

# Leading Change and its Relationship with the Moral Spirit of the Faculty Members: An Applied Study on the University of Imam Abd Al-Rahman Bin Faisal in the Kingdom of Saudi Arabia

**Ms. Saja Suleiman Al-Turki<sup>a</sup>, Dr. Obaid Abdullah Al-Subaie<sup>b</sup>**, <sup>a</sup>Deanship of Preparatory Year, Imam Abdulrahman Bin Faisal University, <sup>b</sup>Department of Educational Administration, College of Education, Imam Abdulrahman Bin Faisal University, Saudi Arabia.

The purpose of this study was to identify the relationship between change leadership and the faculty morale at Imam Abdulrahman bin Faisal University. The researchers used the correlational descriptive approach. The sample consisted of 243 faculty members which constitutes (17%) of the total population (1428). The study used the questionnaire as a tool to collect data. The study data were processed using the statistical program (SPSS). The results of the study found that the degree of practicing change leadership skills among academic leaders at the University of Imam Abdul Rahman bin Faisal was "high". The results also revealed that the level of morale among the faculty members at the University of Imam Abdul Rahman bin Faisal was "high". The researchers also found a positive relationship between change leadership, and the level of morale among faculty members at the significance level (0.01). The study recommended several recommendations, the most important of which are: Encouraging academics to take initiative in new projects and ideas, contribute to the development of the educational system within the university, and support the university in the field of university research and university research.

**Key words:** *Change Leadership; Morale; Academic Leadership.*



## Introduction

Change is one of the most important elements needed effectively to facilitate success for organizations of all kinds. Today's world can only accommodate those looking for development and creativity as we live in an era characterized by changes in the various aspects of social, cultural, and economic life.

Change has become one of the most important determinants for the development of today's organizations. What can be observed at the present time in terms of the great competition between organizations to achieve success is what has led to a continuous movement that does not subside from the various changes and development in their surroundings to keep pace with the external change and development (Mohammad, 2014, p. 60).

Educational organizations need to make a real change substantially, ensuring it to achieve a qualitative leap and create a comprehensive community development. Educational organizations must adopt the methods and strategies to change, to be able to achieve this leading role in the development of society. They are affected by what happens in the environment around it and affects it. (Al-Omari, 2018, p. 642).

Leadership is an essential element in the progress of the twentieth century institutions. Educational leadership and management researchers emphasized that leadership is the essence of the administrative process and the importance of it stems from its role in all aspects of the administrative process. (Boualak and Yahya, 2014, p. 188).

One of the main reasons for the success of organizational change is the presence of people and change experts who possess intellectual, personal, human, and technical skills and abilities related to change, and the presence of leaders who can provide support for the efforts exerted during the change, which ensures that they are persecuted. (Al-Qadi, 2015, p. 284), and this is known as the leadership of change, which Al-Kurdi (2016) defined as: “modifying and developing the goals of institutions and harmonizing their goals and visions, especially with higher education. Emad El Din (2004) also defined it as: “Leading the planned and organized effort to reach the achievement of the desired goals of change through the proper scientific use of human resources and the available material and technical resources” (31).

If the primary objective of change in any organization is to reach out to be better, and improve the working environment of the conditions, but the phenomenon of resistance to change must appear with the change to the belief of individuals that the process of change may threaten their interests, and show divisions between individuals within the organization, which requires redoubled efforts from the leaders of change. (Al-Samati, 2018, p. 72). Therefore, the importance of the ability of change leaders to deal with resistance to change, and the ability to maintain the level of morale among workers.



The moral is a psychological state or emotion that is difficult to define by a single factor, as one factor does not lead to the rise of the morale (Al-Nakhala, 2015, P. 35). Al-Nakhala, (2015) indicated that the morale of the employee is usually supported not only through material incentives and formal authority but also through providing a complete containment of the work environment, and achieving a kind of mutual respect and trust between the leader and the subordinate

The researchers emphasized the importance of the moral and human relations, and their role in creating the appropriate environment to achieve success in the organization. In this context, Al-Essawi (2005) mentioned that the moral of the individual is positively correlated to his behavior, as high morale controls the adaptation to the work environment and the improvement of human relations. Therefore, leaders must pay great attention to this aspect, which will benefit the individual and the organization. (P. 60).

