

# Comparing Leadership Models at Al-Quds University According to Gender in Light of Leadership Theory with Love

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**Abstract:** The aim of this research is to reveal the behavior patterns of leaders at Al-Quds University and their relationship to gender in light of the theory leadership of love. To achieve this goal, the Fiedler scale was used to determine the extent to which the two genders practice the bureaucratic and democratic leadership styles, and an interview consisting of questions to judge the leader's love for his institution and its employees. The research was applied to a sample of college deans and heads of academic departments at Al-Quds University. In view of the females to whom the Fiedler tool was applied, they got a score of less than 58, which means, according to Fiedler's analysis, that they are motivated by tasks and they focus on accomplishing work and controlling subordinates more than human relations with others, and they use their power to maintain their personal interests. They Stand against all that threatens their desires, control the desires of subordinates and directing them according to their whims. If these people use democracy, it will be as a means to achieve what should be achieved in their view. It turns out that these females themselves do not pay attention to working conditions, do not accept criticism, and do not hear except what they like to hear. They do not give up their opinions, even if they are proven wrong, they exaggerate the use of their powers at work, and tighten their grip on workers. This contradicts the theory of leading with love. Under its principles, the leader does not control his followers, and does not make them feel inferior or short-lived. Because the essence of the message of leadership with love is giving that elevates others, raises their performance, refines their behavior and increases their interaction.

## Introduction

No matter how different the working nature of institutions is or how big they are, there has to be a leader involved. Regardless of the factors that contribute to the variations in the personality of the leader, whether they are internal factors personalized to the leader or external factors that come as a result of the leader's interaction with their environment, educational leadership differs from the management of an industrial or commercial enterprise or organization in that it requires knowledge and skills in process of leading. The educational leader executes his job by his ability to guide the subordinates and gain their trust, cooperation, and respect in order to convince them of his eligibility. The leadership style used by the educational leader in leading the group is an important factor in the progress in the rise of the educational institution or in its downfall; because of its significant impact on the level of job satisfaction of employees and the general atmosphere of the educational institution.

Management is one of the most important human activities in any society; it performs a number of tasks, the most important of which are planning, organization, direction, control, and evaluation, and it can be divided into four categories in terms of directions: management by goals, management by

results, management by actions, and management by love. Management with love is an academically recognized style of modern management that is based on the spread of love between the leader and his staff in the organization to improve performance, task implementation, and goal achievement. **Kathleen Sanford**, the author of “Leading With Love: How Women (And Men) Can Transform Their Organizations Through Maternalistic Management” believes that the failure of modern theories and their applications is not due to the failure of their approaches and lack of credibility, but to the lack of love in management and leadership lack of instinct and compassion (Al Saud, 2013).

Universities are important educational institutions in the educational process, and their success is determined by the qualifications of their leaders at various levels and ranks, which are predominantly male, with a few exceptions. Under the philosophy of leading with love, this research sought to distinguish between female and male leadership styles and the differences between them in the management process of several colleges and deanships at Al-Quds University.

### **Research justifications and objectives:**

Following the investigation of the theory of leading with love, the researchers' enthusiasm and questions about how this theory is linked to the various leading styles practiced at Al-Quds University, particularly the democratic and autocratic styles, and whether gender differences in leadership play a role in the application of the theory of love were raised. Since gender disparities are founded on natural and innate differences, the goal of this study was to uncover the patterns of behavior of Al-Quds University leaders and their link to gender using the theory of love. The Fiedler scale was used to determine the amount to which both genders practice bureaucratic and democratic leadership patterns, as well as an interview consisting of questions to assess the leader's affection for his institution and its employees.

The research was applied to a sample of deans of colleges and heads of academic departments at Al-Quds University.

The problem of the study centered on the following question: What are the behavior patterns of leaders at Al-Quds University?

And the following question was branched from it: Does the male leadership style and the female leadership style differ in light of the theory of love at Al-Quds University?

Based on the previous question, the study tests the following hypothesis:

There are differences between male leadership style and female leadership style in light of the leading with love theory at Al-Quds University.

### **Objectives:**

Find out how the pattern of male leadership differs from the pattern of female leadership under the theory of love at Al-Quds University.

Find out the style of leadership (democratic, autocratic) according to gender in the light of the theory of love.

### **Significance:**

The study of leadership patterns is crucial in the field of management because it determines the leadership behavior of leaders in educational institutions, particularly in higher education, which has

a significant impact on employee job satisfaction and, ultimately, the success or failure of those institutions from a managerial standpoint.

