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**The Effect of Leadership styles on Employees Job Satisfaction in Egypt:
A Case Study on Nermin Ismail Language School in Egypt**

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The Effect of Leadership styles on Employees Job Satisfaction in Egypt: A Case Study on Nermine Ismail Language School in Egypt

Abstract:

This research study investigates the effect of leadership styles on employees' job satisfaction within the educational private sector organization in Egypt, with a case study conducted at Nermine Ismail Language School. The research aims to understand how different leadership styles influence employee satisfaction and retention, contributing to the overall effectiveness of the organization.

The study population consists of employees currently working at NIS International Schools in Egypt. Data were collected through three preexisting validated instruments: the Multifactor Leaders Questionnaire (MLQ) 5X Rater Form, a Job Satisfaction survey, and a demographic survey. Quantitative analysis of 194 questionnaires is complemented by an "interpretive-descriptive" methodology for qualitative data analysis. The study findings demonstrate a significant relationship between leadership styles, particularly transformational and transactional leadership, and employees' job satisfaction.

Additionally, through in-depth qualitative interviews, the study emphasizes the significance of incorporating communication skills, management experience, and qualifications as essential criteria in management appointments to enhance employee satisfaction and overall organizational performance.

By providing empirical evidence of the link between leadership styles and employee job satisfaction in the educational private sector of Egypt, this research contributes practical implications for organizational leaders. These findings underscore the importance of thoughtful leadership appointments and offer a valuable reference for fostering positive work environments and improving employee satisfaction. The originality of this study lies in its specific focus on the Egyptian educational private sector, adding novel insights to the field of leadership and employee satisfaction.

Keywords

Leadership, Leadership styles, Employees, Job Satisfaction, Egypt

Introduction:

The educational sector in Egypt has experienced remarkable growth, leading to a highly competitive environment for educational institutions. In this dynamic landscape, organizations face immense pressure to not only survive but also excel. One critical aspect of organizational success is the retention of satisfied and loyal employees, as they are less likely to seek opportunities elsewhere. Consequently, understanding the factors that influence employee job satisfaction becomes paramount.

Leadership plays a pivotal role in shaping the work environment and employee experiences. Extensive research has been conducted on various leadership styles and their potential impact on employees' job satisfaction. Among the diverse array of leadership styles explored in the literature are autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional, and transformational leadership (Mosadegh, 2003). Notably, two

styles, transformational and transactional leadership, have garnered significant attention for their perceived influence on employee job satisfaction (Hanaysha et al., 2012; Sayadi, 2016).

Transactional leadership fosters commitment and a sense of purpose among employees, reinforcing their alignment with team goals. Leaders employing this style cultivate trust and cooperation, ultimately driving the attainment of desired outcomes.

Conversely, transformational leadership is characterized by four essential components, commonly known as the "four I's." Intellectual stimulation encourages the exploration of novel ideas and perspectives for both employees and leaders, promoting a culture of innovation and continuous learning. Individual consideration involves personalized support and guidance, empowering employees in their career development and growth. Inspirational motivation entails painting a compelling vision of the organization's future, inspiring employees to internalize and work towards this shared vision. Lastly, idealized influence refers to leaders acting as role models, exemplifying the desired work ethics and values for their followers.

Prior studies have indicated a positive association between transformational and transactional leadership styles and employee job satisfaction (Ahmad, Adi, Noor, Rahman, & Yushuang, 2019). Psychological empowerment refers to the intrinsic motivation and sense of control that employees experience when they perceive their work as meaningful and aligned with their values.

While existing research has provided valuable insights into the impact of leadership styles on job satisfaction, several research gaps remain to be addressed. Firstly, the Egyptian context may exhibit unique cultural and organizational characteristics that could influence the relationship between leadership styles and job satisfaction, necessitating a specific focus on

this region. Secondly, prior studies have primarily focused on transformational and transactional leadership styles, overlooking other leadership styles that may have relevance in the Egyptian educational private sector. Limited studies have examined how leadership styles in this region influence job satisfaction among employees, especially considering gender differences.

