and eight (8), or 3.01%, 51 years old and above.

Table 4. Age of the Administrators

Age of the Respondents	Number	Percent (%)
31–40 years old	72	27.07
41–50 years old	186	69.92
51 years old and above	8	3.01
Total	266	100

However, the researcher firmly believes that age is less important than individual skills. What matters most is not the worker's age but whether he or she possesses the knowledge, skills, and abilities needed to perform the job. The leader must diagnose group characteristics like maturity expectations, norms, and cohesiveness. An effective leader will help the group determine problems that are blocking the accomplishment of the organizational goals. School administrators must have the capacity to ease one style of leadership without sacrificing poise and integrity and be able to deal with people on their level.

3.1.2 Nationality

A closer look at the data would show that there were one hundred eighty (180) or 67.67%, Saudi nationals, followed by Asians (Egyptian, Pakistan, Indian, and Malaysian), with fifty-two (52) or 19.55%; Jordanian with twenty-two (22) or 8.27%; African/Sudanese had five (5) or 1.88%; European/Turkeys had four (4) or 1.5%; while British had only three (3) or 1.13%. Notably, the majority of the administrators of Taif University were still Saudi nationals. This is due to the Saudi government's 'Saudization Programme,' which promotes Saudi nationals to be educated and/or trained in all areas of employment to replace expatriate workers.

Table 5. Nationality of the Administrators

Nationality of the Respondents	Number	Percent (%)
Saudis	180	67.67
Jordanian	22	8.27
European/Turkeys	4	1.50
African/Sudanese	5	1.88
British	3	1.13
Asian (Egyptian, Pakistan, Indian, Malaysian)	52	19.55
Total	266	100

3.1.3 Highest Educational Attainment

The data on the educational attainment of the school administrators is presented in Table 6. It shows that one hundred sixty-three (163), or 61.28%, were doctorate holders, and one hundred three (103), or 38.72%, were master's degree holders.

Table 6. Highest Educational Attainment of the Administrators

Highest Educational Attainment of the Respondents	Number	Percent (%)
Master's Degree Holder	103	38.72
Doctoral Degree Holder	163	61.28
Total	266	100

It is worth noting that these school administrators showed remarkable or desirable attitudes in their professional upliftment through continuous post-graduate education. This demonstrates the growing competitiveness of the sector and, hence, the performance output levels in terms of management and leadership styles.

3.1.4 Number of Years in Service

The length of service of the administrators is cited in Table 7. It could be deduced that the highest number of ninety-two (92), or 34.5%, had been in the service for ten years and below, followed by seventy-five (75) or 28.20% had 11-20 years; seventy-two (72) or 27.07% with 21-30 years; while twenty-seven (27) or 10.15%, had 31 years work experiences.

Table 7. Number of Years in Service of the Administrators

Number of Years in Service of the Respondents	Number	Percent (%)
10 years and below	92	34.59
11-20 years	75	28.20
21-30 years	72	27.07
31 years and above	27	10.15
Total	266	100

Based on the preceding findings, it can be deduced that most respondents have been in service for quite some time whose ability, skill, personality, and professional competence were well tuned by the duration. One of the factors in appraising the management and leadership style of school administrators is the length of job experience.

3.1.5 Position Items

The position items of the administrators at Taif University can be seen in Table 8. From the total number of the group of respondents, only one (1), or 0.38%, handled the position of the President; three (3), or 1.13%, vice presidents; twenty-eight (28), or 10.53%, administrators; twenty-six (26) or 9.77% are Deans; thirty-six (36) or 13.53%, Vice-Deans; eighty-six (86) or 32.33%, Department Heads; and another eighty-six (86) or 32.33%, Deputy Department Heads.

Table 8. Position Items of the Administrators

Position Items of the Respondents	Number	Percent (%)
President	1	0.38
Vice President	3	1.13

Administration	28	10.53
Deans	26	9.77
Vice-Deans	36	13.53
Department Heads	86	32.33
Deputy Department Heads	86	32.33
Total	266	100

It can be noted that these administrators occupied different items/positions where they had to consistently and explicitly exercise what was required of them to become efficient and effective school heads.