Review of the literature revealed a moderate level of practicing change leadership skills in the higher education institutions. For example, Al-Thubaiti (2018) found that the degree of practicing change leadership in educational administration departments in Saudi universities was moderate. Hardan (2011) found that the practice of academic administrators at the Hashemite University to lead the change was moderate from the point of view of faculty members. Regarding the level of morale among faculty members in universities, Several studies showed that the level of morale among the faculty members was high (Al-Zahrani, 2019) and moderate (Al-Sabha and Al-Khasawiya 2018). Moreover, Höhener, (2017) concluded that motivation is the primary force that enables workers to participate in change and commitment. Yyelland (2011) emphasized that human feelings are a powerful factor in organizational culture, and can facilitate or restrict attempts to modify or change the organizational culture. Bree and Smollan (2017) argued that the leader's sharing of his feelings with his followers helps to achieve the desired change. Moreover, Al-Shaalan (2016) indicates that the leadership relies heavily on managing the stages of change and dealing with its resistance.

It is evident from the review of previous studies that most of these studies aimed to find out the degree of practicing change among academic leaders in local, Arab and international universities (e.g., Saqa , 2012 ; Hardan 2011). We noted that the results of these studies that investigated were contradictory to each other. The authors also noted that there are very few studies that dealt with the relationship between change leadership and the moral of the faculty members in Saudi Arabia.

### **Statement of the problem**

Higher education is considered one of the pillars affecting the development process. Therefore, Kingdom of Saudi Arabia paid great attention to it, believing in the necessity of making it



available to every citizen and its need for qualified human cadres to empower him. (Saqa, 2012, p. 2) Consequently, The Saudi higher education institutions are directed towards these rapid changes and meet their requirements and conditions and try to adapt to them, to be able to catch up with the global competition in our modern era. (Al-Qarni, 2016, p. 726).

Therefore, the Kingdom of Saudi Arabia has been keen on developing its education in a continuous manner, to be able to face the challenges of the era, including launching the Kingdom of 2030 vision, which constitutes a roadmap for the development of all institutions, including the institutionalization of some of them. In a way that is consistent with the requirements of this stage and achieves efficiency and effectiveness in exercising its tasks and specializations to the fullest extent. (Al-Yami, 2018, p. 32)

Nonetheless, university education in the Kingdom of Saudi Arabia is still facing a number of challenges that drive it towards change, in light of the global openness and the rapid changes in knowledge and information technology, and the emergence of global classifications of universities and other challenges that in turn need academic leaders who have sufficient skills to enable them to face these challenges and keep abreast of all these changes and make the difference that all members of the educational system aspire to. Therefore, researchers called for the necessity of qualifying the leader who is capable of change, and the necessity of caring for the leadership of change.

Therefore, researchers called for the necessity of qualifying the leader who is capable of change. For example, Al-Otaibi, (2009) and Al-Kurdi (2016) emphasized the role of the academic leader in bringing about change within Saudi universities. Moreover, Al Thubaiti (2018, p. 206) indicates that the degree of leadership change in the educational departments in Saudi universities was moderate. Harden (2017) found that the degree to which academic leadership practices the skills to lead change was moderate from the perspective of the faculty members, This is due to the absence of an influential leader as well as the lack of interest in individuals during the change process. (P. 8). Accordingly, our study seeks to identify the degree to which academic leadership practices the skills to lead change at Imam Abdulrahman bin Faisal University and its relationship to the morale of the faculty members.

### **Research Questions:**

- 1- What is the level of practicing academic leadership at Imam Abdul Rahman Faisal University in the skills of leading change from the point of view of the faculty members?
- 2- What is the level of morale of the faculty at Imam Abdul Rahman bin Faisal University from their viewpoint?