Consequently, this research seeks to address this gap by conducting a gender-based case analysis in the educational organization in Egypt, investigating the effect of various leadership styles on employees' job satisfaction. By focusing on this particular context, the study aims to contribute valuable insights and offer practical implications to enhance employee contentment and retention in the educational sector in Egypt.

Research objectives

This research study aims to comprehensively explore diverse leadership styles and their implications for employee satisfaction within the educational organization in Egypt, with particular attention to gender-based case analysis. The significance of these factors in influencing employee retention and turnover underscores the importance of understanding their dynamics.

The study focuses on the independent variable of leadership styles exhibited by managers, measured through attributes encompassing transformational, transactional, and passive-avoidant leadership styles. Meanwhile, the dependent variable is employees' job satisfaction, considered for both genders.

The study has four primary objectives:

1. To investigate the impact of leadership styles within the educational institution.

2. To assess the effect of job satisfaction in the educational sector, acknowledging its pivotal role in employee retention and turnover.
3. To gain insights into the relationship between leadership styles and job satisfaction within the educational organization.
4. To explore whether gender differences moderate the relationship between leadership styles and employee job satisfaction.

By addressing these objectives, the research seeks to contribute to a deeper understanding of leadership dynamics and its influence on employee satisfaction, thereby offering valuable insights to the academic and organizational realms. The findings of this study will have practical implications for educational institutions, guiding strategies for enhancing employee contentment, fostering retention, and promoting organizational effectiveness.

Literature Review:

Leadership: Leadership, as described by Kim and Maubourgne (1992), entails the ability to inspire confidence and garner support from individuals necessary to achieve organizational goals. Dubrin further characterizes leadership style as a leader's amalgamation of attitude and behavior, resulting in consistent patterns of interaction with group members. Various leadership styles have been identified, including autocratic, bureaucratic, laissez-faire, charismatic, democratic, participative, situational, transactional, and transformational leadership.

In the context of organizational success, human capital is a crucial resource, driving efficiency and precision (Mohammad Mosadegh Rad & Hossein Yarmohammadian, 2006). Leaders play a pivotal role in addressing the needs, goals, and interests of employees, supporting them in reaching organizational objectives. Consequently, leadership is defined as

a workplace relationship where an individual, assigned by the organization, oversees and manages its activities, and subordinates report to this individual.

Successful leadership encourages innovative and creative problem-solving approaches, utilizing different techniques to direct and motivate subordinates (Jones & Rudd, 2008). Two prominent universal leadership styles are transactional and transformational leadership (Mester, Visser, Roodt, & Kellerman, 2003). Both styles focus on the leader's traits, behaviors, and situational or contingency factors.

Job Satisfaction: Before delving into the impact of leadership styles on job satisfaction, it is essential to understand various facets of job satisfaction. Globally, job satisfaction is viewed as the perceived relationship between an individual's desires from their job and what they perceive the job actually offers.

Employees are indispensable assets in achieving organizational objectives, making their satisfaction a critical factor. Odom et al. (1990) define job satisfaction as the extent to which a worker feels positively or negatively about their job. Other studies define it as an attitude individuals have toward their jobs and the organizations they work for.

A supportive working environment is a key driver of job satisfaction, influenced by multiple factors such as salaries, fringe benefits, achievement, autonomy, recognition, communication, working conditions, job importance, co-workers, degree of professionalism, organizational climate, interpersonal relationships, reputation of the agency, supervisory support, positive affectivity, job security, workplace flexibility, teamwork, and even genetic factors.

Studies often use five facets to measure job satisfaction, including wage, promotion opportunities, relationships with coworkers, administration or leader relationships, and job

tasks itself. Job satisfaction is a multidimensional construct that encompasses employees' feelings about various intrinsic and extrinsic job elements.

Human capital management experts assert that employee satisfaction directly impacts the organization's ability to satisfy clients, as employees often have direct interactions with clients. Cano & Castillo (2004) emphasized that various aspects, such as the working environment, type of work, management, strategy and supervision, development opportunities, interpersonal interactions, rewards, appreciation, and empowerment, can enhance job satisfaction. Among these aspects, leadership stands out as a primary driver of increased job satisfaction.