3.1.6 Seminars/Training Attended

One reason that has always been advanced for poor school results is that school heads are not appropriately skilled and trained for school management and leadership. As a result, some call for the professional development of school heads. Reflected in Table 9 are the trainings/seminars attended by the administrators at Taif University. Notingly, there were one hundred six (106), or 39.85%, who attended in-service training (within Taif University); ninety-three (93), or 35.96%, attended national training (within Taif Region); while sixty-seven (67), or 25.19% had international seminars attended (outside Arab Countries). This means that these administrators highly recognized the importance of the training. Being adequately trained in this kind of professional development could bring a significant change within the educational program, resulting in school heads' growth and overall effectiveness.

Table 9. Seminars/Training Attended by the Administrators

Position Items of the Respondents	Number	Percent (%)
In-Service Training (Within Taif University)	106	39.85
National (Within Taif Region)	93	34.96
International (Outside Arab Countries)	67	25.19
Total	266	100

3.2 Profile of the Administrator's Leadership Styles

Leadership style is an important characteristic of school effectiveness. The administrators' leadership skills portray this leadership as the educational leader of the school exhibits. School leaders in a position to influence others must have the skills that will make them take advantage of that position. To be competent as school leaders, school administrators need the requisite leadership style for achieving organizational effectiveness. Table 10 summarizes the results on the administrators' leadership style profile in Taif University, Kingdom of Saudi Arabia, as perceived by the administrators, teaching and non-teaching personnel. On the average side, it clearly showed that the school administrators adopted the four types of leadership style "Very Often." Top on the list were the supportive leadership style and directive leadership style. Both incurred an average weighted mean of (3.93). This was followed by achievement-oriented leadership (3.68) and participative leadership (3.61).

Table 10. Summary of the Profile of the Leadership Styles as perceived by the Respondents

Indicators	Administrators			Teaching Personnel			Non-Teaching Personnel			Average		
	Wx	I	Rank	Wx	I	Rank	Wx	I	Rank	Wx	I	Rank
1. Supportive Leadership	3.58	VO	2	4.14	VO	1	4.08	VO	1	3.93	VO	1.5
2. Directive Leadership	3.60	VO	1	4.08	VO	2	4.04	VO	2	3.93	VO	1.5
3. Participative Leadership	3.55	VO	3	3.72	VO	3	3.55	VO	4	3.61	VO	4
4. Achievement-Oriented Leadership	3.34	O	4	3.63	VO	4	4.06	VO	3	3.68	VO	3
Average Weighted Mean	3.52	VO		3.89	VO		3.93	VO		3.78	VO	

With these leadership styles, administrators demonstrated a high level of performance as perceived by the multinational workforce at Taif University. It symbolized good professional practices and values, demonstrating high-performance expectations and developing organizational structures to foster participation in school decisions.

3.3 Level of the Administrators' Management Skills

Management is concerned primarily with completing the organization's work efficiently and effectively. Its focus is typically on the organization's day-to-day functioning, primarily focusing on getting the job done (Lalonde, 2010). The manager, however, advocates stability and carries out his responsibilities by exercising authority to accomplish the goals.

The summary of the administrators' management skills at Taif University, along with planning, organizing, staffing, directing, coordinating, monitoring, and evaluation, is presented in Table 11. Indicators considered "Much Competent," but taken average, they excelled more on staffing (4.20), followed by directing (4.17), monitoring and evaluation (4.03), coordinating (4.01), organizing (3.98), and planning (3.88). Comparatively speaking, the quantitative ratings of the teaching and non-teaching personnel were higher than those of the administrators themselves (Bautista & Go, 1985). This could mean that while the two groups of respondents were confident that the administrators possessed such management skills, the latter believed there was still a need for further enhancement.