3- Is there a statistically significant relationship between the degree of practicing academic leadership at the University of Imam Abdul Rahman bin Faisal for the skills of leading change and the level of moral?

### **Method**

To achieve the objectives of the study, the study relied on the descriptive correlational method.

### **Participants**

The population of the study included all the faculty members at Imam Abdul Rahman bin Faysal University in Saudi Arabia. It included (643) females and (785) males (the unit of support and decision-making at the University of Imam Abdulrahman bin Faisal, 2020) The survey was submitted to all members of the study community from whom we obtained 243 valid surveys.

### **Instrument**

In light of the study's questions and its objectives, and due to the large size of the study sample, the questionnaire was relied on as a study instrument.

### **Validity of the instrument**

The validity of the questionnaire was examined in two different ways. First, apparent validity was verified by distributing the questionnaire to group of referees in the field of educational leadership the universities of the Kingdom of Saudi Arabia. Second, the Internal consistency was measured by applying the questionnaire to a pilot sample of (35) faculty members to verify the validity of internal consistency. To ensure the veracity of the study tool, this sample has been excluded from the original sample of the study. The correlation coefficient between each item and the overall degree of its dimension was calculated as follows:

**Table 1.** Correlation coefficients for the degree of academic leadership's practice of leadership change skills by the overall degree of the dimension belonging to it (Pilot sample: n = 35)

<b>The dimensions</b>									
Motivation to achieve the goals of change		Dealing with resistance to change		Managing the time of change		Team participation in change		Build Change Teams	
<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>	
**0.9145	1	**0.5568	1	**0.8187	1	**0.8494	1	**0.8323	1
**0.9217	2	**0.8977	2	**0.8545	2	**0.8843	2	**0.8653	2
**0.9337	3	**0.8548	3	**0.8583	3	**0.9160	3	**0.8858	3
**0.9003	4	**0.8943	4	**0.8895	4	**0.8760	4	**0.8609	4
**0.9331	5	**0.9279	5	**0.8918	5	**0.9125	5	**0.9166	5
				**0.9209	6	**0.7580	6	**0.9141	6

\*\*Significant at the level of 0.01

Table 1 shows that the correlation coefficients of the items of the first axis are statistically significant at the level of (0.01) to the total degree of the dimension to which the items belong. This indicates the validity of the questionnaire statements, and thus the validity of the internal consistency of the questionnaire.

**Table 2.** Correlation coefficients for the items of the degree of academic leadership's practice of change leadership skills in the overall degree of the axis (pilot sample: n = 35)

<b>The dimensions</b>									
Motivation to achieve the goals of change		Dealing with resistance to change		Managing the time of change		Team participation in change		Build Change Teams	
<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>	
**0.8790	1	**0.6263	1	**0.8206	1	**0.7652	1	**0.7201	1
**0.8349	2	**0.8294	2	**0.8152	2	**0.7581	2	**0.7334	2
**0.8332	3	**0.6890	3	**0.5780	3	**0.8273	3	**0.8605	3
**0.8587	4	**0.7648	4	**0.6011	4	**0.7807	4	**0.8207	4
**0.8289	5	**0.8783	5	**0.7924	5	**0.8908	5	**0.8238	5
				**0.7793	6	**0.8051	6	**0.8007	6

\*\*Significant at the level of 0.01

Table 2 shows that all the items are statistically correlated at the level of (0.01) which indicates the validity of the internal consistency of the questionnaire.

**Table 3.** Correlation coefficients for the first axis dimensions  
(pilot sample: n = 35)

The dimensions	Coefficient correlation
Build Change Teams	**0.9056
Team participation in change	**0.9264
Managing the time of change	**0.8347
Managing the time of change	**0.9101
Motivation to achieve the goals of change	**0.9202

\*\*A function at the level of 0.01.

Table 3 shows that the Coefficient correlations of the dimensions of the first axis are statistically significant at the level of (0.01). This indicates the validity of the internal consistency of the questionnaire.