Demographic characteristics: Effective and efficient leadership plays a pivotal role in determining the success or failure of any organization. In a society historically dominated by men, women have had to break through barriers and shatter glass ceilings to attain leadership positions. However, contemporary trends show a positive shift, with women now occupying higher leadership roles. Nonetheless, some studies debate the significant influence of gender differences on leadership effectiveness.

Throughout history, men and women have been perceived as distinct and unique in their communication, influence, and leadership styles. Adler and Izraeli (1988) present two contrasting views on women in management. The equity view assumes similarity between male and female contributions, striving for equal access and identical norms for both genders. In contrast, the complementary-contribution view acknowledges differences between male and female contributions and aims to recognize the value of these distinctions.

Studies have shown that females are generally associated with communal qualities (Rosner, 1990), including a focus on the welfare of others, nurturance, affection, willingness to help

and soothe, empathy, emotional expressiveness, and awareness of others' feelings. On the other hand, males are often characterized by agentic qualities, displaying assertiveness, goal-directedness, and a tendency to take control. Agentic qualities encompass traits such as ambition, dominance, independence, self-reliance, and decisiveness.

Interestingly, research suggests that there are no substantial differences in leadership styles between genders. Instead, the situational context heavily influences leadership styles. Kantar (1977) contends that organizational roles override gender roles in management and leadership positions. Managers, irrespective of gender, exhibit less stereotypic behavior when occupying the same leadership position, suggesting that men and women in equivalent positions of power tend to behave similarly, indicating no significant gender differences in leadership style.

Both male and female leaders display comparable levels of task-oriented and people-oriented behavior. Research on gender differences in leadership styles indicates that men and women employ equivalent amounts of task-oriented and relationship-oriented behaviors. Thus, leadership roles appear to be highly situational, with gender differences playing a negligible role in determining leadership style.

It is crucial to recognize that gender-based disparities individual differences within genders may be more influential in shaping leadership approaches. As organizations continue to embrace diversity and inclusivity, understanding and valuing these individual differences will be imperative in fostering effective leadership practices and enhancing organizational success.

Research Methodology

This research study aims to investigate various leadership styles and their impact on employee job satisfaction through a gender-based case analysis. The study focuses on employees working in NIS International Schools in Egypt, with a population size of 500 employees. For the purpose of this study, a simple random sample of 217 respondents was selected. The research distributed 217 questionnaires to the selected sample, receiving a total of 194 completed questionnaires, resulting in a response rate of 89.4%.

The survey instrument used in this study was conducted in the English language and comprised two main sections. The first section examined three types of leadership styles: Transformational Leadership, Transactional Leadership, and Passive/Avoidant Leadership. The respondents were required to rate their perceptions of these leadership styles using a five-point Likert scale, ranging from "Completely Agree" to "Completely Disagree."

The second section of the survey assessed employees' job satisfaction (refer to Appendix 1). This section also employed a five-point Likert scale to measure the respondents' satisfaction levels regarding their jobs.

The utilization of the Likert scale allows for the quantitative analysis of the data, providing numerical values that can be statistically analyzed. The choice of a Likert scale facilitates the examination of respondents' perceptions on a continuum, enabling a comprehensive assessment of leadership styles' effects on job satisfaction. By employing a survey approach with a structured questionnaire, this research study aims to gather data from a substantial number of employees in the educational sector in Egypt. The chosen research method enables the exploration of various leadership styles and their association with employee job satisfaction, considering gender as an important moderating factor.

Variables & Measures:

Independent Variable: Leadership Style

Transformational Leadership Style: This leadership approach aims to bring about positive change in individuals and social systems, with the goal of developing followers into leaders.

Transactional Leadership Style: This leadership approach relies on rewards and punishments to motivate and direct followers, emphasizing structure, organization, supervision, performance, and outcomes.

Passive/Avoidant Leadership Style: This form of laissez-faire leadership exhibits passive indifference towards tasks and workers, ignoring worker needs and problems, and lacks effective leadership.

Dependent Variable: Employee Satisfaction

Employee satisfaction encompasses the level of contentment and happiness that employees experience with their jobs, employee experience, and the organization they work for.

Workplace Environment: The work environment comprises the setting, social aspects, and physical conditions in which employees perform their jobs. It significantly impacts employee morale, workplace relationships, performance, job satisfaction, and employee health.