Table 11. Summary of the Level of Management Skills by the Respondents

Indicators	Administrators			Teaching Personnel			Non-Teaching Personnel			Average		
	Wx	I	Rank	Wx	I	Rank	Wx	I	Rank	Wx	I	Rank
1. Planning	3.81	MC	5	3.76	MC	6	4.08	MC	6	3.88	MC	6
2. Organizing	3.84	MC	4	3.97	MC	5	4.14	MC	3.5	3.98	MC	5
3. Staffing	4.32	MC	1	4.08	MC	3	4.22	MC	1	4.20	MC	1
4. Directing	4.25	MC	2	4.15	MC	1	4.12	MC	5	4.17	MC	2
5. Coordinating	3.88	MC	3	4.03	MC	4	4.14	MC	3.5	4.01	MC	4

6. Monitoring and Evaluation	3.78	MC	6	4.12	MC	2	4.21	MC	2	4.03	MC	3
Average Weighted Mean	3.98	MC		4.01	MC		4.15	MC		4.05	MC	

Management skills are an important component of the quality of an educational leader. There is nothing more interesting than watching a school administrator adeptly draw the faculty, community, and students' attention, sway the undesired and encourage the school's critics to agree on a point and benevolently accept their eager enthusiasm to do what is requested of them for the welfare of the school.

Administrators may not solely be the individuals who are always on the top, but every person has an entry-level who, one way or another, acts as a leader. Distributive leadership, therefore, allows all members of the school community to provide leadership and make decisions within the framework of the school culture and missions; this does not suggest that the administrators are not ultimately responsible for the overall performance of the school organizations. Rather, all concerned employees have been involved in the organizations' common goals.

In summary, a school manager plays the most vital role when he/she practices management skillfully; he/she always finds ways to improve the environment to yield better results. However, to be able to yield these results, the school administrator should be highly motivated to achieve such a role and make themselves part of the system or the family rather than a mere implementer of the actions.

3.4 Extent of Commitment to the Organizational Values of the Multinational Administrators

In today's organizational climate, 'with values, anything can be achieved; without values, nothing can be targeted.' Employees are considered the most valuable asset of any organization, irrespective of their category. Values help the organization gain the hearts and minds of employees. The present study determined the extent of the commitment to organizational values of the workforce along with integrity, teamwork, excellence, performance priority, and innovation.

Table 12 depicts the results. On average, Taif University's workforce was rated "Very much committed" to its organizational values. First on the list was "Excellence," garnering an average weighted mean of (4.29); second was "Performance Priority," with, (4.26); while "Integrity," "Teamwork," and "Innovation" belonged to the same rank with an average weighted mean of (4.17). Their top priority was to deliver exemplary performance through outstanding dedication, competence, exceptional performance, and excellent student service.

Table 12. Summary of the Extent of Commitment to the Organizational Values of the Multinational Workforce by the Respondents

Indicators	Administrators			Teaching Personnel			Non-Teaching Personnel			Average		
	Wx	I	Rank	Wx	I	Rank	Wx	I	Rank	Wx	I	Rank
1. Integrity	4.23	VMC	5	4.04	VMC	3	4.23	VMC	3.5	4.17	VMC	4
2. Teamwork	4.27	VMC	4	4.03	VMC	4	4.21	VMC	5	4.17	VMC	4
3. Excellence	4.42	VMC	1	4.19	VMC	1	4.26	VMC	1.5	4.29	VMC	1

4. Performance Priority	4.39	VMC	2	4.13	VMC	2	4.26	VMC	1.5	4.26	VMC	2
5. Innovation.	4.35	VMC	3	3.95	VMC	5	4.23	VMC	3.5	4.17	VMC	4
Average Weighted Mean	4.33	VMC		4.07	VMC		4.24	VMC		4.21	VMC	

The data likewise convey the employees' commitment to the University's mission and values. In conclusion, these organizational values can lead to the right engagement practices, and employees can work towards creating a more motivated and high-performing workforce. Including values in the performance appraisal process will increase employees' commitment. Values will make employees feel the workplace is stressful and balanced.

3.5 Significant Agreement on the Rank Orders of the Respondent's Perceptions on the Leadership Styles, Management Skills, and Organizational Values Among the Administrators, Teaching and Non-Teaching Personnel

In this study, the researcher sought significant agreement on the rank orders of the three groups of respondents (Administrators et al. personnel) perceptions of the leadership styles, management skills, and commitment to organizational values among the different groups of respondents, using Kendall's Coefficient of Concordance (W). Table 13 presents the results.