The significance of this research also lies in the following aspects:

**Theoretical aspect:** this study provides a better understanding of the nature of leadership styles practices by both males and females at Al-Quds University to researchers and others who are interested.

**Practical aspect:** Given the recent assumption of senior positions by females from various deanships at Al-Quds University, this study provides an indication of the direction of the leadership style practiced by both males and females at Al-Quds University, providing a great opportunity for leaders to identify and develop their leadership style.

### **Limitations;**

**Location:** Al-Quds University/ Abu Dis

**Human subjects:** This study involved certain heads of academic departments and deans of faculties at Al-Quds University.

### **Definitions:**

**The leader,** according to Al-Sakarna, 2010: A leader is someone who is influenced by the demands of a group, conveys the wishes of the group's members, and then concentrates attention, directing the group's energies in the desired direction.

**Leadership's styles:** They are patterns of behavior demonstrated by leaders when performing their duties, which have been classified into three categories: autocratic, democratic, and lenient (White, & Lippitt, Lewin).

**Autocratic style:** In this method, the leader draws all of his authority from official authority, which he frequently uses as a justification for forcing subordinates to carry out his commands. He also dictates his steps, determines the type and policy of work himself. As a result, this pattern is reflected in productivity and generates hatred. Control is lost once the leader is gone, despite the fact that it may have a short-term good effect on production.

**Democratic style:** The leader here derives his authority from his human relations as a basis for dealing, giving freedom to individuals to work and full confidence. Decisions are not taken individually but in consultation with all subordinates. Channels of communication are open in all quarters. Individuals feel the importance of their positive contribution to the organization, and they are more cohesive and connected, and their morale is usually high.

**Faire-laissez:** The leader allows subordinates a lot of flexibility to choose and decide what they want in this style, and the leader's engagement is substantially reduced. The last word is not for him, as in the democratic style, after consultation, he also gives each subordinate the freedom to decide the way they work and their relationship with the group. However, even under this style, the leader sets his sights on achieving the goal; it is true that he gives complete freedom to individuals, but in the end, there is achievement of goals (Al-Sakarna, 2010).

**Fiedler's stationary theory:** This theory is called "stationary" because it emphasizes that the effectiveness of the leader depends on how appropriate the leader's style is to the surrounding

“situation”, Fiedler studied the tactics of hundreds of good and bad leaders, and then proposed experimental "empirical" generalizations about the best and worst leadership styles based on the following model:

Leader-Member Relations	Good				Bad			
Task Structure	High		Low		High		Low	
Leader's Position Power	strong	weak	strong	weak	strong	weak	strong	weak
	1	2	3	4	5	6	7	8
Most Effective Leader	Low Medium			High				Low

#### Stationary Leadership Model-Fiedler

The relationship between a leader and a member is determined by Fiedler's Least-Preferred Co-Worker Scale (LPC), where leaders are divided into two categories: a relationship-oriented leader and a task-oriented leader.

Task structure: Specificity and clarity of the task, the more clear and specific the task, the stronger the control of the leader the situation.

**Leader's Position Power:** The amount of power available to the leader to reward or punish the group.

According to the model, the best leadership positions are at number 1, and the worst are at number 8. The scores at the bottom of the model represent the effectiveness of the leaders in the eight positions. However, it is unclear why leaders get such a high degree of effectiveness in medium-preference positions!

#### *Situational Theory:*

According to this theory, the circumstances and attitude variables in which the leader is present determine the leader's skills and patterns of action. Fiedler (1967) noted that not every leader is successful or unsuccessful at all times; leadership effectiveness is influenced by the leader's personality and behavior on the one hand, and changes in attitude on the other. Fiedler emphasized that three primary factors contribute to the position's suitability for a leadership style:

1. The leader's relationship with members (good or bad).
2. The nature of the tasks (specific or vague).
3. Leader's Position Power (strong or weak).

Fiedler used these three factors and their six levels to form eight different situations, and presented them on a connected line of favorable situations to unfavorable situations for the leader. Fiedler divided the style of leadership into two types: one concerned with workers and relationships-focused, the other focused on production and the fulfillment of tasks (task-oriented). Following that, studies and research into the dimensions of interest in production and interest in human relations were

conducted. A pattern of participatory leadership and directed leadership has formed, depending on how much the leader focuses on these two dimensions (Al-Saud, 2013).