Supervision Style: Within organizational management, there are typically three types of supervision styles: autocratic, democratic, and laissez-faire. Each style has its own benefits and drawbacks in terms of employee motivation and engagement.

Compensation and Benefits: Compensation includes wages and salaries, while benefits encompass perks such as health insurance, vacation time, and pension plans. These aspects

are crucial for attracting and retaining talented employees.

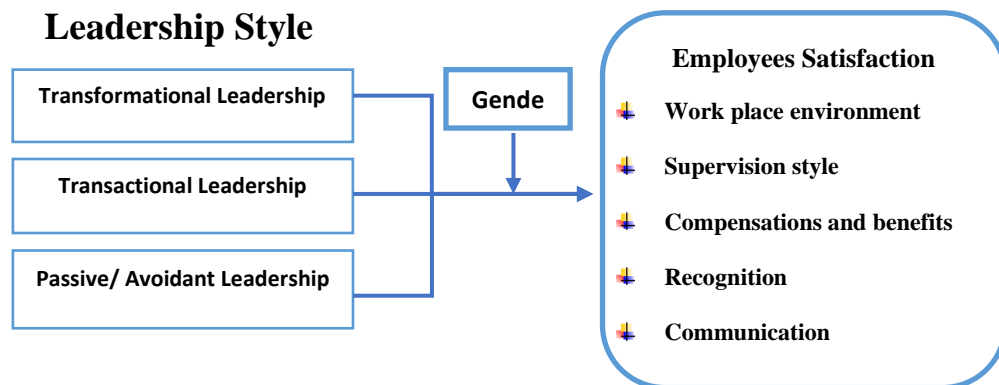
Recognition: Recognition refers to acknowledging and appreciating employees' efforts and contributions in a meaningful way. It plays a vital role in boosting employee morale and motivation.

Communication: Communication is the process of exchanging messages through verbal and non-verbal methods. Effective communication is essential for building understanding and fostering a positive work environment.

Table (1): Source of Variables

Questionnaire	Variables	# of Questions	Source
Section 1: demographic Survey	personal Info	4	Amna Mahmood, (2015), <i>Effects of Leadership styles on Organizational commitment in Public and Private sectors of Pakistan</i> , unpublished master thesis, School of Business and Law, University of Agder
Section 2: Leadership	Transformational Leadership	10	Putiri Bhuana Katili, W. Wibowo, & Maruf Akbar, (2021), The Effects of Leaderships Styles, Work-Life Balance and Employee Engagement on Employee Performance, <i>Quantitative Economics and Management Studies (QEMS)</i> , ISSN: 2722-6247 (online) Vol. 2 No. 3 (2021)
	Transactional Leadership	8	
	Passive/Avoidant Leadership Style	9	
Section 3: Job Satisfaction	Work Environment	17	Anne Mberia, Ronnie Midigo, (2016) Leadership styles and employee job satisfaction in public service in kenya; understanding the gender, <i>International Journal of Academic Research and Reflection</i> , Vol. 4, No. 6, ISSN 2309-0405
	Supervision Style	9	
	Compensation & Benefit	5	
	Recognition	4	
	Communication	4	

The Conceptual Model:



Source: Rodriguez, D., Buyens, D., Landeghem, H., & Lasio, V.

Analysis & Discussion

The study utilized SPSS version 25 to examine the relationships between the variables. To assess the internal consistency of the measurement scales, Cronbach's alpha coefficient was calculated for each variable. Cronbach's alpha determines the degree of correlation between the dimensions and component elements within each variable, indicating the validity and reliability of the questionnaire measurements.

Descriptive characteristics of respondents:

The study sample consists of 310 participants, of which 194 (40.21%) are male and 116 (59.79%) are female. Regarding the age distribution, the data reveals that 18.56% of the respondents fall in the age category of "20 - 29 years old," indicating that a significant proportion of the participants belong to the younger age group. The largest percentage of respondents, 47.42%, are in the age category of "30 - 39 years old," suggesting that this group constitutes a substantial portion of the sample. Additionally, only 12.37% of the participants are above 50 years old, indicating that the majority of the sample comprises individuals in their 20s to 40s.