**Table 4.** The coefficients correlation between the items of the second axis, the level of the moral among the faculty members by the college degree to the dimension belonging to it  
(pilot sample: n = 35)

The dimensions							
Commitment to work		Relationship with colleagues		Relationship with administration		Feelings about work	
Coefficient correlation		Coefficient correlation		Coefficient correlation		Coefficient correlation	
**0.8657	1	**0.7889	1	**0.8937	1	**0.8794	1
**0.7537	2	**0.8949	2	**0.9251	2	**0.7581	2
**0.8143	3	**0.9238	3	**0.9169	3	**0.8714	3
**0.8538	4	**0.8683	4	**0.8624	4	**0.8992	4
**0.7605	5	**0.8187	5	**0.8882	5	**0.7866	5

\*\*Significant at the level of 0.01

Table 4 shows that the correlation coefficients of the items of the second axis are statistically significant at the level of (0.01) to the total degree of the dimension to which the items belong.

**Table 5.** The coefficients of correlation between the items of the level of moral of the faculty members by the overall degree of the axis  
(Pilot sample: n = 35)

<b>The dimensions</b>							
<b>Commitment to work</b>		<b>Relationship with colleagues</b>		<b>Relationship with administration</b>		<b>Feelings about work</b>	
<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>		<b>Coefficient correlation</b>	
**0.4437	1	**0.7651	1	**0.7560	1	**0.8594	1
**0.4622	2	**0.7352	2	**0.7234	2	**0.6846	2
*0.3862	3	**0.7422	3	**0.8044	3	**0.8393	3
*0.4095	4	**0.6109	4	**0.7476	4	**0.8783	4
**0.5187	5	**0.6566	5	**0.8253	5	**0.6940	5

\*\*Significant the level of 0.01

\*Significant at the level of 0.05

Table 5 shows all the items of the second axis are statistically significant at the levels of (0.01) and (0.05) with the total degree of the field to which the items belong which indicates the validity of the internal consistency of the questionnaire.

**Table 6.** Correlation coefficients for the dimensions of the level of morale among the faculty members by the total degree of the axis  
(pilot sample: n = 35)

<b>The dimensions</b>	
Feelings about work	**0.9429
Relationship with administration	**0.8599
Relationship with colleagues	**0.8276
Commitment to work	**0.5697

\*\*Significant at the level of 0.01

Table 6 shows that the correlation coefficients of the dimensions of the level of morale are statistically significant at the level of (0.01) which indicates the validity of the internal consistency of the questionnaire.

### Instrument reliability

The reliability of the instrument was calculated using the Cronbach alpha parameter, and the following table shows the **reliability of the instrument**:

**Table 7.** Coefficients of the Cronbach alpha constancy of the study dimensions and its axes (Pilot sample: n = 35)

Dimension - axis	The number of items	Cronbach alpha constancy
Build Change Teams	6	0.94
Team participation in change	6	0.93
Managing the time of change	6	0.94
Managing the time of change	5	0.89
Motivation to achieve the goals of change	5	0.95
first axis	28	0.98
Feelings about work	5	0.89
Relationship with administration	5	0.94
Relationship with colleagues	5	0.90
Commitment to work	5	0.83
second axis	20	0.94

Table 7 indicates that the instrument's reliability was calculated using the Cronbach alpha Which reflects the high reliability of the instrument.

### Study Results

The purpose of this study was to identify the relationship between change leadership and the faculty morale at Imam Abdulrahman bin Faisal University.