### **Leading with love and Motherly Management**

Love is the magic of motherhood and motherly Management is subject to the same magic, love can be viewed as the magic wand and responsible for the success of organizations and institutions, leading with love and motherly management is similar to being a mother, but it comes with its own set of challenges. However, the importance of the message and the magnitude of the results push the mother to greater sacrifice, denial, and redemption, and the mother overflows with warmth and passion, and does not skimp on her children's education, and this behavior in organizations leads to self-development, delegation of powers, the formation of work teams, and the preparation of second-grade leaders. The mother's giving nature doesn't await any kind of return, all she needs is to prepare her children for a successful future role, even if they weren't appreciating her own role, the mother's love is unconditional and her giving is unlimited.

Tolerance and care, recognizing and appreciating members' strengths, weaknesses, and attempting to help them overcome them, happiness for others' success and understanding their culture, respect for their feelings and emotions, and participation in various events are some of the characteristics of this management style. Kathleen Sanford classified management love into five categories: love of the organization, love of the members, love of the customers who profit from the organization's services, love of the community around the organization, and finally, love of the leader.

#### **First the leader's love for his organization:**

The leader's love for the organization is demonstrated by treating it as if it were his home, his family, and this love is translated into ethical behavior that improves the organization's performance. This love's characteristics include: His thorough knowledge of the organization's mission, deep grasp of its vision, unwavering conviction in its aims and values, and employee engagement in this love so that they have a strong commitment to execute the organization's mission and achieve its goals to the fullest. The organization's love and its success are two sides of the same coin, and the leader with the motherhood instinct is the one who changes the rhythm of this love and transforms it into ethical behavior that improves the organization's performance and contributes to creativity, innovation, development, and transformation.

#### **Second, the leader's love for employees:**

The leader can demonstrate this love by: collaborating with, respecting, and appreciating employees; providing care programs for them and their families; assisting them in revealing their abilities, developing their talents, releasing their energies, asserting their self-confidence and self-love; creating a motherhood climate that encourages creativity and innovation, improves performance, and spreads values; increasing interaction in the organization, and to strike a balance in his relationships and his judgments, rather than using flexibility as a justification for exceptions and discrimination, similarly to the mother who loves her children and only wishes the best for them; that's why she may get harsh sometimes to improve her child's shortcomings. The worse an employee is, the more love, care, instruction, and time he requires from his leader.

**Third, the leader's love for customers:**

Customer love is a top value of work values, as well as one of the most significant pillars of organizational conscience and reasons for the profitability of businesses and the recovery of institutions. Love is demonstrated through treating people with respect and providing a service or product that they are proud of its quality; listening to their ideas and suggestions; paying attention to their complaints, and a continuing desire to improve the quality of the organization's services or goods.

Although providing excellent customer service is a matter of principle and a starting point supported by modern administrative theories, some institutions continue to ignore it because they fail to recognize the direct relationship between employee satisfaction, work quality, and customer satisfaction.

**Fourth, The leader's love for society:**

Leader's love for the community surrounding the organization is one of the quickest ways to achieve profits and competitive advantage for the organization, and management with the instinct of motherhood is considered community service, and one of its most important responsibilities and a means to improve the lives of employees and customers together. After all strong organizations do not exist and do not develop in weak communities. Workers cannot focus on their work while worrying about their safety and the well-being of their families, or about the future of their children in schools while universities are riddled with chaos and drugs. As a result, the organization's leadership must contribute to the improvement and development of the community around them, participate in planning for its future, and encourage workers to volunteer to serve it.

**Fifth, the leader's love for himself:**

It is a moral love that is free of selfishness, ownership, and control. A leader who likes himself has reasonable aspirations and reasonable expectations. He does not abuse his power, does not overreact to negative actions taken by employees and customers, and exalts himself in teaching, disciplining, and rewarding them for their progress and success, as well as forgiving their mistakes.

Kathleen Sanford summarized: If you want to be a mother to those you lead, be a mother to yourself, if you want to be attentive of others, look after yourself, and if you want others to love you, love yourself.

Even if he becomes an unknown soldier or others forget and dispute his virtue, a loving leader never stops giving.

These pillars cannot be realized in their totality without the preparation of loving leadership that possesses the beliefs, skills, and values of management that emulate motherhood, as well as the ability to transform organizational behavior into a mirror image of the values and beliefs of this theory, and to bring about a shift in the culture of the organization toward management innate. When we have leadership with these attributes, we will find our organizations effective and moving in the right direction (Al-Saud, 2013).