Table 13. Test of Significant Agreement on the Leadership Styles, Management Skills, and Organizational Values Among the Three Groups of Respondents

Indicator	Leadership Styles				Management Skills						Commitment to Organizational Values				
Data Points	Supportive Leadership	Directive Leadership	Participative Leadership	Achievement-Oriented Leadership	Planning	Organizing	Staffing	Directing	Coordinating	Monitoring & Evaluating	Integrity	Teamwork	Excellence	Performance	Innovation
Sum of squares of the difference	16	115	232	70.5	81.5	41.5	12	78	155.5	156.5	8	25.5	52	64	44.5
Number of cases	6	7	8	7	6	5	6	7	6	7	5	5	5	5	5

Number of groups of respondents	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Coefficient of Concordance	0.10	0.46	0.61	0.28	0.52	0.46	0.08	0.31	0.10	0.62	0.09	0.28	0.58	0.71	0.49
Computed X ² Value	1.50	8.28	12.81	4.68	7.50	5.52	1.20	5.58	1.50	11.16	1.08	3.36	6.96	8.52	5.88
Degree of Freedom	5	6	7	6	5	4	5	6	5	6	4	4	4	4	4
Tabular X ² Value (0.05, 0.01, 0.001)	11.070	12.591	14.070	12.591	11.070	9.490	11.070	12.591	11.070	12.591	9.490	9.490	9.490	9.490	9.490
Decision on Alternative Hypothesis (H)	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected	Rejected
Significance of Agreement	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns

This indicated that no significant agreement existed on administrators' leadership styles, which further means that the respondents' appraisals differed in most aspects of the indicators. Although the respondents ranked differently on the administrators' leadership styles in Table 10, they agreed or unanimously rated the administrators' leadership styles as being supportive, directive, participative, and achievement-oriented leaders in Taif University, verbally rated as "very often" employed the different types of leadership to both teaching and non-teaching personnel. Yet, the individual ratings of the indicators' responses differed in their perceptions.

The Coefficient of Concordance (W) and the computed X² value on leadership styles resulted in: Supportive leadership, 0.10 and 1.50; directive leadership, 0.46 and 8.28; participative leadership, 0.61 and 12.81; and achievement-oriented leadership, 0.28 and 4.68. The computed x² value in all leadership styles failed to reach the tabular value at a 0.05 significance level.

Therefore, the null hypothesis was accepted. On the other hand, the Coefficient of Concordance (W) and the computed x² value on the level of the administrators' management skills yielded Planning, 0.52 and 7.80; organizing, 0.46 and 5.52; staffing, 0.08 and 1.20; directing, 0.31 and 5.58; coordinating, 0.10 and 1.50; and 0.62 and 11.16 for monitoring and evaluation, where all lesser than the tabular x² value with the corresponding degrees of freedom at 0.05 level of significance. Hence, the null hypothesis was accepted.

The Coefficient of Concordance (w) and the computed x² value on Commitment to the organizational values resulted in: integrity, 0.09 and 1.08; teamwork, 0.28 and 3.36; excellence, 0.58 and 6.96; priority performance, 0.71 and 8.52; and innovation, 0.49 and 5.88; were all lesser than the tabular x² at 0.05 level of significance. Thus, the null hypothesis was accepted.

The respondents believed that the administrators had 'very often' practiced good leadership and

thus were 'much competent' and 'much committed' to the organizational values. Hence, this could be the basis to sustain the higher performance of the administrators on leadership styles, management skills, and their commitment to the organizational values to enhance more of one's skills and competencies in performing their functions, duties, and responsibilities for the common good of the students, faculty, employees, the Taif University, and the Kingdom of Saudi Arabia as a whole.

3.6 Significant Relationship between Leadership Styles and Management Skills, between Leadership Styles and Commitment to Organizational Values, and between Management Skills and Commitment to Organizational Values of the Multinational Administrators

To determine the significant relationship between leadership styles and management skills, between leadership styles and commitment to organizational values, and between management skills and commitment to organizational values of the administrators in Taif University, the Spearman Rank Order Coefficient Correlation and t-test were used.