The questions of the study were answered based on the results of the statistical analysis of the responses of study sample according to the axes, dimensions and phrases contained in the questionnaire. To facilitate the interpretation of the results, the following method was used to determine the level of the answer to the questionnaire items, where they were given the weight

of the alternatives: (always = 5, often = 4, sometimes = 3, seldom = 2, never = 1), then these answers were classified into five levels of equal range through the following equation:

Class length = (highest value - lowest value) ÷ number of tool replacements = (1-5) ÷ 5 = 0.80  
To get the following classification:

**Table 8.** A distribution of categories according to the gradient used in the questionnaire

Degree of practice	Range of averages
Very high	5.00 – 4.21
High	4.20 – 3.41
Average	3.40 – 2.61
Low	2.60 – 1.81
Very Low	1.80 – 1.00

The following is a presentation of the results of the study and its analysis according to the order of its questions:

### The First Research Question

The first research question of this study aimed at exploring the degree of **practicing academic leadership at Imam Abdulrahman Bin Faisal university for the skills of leading change** from the point of view of the faculty members. To answer this research question, the arithmetic means and standard deviations of the responses of the study participants were calculated. The results are displayed in the following table:

**Table 9.** Arithmetic averages arranged in descending order of the degree of practicing change leadership skills among academic leaders

The dimensions	SMA	standard deviation	Order	Practice degree
Build Change Teams	3.68	0.88	1	High
Team participation in change	3.55	0.98	4	High
Managing the time of change	3.63	0.94	2	High
Managing the time of change	3.32	0.94	5	Average
Motivation to achieve the goals of change	3.59	1.01	3	High
The overall degree of academic leadership practices to lead change	3.56	0.88		High

The average is 5 degrees\*\*



Table 9 indicates that the arithmetic averages of the practice of change Leadership from the perspective of faculty was high. Building change teams ranked first with a mean (3.68) and Sway standard (.88), which indicates that the degree of academic leaders to lead the change after the construction of teams change came high, from the point of view of faculty members. These results can be attributed to the conviction of leaders of the importance of the work teams to achieve the objectives of the change that the university is seeking to achieve. This conviction is evidenced by the fact that most of the developmental projects in the university are carried out through committees and work teams and not individual work.

The dimension of "change-time management" ranked second with an arithmetic average (3.63), and a standard deviation (0.94), which indicates that the degree of practice of academic leadership is high in terms of academic change. The faculty members can be attributed to the fact that the nature of work in educational institutions is related to the time management and planning, and it is not possible to continue it without realizing it.

The dimension of "stimulus to achieve the objectives of change" ranked third with a mean (3.59), and a standard deviation (1,01). This may be attributed to the belief of academic leaders at the university for the importance of this dimension, as many earlier studies have confirmed the importance of caring for the human aspect during the stages of change (Höhener, 2017; Yyelland, 2011).

The dimension of "work team participation in change" ranked fourth with an arithmetic mean (3.55) and a standard deviation (0.98), which indicates that the degree of leadership practice in an academic leadership team is higher than for a leadership team. This can be attributed to the belief of leaders of the importance of the leadership change, and that it is within the requirements of achieving this is the existence of an area of participation in bringing about change, where the literature confirmed that participation in decision-making creates a favorable climate that encourages the process of change within the organization.

Finally, the dimension "dealing with resistance to change" ranked last with an arithmetic mean (3.32) and a standard deviation (0.94), which indicates that the degree of academic leaders to lead the change after dealing with resistance to change came medium. This could be attributed to the lack of adequate training courses on leadership change models and strategies to deal with resistance to change. Therefore, there is a need to provide academic leadership with skills necessary for dealing with resistance to change.

As shown in Table 9 the general average of the dimensions combined amounted to (3.56) out of (5) and a standard deviation (0.88), which is a mean that falls within the category of (high) among the categories of the scale of response of the study sample suggesting that academic leadership at the University of Imam Abdulrahman bin Faisal has positive attitudes about the change leadership. These results could be attributed of the importance of the leadership change

in general, and thus seek to exercise its dimensions, and shows that the general orientation of the university towards change and development, through several steps, including: university approval on 26 - January - 2015 to update its vision, mission and values, for the university in May 2015 Based on the institutional academic accreditation from the National Center for Evaluation, and the academic accreditation for the period between May 1, 2015 - April 30, 2022, the university's strategic plan was updated and a full alignment between it and Vision 2030 was made in January 2018. (Imam Abd al-Rahman bin Faysal University website, 2020). The results of the current study are consistent with findings reported in other studies (Al-Qarni, 2016; AlKurdi, 2016; Abu Samra, 2014; Husseinia & Algazirli & Mansour, 2014; Saqa, 2012). These results are inconsistent with results reported in earlier studies such as (Al-Thubaiti, 2018; Tanash and Al-Kubaisi, 2018; Hardan, 2011).