**Relationship of gender (male or female) to leadership style:**

One of the most prominent conclusions of Foreign Studies and research that tended to investigate the variations of leadership between females and males was the predominance of the nature of participation over the style of female leadership, i.e. leadership with and through the participation of

the group. While male leadership, i.e., domineering leadership, is dominated by the style of control, authority, and attention to task completion. Also, feminist theory has proven that the way a female thinks and sees leadership differs from the way a male thinks and perceives it. However, the female may use the male leadership method to compete for leadership positions (Brunner & Schumaker, 1998). This theory also suggested that the female understands leadership as a social production - that is, leadership with the group - because she was raised as a subordinate, she lacks the power to control the group as the male does, so she leads the group through their participation in leadership rather than control over them. Males, on the other hand, regard leadership as a means of influencing others; they are more concerned with regulations and laws, and they focus on finishing tasks, attaining goals, retaining information, and obtaining success (leadership dominating the group work). To the contrary, their female counterparts are more concerned in human connection and the work environment, with a focus on participation and process operation; they regard leadership as a means of bringing about desired changes in the organization (leading with the participation of the group) (Chliwniak, 1997). (Turki, 1993) study aimed to identify differences in some crucial psychological features of leadership work between female and male managers working in the government sector, banks and companies in the state of Kuwait. According to the findings, there were no variations in the following qualities between female and male managers: control, responsibility, self-discipline, and role clarity. However, male managers had a different leadership style, being more concerned with personal relationships and less concerned with work, whereas female managers were more concerned with work and less concerned with personal relationships. The leading style was assessed using the Fiedler model. The Brunner Study (1995) aimed to learn about the pattern of leadership applied by public school leaders (female and male principals and their assistants) in the United States, by conducting personal interviews with leaders and their subordinates. The study discovered a strong link between gender and leadership style: women lead with the participation of the group, while men lead domineering leadership. It also found that women are more successful when they exercise leadership with the group, while men are more successful when they exercise leadership that dominates the group. The study recommended that similar need to be conducted in any place or condition where critical decision-making processes are practiced, as well as in diverse political systems, to discover the distinctions between men's and women's leadership.

### **Instruments:**

The interview, which consists of a series of questions created by the researchers to determine the level of the leader's love for his organization, employees, and consumers in the institution, as well as his community, as indicators of his approach to the philosophy of leading with love.

Because they knew the people with their management and leadership, several subordinates were interviewed to work for deans and heads of targeted departments.

The Fiedler instrument was used <https://www.investopedia.com/terms/l/least-preferred-coworker-scale.asp> in this study to measure the style of leading: Leading with the participation of the group and with domineering leadership, which is the scale of the LPC (Least Preferred Co-worker Scale). This scale is used to determine the relationship of the administrative leader with his subordinates. The Fiedler scale is a model of scales that rely on the differentiation of the meanings of words. The scale classifies the leading style into two types:

1. Leaders who care about production in their relationship with workers:

These leaders are primarily concerned with their work and prefer it when they have control over their work and subordinates, while using resorting to punishment when they have less control. They are also more satisfied when they complete the work and have higher self-esteem as a result of their efforts rather than the opinions of others. They criticize their subordinates and work with them to push them to boost production. Their subordinates are more accomplished and better able to work in both favorable and unfavorable settings because these leaders have the ability to exercise influence and control in the group.

2. Leaders who care about human relationships in their relationship with workers:

These leaders are primarily concerned with human relationships with employees, and they derive more satisfaction from these relationships and addressing their needs than from their work. They also speak highly of their subordinates and provide them with continual assistance. They will work and succeed if you have good ties with them (Al-Saud, 2013).

Because of its objective nature, ease of application, consistency, and honesty, this scale was chosen. Fiedler's two leadership styles, task-oriented and relationship-oriented, are remarkably similar to the two leadership styles employed in this study, ensuring that the analysis is logically consistent with the study's content.

Results of the comparison between the Democratic and Autocratic leadership patterns of the two gender under the theory of love:

The results indicate that males and females differ in their use of democratic and autocratic leadership styles, implying that gender has an impact on the type of leadership used.

Under the idea of love, males (heads of departments and deans of academic faculties) practice Democratic leadership, whereas females practice autocratic leadership.

According to the Fiedler scale used in this research, a leader with above-average scores (64 and above) focuses more on the human side than production, i.e. participatory leadership. While a leader with a score below (58) focuses more on getting work done and controlling subordinates than on human relationships with others, i.e. domineering leadership. If the score is between 58 and 63, the leader can be organized into one of the two styles, that is, he combines the two styles in his leadership style.

According to Fiedler's analysis, females who used the Fiedler instrument scored less than 58, indicating that tasks motivate them, and they prioritize getting work done and controlling subordinates over human relationships with others. They also use their power to protect their personal interests, stand against everything that threatens their desires, and control, and direct the desires of subordinates according to their whims. They utilize democracy as a tool to accomplish what they believe should be accomplished.