When asked about the gender of their managers, 122 (62.89%) participants reported having male managers, while 72 (37.11%) respondents indicated having female managers. This distribution indicates a higher representation of male managers in the sample.

Regarding years of experience, the data demonstrates that 7.22% of the participants have less than one year of experience or fall in the category of "1 to 5 years of experience." Furthermore, 20.635% of the respondents belong to the category of "5 to 10 or above 20 years of experience," suggesting that a significant portion of the sample consists of individuals with extensive work experience. Meanwhile, 44.33% of the participants fall within the range of "10 - 20 years of experience," indicating a substantial representation of individuals with moderate years of experience.

In summary, the sample predominantly comprises individuals in their 20s to 40s, with a relatively higher percentage of female participants. Male managers are more prevalent in the sample, and there is a diverse distribution of years of experience, with a notable representation of individuals with moderate work experience. These descriptive characteristics provide an overview of the demographic makeup of the study participants and set the context for analyzing the relationship between leadership styles and employees' job satisfaction based on different demographic variables.

Internal Consistency and Discriminant Validity

Additionally, the discriminant validity was evaluated to ensure that the test can effectively differentiate among the dimensions without any overlap. The analysis involved calculating the variance ratio derived from the latent factor, and values exceeding 0.50 indicate a reasonable degree of discriminatory fidelity.

The results of the data analysis revealed the correlation coefficients for each item within the dimensions. The obtained p-values were found to be less than 0.01, indicating that the correlation coefficients are significant at $\alpha = 0.01$. This suggests that the items within each dimension demonstrate consistency and validity, effectively measuring their intended constructs.

The significant correlation coefficients and low p-values validate the internal consistency and discriminant validity of the measurement scales. These findings provide confidence in the accuracy and reliability of the collected data, supporting the study's robustness in exploring the relationship between the variables.

Table (2) The correlation Coefficient

Variable	Sub-variable	Statement	Correlation Coefficient	Sig.
Leadership style	Transformational Leadership	1	0.633	*0.000
		2	0.644	*0.000
		3	0.715	*0.000
		4	0.580	*0.000
		5	0.836	*0.000
		6	0.766	*0.000
		7	0.723	*0.000
		8	0.588	*0.000
		9	0.758	*0.000
		10	0.499	*0.000
	Transactional Leadership	1	0.580	*0.000
		2	0.660	*0.000
		3	0.693	*0.000
		4	0.667	*0.000
		5	0.622	*0.000
		6	0.752	*0.000
		7	0.529	*0.000
		8	0.592	*0.000
	Passive/Avoidant Leadership	1	0.702	*0.000
		2	0.878	*0.000
		3	0.587	*0.000
4		0.846	*0.000	
5		0.878	*0.000	
6		0.870	*0.000	
7		0.853	*0.000	

		8	0.864	*0.000
		9	0.789	*0.000
Employees' job satisfaction	Environment Work	1	0.289	*0.040
		2	0.589	*0.000
		3	0.651	*0.000
		4	0.728	*0.000
		5	0.318	*0.023
		6	0.389	*0.005
		7	0.628	*0.000
		8	0.634	*0.000
		9	0.687	*0.000
		10	0.511	*0.000
		11	0.650	*0.000
		12	0.737	*0.000
		13	0.476	*0.001
		14	0.442	*0.001
		15	0.119	0.405
		16	0.238	*0.093
				17
	Supervision style	1	0.614	*0.000
		2	0.686	*0.000
		3	0.688	*0.000
		4	0.749	*0.000
		5	0.602	*0.000
		6	0.702	*0.000
		7	0.733	*0.000
		8	0.788	*0.000
		9	-0.007	0.965
	Compensations and benefits	1	0.743	*0.000
		2	0.623	*0.000
		3	0.552	*0.000
		4	0.586	*0.000
		5	0.698	*0.000
	Recognition	1	0.684	*0.000
		2	0.762	*0.000
		3	0.824	*0.000
		4	0.625	*0.000
	Communication	1	0.753	*0.000
		2	0.868	*0.000
		3	0.841	*0.000
		4	0.747	*0.000

* The correlation is significant at $\alpha \leq 0.05$

Next, the simple **regression** technique was employed to analyze the effect of intrinsic dimensions on the dependent and independent variables. The assumptions of the regression analysis were also tested to ensure the validity of the results.