**The second research question:** The second research question aimed at investigating **the level of moral among the faculty members at Imam Abdulrahman Bin Faisal University, from their viewpoint.**

To answer this research question, the arithmetic means and standard deviations of the responses of the study participants were calculated. The results are displayed in the following table:

**Table 10.** Arithmetic averages arranged in descending order of the level of morale among the faculty members

The dimensions	SMA	standard deviation	Order	Practice degree
Feelings about work	3.96	0.90	3	High
Relationship with administration	3.53	0.99	4	High
Relationship with colleagues	4.31	0.69	2	Very High
Commitment to work	4.67	0.49	1	Very High
The overall degree of the level of morale of the members of the teaching staff	4.12	0.63		High

The average is 5 degrees\*\*

As shown in Table 10 the level of morale of the faculty members was arranged in descending order according to the average dimensions, where "the extent of commitment to the work" ranked first with a mean (4.67) and standard deviation (0.49 ), which indicates that the level of "the extent of commitment to work" was very high among the faculty members. This result may be attributed to the efforts of the university in creating a sense of association among the faculty members towards their work whereas the dimension of "the individual's relationship with colleagues" ranked second, with an arithmetic mean (4.31) and a standard deviation (0.69), which indicates that the individual's relationship with colleagues was very high. This

result may be attributed to the faculty's awareness of the importance of team work, given the fact that group work achieves the highest results and leads to rapid achievement. The dimension of "feelings towards work" ranked third, with an arithmetic mean (3.96) and a standard deviation (0.90), which indicates that the moral level of the faculty members in this dimension was very high. This result may be attributed to the university's keenness to encourage the faculty members to develop their skills which contributes to the formation of positive feelings towards their profession, and this is clearly demonstrated through the message that the Deanship of Human Resources seeks: "Attracting distinguished human capital and developing it to provide effective services according to the approved quality standards." Finally, "the relationship of the individual with the administration," ranked fourth, with an arithmetic mean (4.53) and a standard deviation (0.99), which indicates that the level of the moral of the faculty members is high in this dimension. This result may be attributed to the university's tendency to develop its management skills, as an example of this is stipulated in the sixth strategic objective of the university's strategic plan, which is "building a modern institutional administrative system".

It is evident from the Table 10 that the general average of the dimensions combined reached (4.12) out of (5) and a standard deviation (0.63). This average falls within the (high) category among the scale categories of the responses of the study sample. This result could be attributed to the fact that the scientific environment at Imam Abdulrahman Bin Faisal University allows professional individual development, as the university seeks to the consolidation of many values, including the value of belonging and team spirit, as well as the incentive system provided to faculty members such as Excellence Awards. All this would work to raise the morale of the faculty members. These results are consistent with findings reported from other studies (e.g. Al-Zahrani, 2019; Kharfan, 2017 and Jalabna, 2011). Nonetheless, these results contrast with results reported in earlier studies (e.g. Al-Sabha and Al-Khasawneh, 2018; Mohammad, 2012 and Bou Abbas, 2010), which concluded that the level of morale of the faculty members was moderate.

### **The third Research Question**

The third research question aimed at investigating the relationship between **the degree of practicing academic leadership at the University of Imam Abdulrahman Bin Faisal for the leadership skills of change leadership** and the level of moral among faculty members.