It turns out that these ladies are unconcerned about working conditions, refuse to take criticism, and simply listen to what they want to hear. They refuse to accept their errors, apologize for them, or attempt to disprove them. They refuse to give up their opinions, even when they are proven to be incorrect, and they abuse their position at work, tightening their grasp on employees.

This goes against the love-based leadership idea. Because the essence of the message of leading with love is offering what lifts others, improves their performance, refines their behavior, and strengthens their interaction, the leader does not control or feel inferior to his subordinates.

This result is similar to the results of the (Turki, 1993) study, which found that females follow an autocratic guiding form of leadership that is more concerned with work than with human relations. This could be due to females competing for restricted leadership roles or positions. Because of the

many opportunities for leadership positions available to males, the female exercises domineering leadership over her own gender, believing that access to these positions requires her to exercise stereotypical male qualities such as firmness, control, and strength, and this appears on the female rather than the male.

Males in the sample who scored higher on the scale than 64 were motivated by relationships. Adapting to people is how these individuals get their satisfaction in the workplace (interpersonal relationships) Even if a coworker prefers him less, a person with high scores recognizes great traits in him. The democratic method of decision-making is participative, and under the theory of love, the male leader at Al-Quds University, according to subordinates, looks after everyone and gives learning chances for them. His decisions are consistent with logic, rules and policies, within the Constitution of principles and ethics. In addition, regulations and laws must be applied without discrimination or favoritism. The leader's love for working people, cooperation with them, and mutual respect affirm Al-Quds University's Democratic leadership style.

This study is in line with the findings of numerous prior Arab research, which show that males exercise leadership with the participation of the group, including (Turki, 1993). This finding contradicts the findings of many previous foreign studies that males exercise domineering leadership, including the (Brunner, 1995) study. Therefore, Arab educational leaders tend to exercise democratic participatory leadership, whereas foreign educational leaders tend to exercise autocratic directed leadership. This could be because there are few females in senior leadership roles, so the Arab male leader isn't worried about female competition for his leadership position, these positions are more available to males than females, so they practice a leadership style with the group. Because the Western male leader is afraid of female competition, he uses a domineering leadership style. Female leaders are afraid of male competition for their jobs because they see it as an opportunity to prove themselves, and they do not want to fail.

### **Analysis:**

By acknowledging that employees are human beings and providing emotional support in difficult times, they improve their sense of belonging. When is democracy justified? Its participation effect makes it beneficial in general, but leaders should use it specifically when trying to improve team cohesion, morale, communication, or fragile trust within the organization. Many cultures place a high importance on strong personal links, making the development of commercial partnerships a must. The participative approach puts collaborative efficiency on the line. Such leaders are concerned with fostering harmony, encouraging friendly exchanges, and building personal ties that strengthen the bonds among their members. Similarly, participatory leaders embrace difficult moments in the role of the organization (times of stagnation and depression) since they provide more time to develop emotional competences that can be called upon and depended upon when under pressure. When leaders are participatory, they pay attention to their employees' emotional needs and make it a corporate priority. Empathy — the ability to recognize the feelings, needs, and viewpoints of others — is another important skill here. Empathy allows a leader to keep his or her followers satisfied by looking after everyone.

When the challenge is to bring together different or opposing people in a harmonious team, the participatory democratic pattern relies on the efficiency of the love theory of conflict management, in which the leader and employees share the love of the organization and thus the love of the

organization requires loyalty to it, loyalty to its vision, faith in its mission, and work to increase production and services.

What characteristics distinguish a Democratic leader? What characteristics do you look for in a Democratic leader? In light of the passion of the institution, workers, and society to boost productivity and creativity, the democratic style is developed on a participatory basis for crisis leadership within the working team.

Although this research does not provide a definitive answer on the pattern followed by department heads and their agents that can be applied to all males and females, it does provide a clear indication of the impact of gender on administrative leadership patterns, which is consistent with the findings of previous Arab and foreign studies. It also revealed that male leaders tend to practice democratic participatory leadership while female leaders tend to practice autocratic directed leadership, as well as another important indicator: Arab educational male leaders are closer to participatory leadership in their management practices than their foreign counterparts who practice domineering leadership, and Arab females are closer to domineering leadership in their management practices than their Western counterparts.

### **Recommendations:**

1. Conduct additional research to determine the impact of gender and other variables such as academic rank on the leadership style used.
2. Repeating the study with various samples of males and females in additional leadership positions and comparing the results to the original results.
3. Encourage all educational leaders, particularly females, to adopt a participative leadership style through courses and seminars.
4. Based on the results of scientific research, establish criteria and grounds for the selection and appointment of educational leaders to leadership positions.

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