By conducting the regression analysis, the study aims to investigate the impact of the leadership styles on employee satisfaction, considering the influence of workplace environment, supervision style, compensation and benefits, recognition, and communication. The regression results will provide insights into the specific contribution of each intrinsic dimension on the overall employee satisfaction, offering valuable implications for organizational leaders in the educational sector in Egypt.

Reliability test:

To ensure the reliability of the survey results, Cronbach's alpha coefficients were computed for each section of the questionnaire, which were classified into three main indexes: Leadership Styles, Job Satisfaction, and Employees' Job Satisfaction. Cronbach's alpha, ranging from 0 to 1, is a measure of internal consistency, with a coefficient higher than 0.7 considered as adequate reliability (Cho & Kim, 2015).

Table (3) Cronbach's Alpha coefficients

No.	Item	Cronbach's Alpha
1	Transformational Leadership	0.862
2	Transactional Leadership	0.782
3	Passive/ Avoidant Leadership	0.930
Leadership style		0.723
1	Working environment	0.767
2	Supervision style	0.772
3	Compensations and benefits	0.644
4	Recognition	0.665
5	Communication	0.816
Employees' job satisfaction		0.870

The computed Cronbach's alpha coefficients for Transformational Leadership, Transactional Leadership, and Passive/Avoidant Leadership are 0.862, 0.782, and 0.930, respectively. All these coefficients exceed the acceptable threshold of 0.7, indicating satisfactory internal consistency and reliability for each leadership style dimension. Moreover, the overall

Leadership Styles Index, with a Cronbach's alpha of 0.723, also demonstrates adequate reliability, further supporting the robustness of this index.

The calculated Cronbach's alpha coefficients for Working Environment, Supervision Style, and Communication are 0.767, 0.772, and 0.816, respectively, all surpassing the threshold of 0.7. This confirms adequate internal consistency and reliability for these dimensions within the Job Satisfaction Index. However, the dimensions of Compensations and Benefits (Cronbach's alpha = 0.644) and Recognition (Cronbach's alpha = 0.665) have slightly lower coefficients, but they still meet the acceptable range of reliability. The overall Employees' Job Satisfaction Index, with a Cronbach's alpha of 0.870, exhibits adequate reliability.

In conclusion, the reliability analysis indicates that the majority of the survey's dimensions, including all three leadership styles and most components of job satisfaction, demonstrate satisfactory internal consistency and reliability. While the dimensions of Compensations and Benefits and Recognition have slightly lower Cronbach's alpha coefficients, they still meet the acceptable range. (Rotter, 1966)

Hypothesis testing

The first hypothesis test

H1: There is a significant relationship between Transformational leadership style and employee satisfaction.

To test the first hypothesis, a linear regression model was employed to explore the relationship between Transformational leadership style (independent variable) and Employees' job satisfaction (dependent variable). The regression analysis seeks to explain the relationship between these variables using a straight line.

Table (4) - Regression Analysis between Transformational Leadership style and Employees' job satisfaction

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Transformational Leadership and job satisfaction	0.390	0.152	0.133	0.4344	8.075	0.007*

The analysis yielded a significant correlation between Transformational leadership style and Employees' job satisfaction. The coefficient of correlation (R) is 0.390, indicating a positive relationship between these two variables. The coefficient of determination (R²) reveals that 15.2% of the variation in Employees' job satisfaction can be attributed to the variation in Transformational leadership style.

Moreover, the adjusted R² (0.133) shows that approximately 13.3% of the variation in Employees' job satisfaction can be explained by the linear relationship with Transformational leadership style after accounting for the number of predictors and sample size.

The standard error (0.4344) indicates the accuracy of the estimates. The estimate (coefficient) for Transformational leadership style is 8.075, implying that for each unit increase in Transformational leadership, there is an estimated increase of 8.075 units in Employees' job satisfaction.

Furthermore, the F-value (8.075) is statistically significant with a significance level (Sig.) of 0.007*, indicating that the relationship between Transformational leadership style and Employees' job satisfaction is not likely due to chance.