Table 14. Test of Significant Relationship between Leadership Styles and Management Skills, between Leadership Styles and Commitment to the Organizational Values, and between Management Skills and Commitment to The Organizational Values

Indicators	Leadership Styles and Management Skills	Leadership Styles and Organizational Values	Management Skills and Organizational Values
Sum of squares of the difference	455,573	478,728	464,622
Number of cases	740	740	740
Computed r-value	0.99324	0.99291	0.99312
Degree of Freedom	Infinitum	Infinitum	Infinitum
Computed t-value	229.01	227.39	230.66
Tabular t-value			
0.05	1.645	1.645	1.645
0.025	1.96	1.96	1.96
0.01	2.326	2.326	2.326
0.005	2.576	2.576	2.576
0.001	3.291	3.291	3.291
Decision on Alternative Hypothesis (H)	Accepted	Accepted	Accepted
Significance of Relationship	0.001	0.001	0.001

The computed rs value and the computed t-value of leadership styles and management skills were 0.99324 and 229.01 ($p < 0.001$); leadership styles and commitment to organizational values, 0.99291 and 227.39 ($p < 0.001$); while on management skills and commitment to the organizational values, 0.99312 and 230.66 ($p < 0.001$) with $m=3$ and $N=740$ at 0.001 level of significance. Thus, the alternative hypothesis was accepted. Based on the results of this study, the researcher is 99.999% sure that there is a highly significant relationship between leadership styles, management skills, and commitment to the organizational values of the administrators.

In conclusion, there is congruency in the leadership styles, management skills, and commitment to organizational values among administrators at Taif University. This is a way of achieving greater success in all work activities through the involvement of employees. Their top priority is to deliver exemplary performance through outstanding dedication, competence, exceptional performance, and excellent service to the students.

3.7 Significant Interrelationship among Leadership Styles and Management Skills, Leadership Styles and Commitment to the Organizational Values, and Management Skills and Commitment to the Organizational Values of the Multinational Administrators

To determine the significant interrelationship among leadership styles and management skills, leadership styles and commitment to the organizational values, and management skills and commitment to the organizational values among the respondents, the Spearman Rank Order Coefficient Correlation and t-test were used.

Table 15. Test of Significant Interrelationship among Leadership Styles and Management Skills, Leadership Styles and Commitment to the Organizational Values, and Management Skills and Commitment to the Organizational Values

Indicators	Data
Number of Cases	740
Number of Groups	3
Computed r_{12}	0.99324
Computed r_{13}	0.99291
Computed r_{23}	0.99312
Computed $R_{1,23}$	31.218
Computed F value	253.45
Degree of Freedom	Infinitum
Tabular F-value	
0.05	3.07
0.01	4.79
Decision on Alternative Hypothesis (H_1)	Accepted
Significance of Interrelationship	0.01

The computed r_{12} , r_{13} , r_{23} , and $R_{1,23}$ values yielded 0.99324, 0.99291, 0.99312, and 31.218, respectively, and the Computed F value of 253.45 ($p < 0.01$) was greater than the tabular F-value, with $m=3$ and $N=740$ infinitum degrees of freedom at 0.01 level of significance. Thus, the alternative hypothesis was accepted.

With these findings, the researcher is 99% sure that significant interrelationships existed in all leadership styles, management skills, and commitment to organizational values. It indicates that understanding the multinational workforce's performance and behavior about leadership styles, management skills, and organizational values is relevant to the effectiveness of good management. It requires an administrator's managerial skills to practice fair and appropriate planning, organizing, staffing, directing, monitoring, and evaluation. This would empower school leaders and lead to employees' commitment to organizational values.

The administrators' leadership styles and management skills influence teachers' or employees' performance. People-oriented school administrators positively influence school development, management, colleague relationships, and teamwork. In like manner, task- or achievement-oriented administrators are influential in communication, management, school development, and security or benefits. A good leader possesses managerial skills and adequate knowledge to perform the tasks.