To find out the nature of this relationship, Pearson correlation coefficient was employed, as shown in the following table:

**Table 11.** A matrix of Pearson correlation coefficients to measure the relationship between the degree of practicing change leadership among academic leaders and the level of moral among the faculty members

(N = 243)

	Feelings about work	Relationship with administration	Relationship with colleagues	Commitment to work	The overall degree of the level of morale of the members of the teaching staff
Build Change Teams	**0.6471	**0.6966	**0.4830	**0.1653	**0.6665
Team participation in change	**0.6429	**0.6632	**0.5181	**0.1693	**0.6623
Managing the time of change	**0.6283	**0.7039	**0.5450	**0.2361	**0.6931
Managing the time of change	**0.6198	**0.6723	**0.4966	**0.1737	**0.6526
Motivation to achieve the goals of change	**0.6447	**0.6816	**0.5344	**0.1832	**0.6773
The overall degree of academic leadership practices to lead change	**0.6850	**0.7352	**0.5551	**0.2002	**0.7215

Significant at the level of 0.01\*\*

Table 11 indicates that there is a statistically significant relationship between the exercise of academic leaders of the dimensions of leadership change: (building change teams, the participation of team change, time for change, dealing with resistance to change management, motivation to achieve the goals of the change), and the level of morale among faculty members: (feelings toward work, individual relationship with management, the individual's relationship with colleagues, the extent of commitment to the work), suggesting that the higher the practice of change leadership skills level among academic leaders, the higher the moral of the faculty members and these relationships were statistically significant at the level of (0.01).

As indicated from table 11, there is a positive correlation between the total degree to exercise academic leadership skills to lead change, and the total score of the level of morale among faculty members, suggesting that the higher the practice of change leadership skills level



among academic leaders, the higher the moral of the faculty members and these relationships were statistically significant at the level of (0.01). These results could be attributed to the role played by academic leaders based on the level of all the dimensions of the leadership change in the upgrading of the level of morale among faculty members. Providing all leadership aids for faculty members to carry out their roles as well as take care of them and help them develop their performance contributes in raising the level of the moral among the faculty members and enhancing their sense of belonging to the university, and achieving fruitful cooperation between them and the leaderships towards reaching the ambitions of the university and realizing its vision. These results are consistent with findings reported from other studies (e.g. Sidikova, 2011; Yyelland, 2011)

### **Study Recommendations**

Based on the results of the study, several recommendations are proposed. First, the university should develop training programs based on a clear basis for the development of the capabilities of academic leaders in the field of change leadership, and ways of dealing with resistance to change. Second, the university should support and develop academic leadership's personal attributes and skills and employ them to develop their relationships with faculty members, through training programs that could help "the relationship with management" which came in the last place in the dimensions of morale. Third, the leaders should encourage academics to initiate projects and modern ideas to contribute to the development of the educational system within the university. Fourth, the university support the applicable research in the field of change leadership and creat a local and global information network to exchange academic experiences on leading organizational change. Finally, the university should support structural changes to suit the requirements of the leadership of organizational change.