3.8 Policy Recommendations to Attain Higher Performance of the Multinational Workforce

In the light of the findings of the study, the following policy recommendations were formulated:

1. Administrators should create objectives to meet goals and an action plan that will give concrete steps to move them toward success. Display a passion and have a strong conviction or integrity of what they regard as the moral correctness of their vision.
2. School officials should implement strict compliance with school policies, delegate tasks, and make people accountable for what they do, deem or think an exceptional leadership style at the school level essential to realize the vision of excellence for the sake of the students. They must promote a high degree of faith in them and in attaining the vision they articulate.
3. The school administrators should be involved in school activities and act with integrity and fairness in their leadership role. They must possess an attitude and commitment to provide uncompromising educational service to students, parents, and employees.
4. The school authorities should guide subordinates in planning and assignments as scheduled. Build within team members the essence of working together and help all other members produce a mindset toward achievement.
5. School Administrators should organize seminars or training along their lines of specialization in the department and develop specific skills for a particular purpose. Training should be conducted within Taif University or even outside Arab Countries.
6. School officials must review the implementing rules and regulations of work deadlines for individuals and groups to improve the performance of their tasks.
7. Department heads should provide a clear means of measuring achievement to help assess the performance or to reflect changes.
8. Administrators should communicate high-performance expectations to their followers and develop strong confidence in their followers' ability to meet such expectations.

4 CONCLUSION AND RECOMMENDATIONS

Based from the findings, the following conclusions were made: (1) Most of the administrators are within forty-one to fifty aged bracket; belonged to different nationalities but majority are Saudi nationals; holder of a masteral, and doctoral degrees; had been in the service for more than a decade; holding different positions; and attended seminars/trainings within Taif University, national, and international attendance; (2) The profile of the administrator leadership style along supportive leadership style, directive leadership, achievement-oriented leadership, and participative leadership, are considered "Very Often"; (3) The level of the administrators' management skills, considered, "Much Competent", on directing, monitoring and evaluation, coordinating, organizing, and planning; (4) The extent of commitment to the organizational values of the multinational workforce, were "Very Much Committed", on excellence, performance priority, integrity, teamwork, and innovation; (5) The respondents' perceptions significantly agree on the leadership styles, management skills, and organizational values; (6) There is a significant relationship between leadership styles and management skills, leadership styles and commitment to organizational values, and management skills and commitment to organizational values. (7) There is a significant interrelationship among leadership styles and management skills, leadership styles and commitment to the organizational values, and management skills and commitment to the organizational values; (8) Policy recommendations are formulated based on the study's findings for implementation.

Based on the findings and conclusions, the following recommendations were formulated: (1) The Administrators need additional training on leadership styles, management skills, and commitment to the organizational values. This will make them more competitive in the committee of nations. It will also equip them with specialized skills and a systematic body of principles to sharpen their administrative skills; (2) The department heads need to constantly update their leadership knowledge, skills, and abilities for effective leadership performance in diverse workplace development and cross-cultural management, as well as for the competitiveness in the global market; (3) Administrators management skills, seminars, workshops, and conferences have to be organized by universities and ministries of education.

These administrators need more training and re-training in administration on the tertiary level to attain exemplary performance; (4) School authorities should motivate employees by promoting multiple cultural backgrounds and values. In other words, showing empathy for others and giving appreciation of different values, as well as beliefs and experiences, can motivate employees and retain the best employees; (5) School officials should be more visible, active, and accessible to employees to enhance the administrator-employee relationship to create a positive organizational climate, and achieve the overall goals and objectives of the school; (6) School administrators must look at the challenges as a lifelong endeavor and an opportunity for organizational and individual growth. School leaders need to look beyond the current situation and think outside of the box by continuous learning and self-development to overcome traditional thinking, using multiple senses when seeking solutions, and staying alert to opportunities; (7) Administrators must communicate expectations of high performance to their followers and strong confidence in their followers' ability be developed to meet such expectations.

They must engage in outstanding or extraordinary behavior and make remarkable self-sacrifices in the interest of the university's vision and mission; (8) The policy recommendations be adopted to attain higher performance from the multinational workforce in Taif University towards quality education. Based on the recommendations of the study, the researcher suggests the following topics for future research: (1) Replication of the present study in different schools/regions on a larger scale; (2) The Impact of Person and Organizational Values on Organizational commitment; (3) Relationship of Personal and Organizational Values with Job Satisfaction; (4) Management Competency Needs of School Administrators for Effective Administration; (5) The administrative behavior, strategic planning, organizational structure, innovative strategy, school climate of the School Administrators and their relation to student achievement; (6) Leadership Styles and Work Effectiveness of School Administrators of Colleges and Universities.

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