## REFERENCES

- Abu Samra, A. (2014). *The Effectiveness of Decision-Making and Its Relation to Leading Change Among Heads of Academic Departments in Palestinian Universities* (Master Thesis). The Islamic University, Palestine.
- Al- Qadi, M. (2015). *organizational behavior*. Amman: Academics for publication and distribution.
- Al Thubaiti, K. (2018). Leading change in educational administration departments in Saudi universities in light of Kotter's model of change. *Umm Al-Qura University Journal*, 10 (1), 162-209.
- Al Yami, H. (2018). A future vision for the development of education in the Kingdom of Saudi Arabia in light of the vision of the Kingdom 2030. *Journal of Educational and Psychological Sciences*, 2 (26), 32-49.
- Al-Essawi, A. (2005). Ways to raise the morale of the workers. *Islamic Awareness Magazine*, 42 (474), 59-61
- Al-Kurdi, Z. (2016). *A proposed strategy to develop leadership for change in higher education institutions in Gaza governorates in light of the principles of sustainable development*, "the Islamic University", a case study (case study). The Islamic University, Palestine.
- Al-Nakhala, M. (2015). *The strategic leadership and its role in raising the morale of the members of the security services in the Gaza governorates* (Master Thesis). Al-Aqsa University, Gaza.
- Al-Omari, J. (2018). The extent of the practice of educational leaders in government schools for boys in the Madinah region to lead change: a field study. *Journal of Educational and Psychological Sciences*, 19 (1), 639-672.
- Al-Otaibi, T. (2009). Leading change in Saudi universities is a proposed model for the role of the head of the academic department as a leader for change. (An introduction study of the Leadership and Service Responsibility Seminar for the Eastern Province Emirate).
- Al-Qarni, A. (2016). The reality of practicing academic departments at the University of Tabuk to lead change from the point of view of the faculty members. *Journal of the College of Education* (Al-Azhar University), 35 (168), 725-767.
- Al-Sabha, K & Al-Khasawneh, A. (2018). A comparative study in assessing the level of morale of faculty members in the Faculties of Humanities - King Faisal University and the Hashemite University. *An-Najah University Journal for Research*, 32 (2), 365-390.
- Al-Samati, H. (2018). *The reality of resistance to organizational change in the Algerian University in light of the application of the (LMD) system from the viewpoint of university professors* (PhD thesis), Mohamed Khidir University, Algeria.
- Al-Zahrani, A. (1429). *The reality of the practice of leading change by managers of educational supervision centers in Makkah Al-Mukarramah Region* (Master Thesis). College of Education at Umm Al-Qura University, Kingdom of Saudi Arabia.
- Bou Abbas, F. (2010). *The degree of commitment of the heads of academic departments to the ethics of administrative work and its relationship to the level of moral spirit of the*

- members of the teaching staff in the colleges of the Public Authority for Organizational Education as they are considered by the State of Kuwait for Organizational Education.* (Master Thesis). Faculty of Educational Sciences, Middle East University, Jordan.
- Boualak, N & Yahya, S. (2014). Incorporating the culture of change in the administrative leadership development process. *Journal of Economics, Management and Business Sciences*, 11, 181-196.
- Emad El Din, M. (2004). Leading change - the leadership style sought to bring about change and achieve effective coexistence in the twenty-first century. *Education Message Journal*, 4, 30-36.
- Hardan, L. (2011). *The degree of the practice of leading change among administrative academics at the Hashemite University and its relationship to administrative creativity from the point of view of the faculty members* (Master Thesis). The Hashemite University, Jordan.
- Höhener, M. (2017). *Motivation During the Changing Process* (Bachelor's thesis). HämeenammattikorkeakouluHäme University of Applied Sciences, Finland.
- Husseiniya, S& Algazirli, M& Mansour, H. (2014). The reality of managing change in higher education institutions and the requirements for its implementation as perceived by the members of the educational body in it. *Journal for Research and Scientific Studies*, 36 (6), 277-297.
- Jalabna, M. (2011). The level of job satisfaction among faculty members at the University of Philadelphia and its relationship to the level of their morale. *Journal of Al-Quds Open University for Research and Studies*, 1 (24), 189-228.
- Kharfan, R. (2017). The work relationships in Jordanian public universities and their connection with the morale and job performance of the teaching staff. *Journal of the Association of Arab Universities for Research in Higher Education*, 37 (1), 193-212.
- Mohammed, J. (2014). *Management of change and organizational development*. Amman: Al-Moataz House for Publishing and Distribution.
- Saqa, R. (2012). *The skills required for academic leaders to lead change at Umm Al-Qura University from the point of view of the faculty members "Importance and practice"* (Master Thesis). College of Education at Umm Al-Qura University, Saudi Arabia.
- Sidikova, M. (2011). *The Impact of Change on Employees Motivation* (Bachelor's thesis). Turku University of Applied Sciences, Finland.
- Tanash, S& Al Kubaisi, A. (2018). The reality of driving change in Jordanian private universities from the point of view of faculty members and academic administrators. *Journal of Educational Sciences*, 45 (4), M. 1, 662-681.
- Yyelland, B. (2011). Uh Oh, where are we going? Methods used in an ethnographic study of organizational culture change in a Canadian college. *International journal of art & sciences*, 4(23), 39-54.