Based on the significant results from the regression analysis, we can conclude that there is a meaningful and positive relationship between Transformational leadership style and Employees' job satisfaction. This finding supports the first hypothesis (H1), suggesting that Transformational leadership significantly influences employees' satisfaction in their jobs.

Table (5) – Regression equation coefficient

Model	Beta coefficient	T-Statistic	Sig.
Constant	2.610	7.234	0.00*
Transformational Leadership	0.254	2.842	0.00*

The results of the hypothesis testing indicate a significant relationship between Transformational Leadership style and Employees' job satisfaction. The regression analysis revealed a positive correlation between these two variables, with a coefficient of correlation (R) of 0.39, indicating a moderate association. Furthermore, the coefficient of determination (R²) showed that approximately 15.2% of the variation in Employees' job satisfaction can be attributed to variations in Transformational Leadership style.

The statistical significance of the relationship was confirmed by the F-Statistics, which yielded a significant F-Value of 8.075, with a corresponding p-value of 0.007. This p-value is less than the standard significance level of 0.05, providing robust evidence to reject the null hypothesis. Thus, the alternative hypothesis (H1) was accepted, supporting the notion that "There is a significant relationship between Transformational Leadership style and Employees' job satisfaction."

In the regression equation, the Beta coefficient for Transformational Leadership was 0.254, signifying the change in Employees' job satisfaction associated with each unit increase in Transformational Leadership style. The constant Beta coefficient was 2.610, representing the expected value of Employees' job satisfaction when the Transformational Leadership style is zero.

The Adjusted R² value of 0.133 reflects the proportion of the variance in Employees' job satisfaction that can be explained by the linear relationship with Transformational Leadership style, while considering the number of terms in the model.

Although the relationship between Transformational Leadership style and Employees' job satisfaction is significant, it is important to note that only 13.3% of the variation in Employees' job satisfaction can be directly attributed to variations in Transformational Leadership style. Other factors not included in the model account for the remaining percentage of variance in job satisfaction.

Testing the gender effect

H_{1.a}: There is significant difference in the effect of Transformational Leadership and employee satisfaction between males and females.

Table (6) – Regression analysis between Transformational Leadership and Employees' job satisfaction between males and females

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Transformational Leadership and Employees' job satisfaction between males and females	0.414 ^b	0.172	0.134	0.434278	4.564	0.016*

To investigate the gender effect, a regression analysis was performed to examine the relationship between Transformational Leadership and Employees' job satisfaction separately for males and females. The model includes a predictor for gender as well as the Transformational Leadership style.

The analysis revealed a statistically significant relationship between Transformational Leadership and Employees' job satisfaction for both males and females. The coefficient of correlation (R) is 0.414, suggesting a moderate positive correlation between these variables. The coefficient of determination (R²) indicates that approximately 17.2% of the variance in Employees' job satisfaction can be explained by the variations in Transformational Leadership style for both genders.

The adjusted R² (0.134) accounts for the number of predictors in the model and signifies how well the data points fit the regression line.

Additionally, the presence of the predictor for gender allows us to assess if there is a significant difference in the effect of Transformational Leadership on employee satisfaction between males and females.

The F-Value (4.564) is statistically significant with a significance level (Sig.) of 0.016*, which is less than 0.05, indicating that the relationship between Transformational Leadership and Employees' job satisfaction differs significantly between males and females.

This suggests that there is a gender effect in the impact of Transformational Leadership on employee satisfaction. While both genders experience a positive relationship between Transformational Leadership and job satisfaction, the strength of this relationship might differ between males and females.

Table (7) – Regression equation coefficient

Model		Beta coefficient	T-Statistic	Sig.
Transformational Leadership and Employees' job satisfaction between males and females	Constant	2.853	6.604	0.231
	Gender	-0.132	-1.022	0.312
	Transformational	0.245	2.728	0.009*

The F-Statistics (F-Value) is 4.564, with a statistically significant p-value of 0.016, which is less than 0.05. Hence, the null hypothesis is rejected, and the alternative hypothesis (H1.a) is accepted, affirming that "There is a significant relationship between Transformational Leadership style and Employees' job satisfaction between males and females."

The Beta coefficient of the constant (2.853) indicates the expected value of Employees' job satisfaction when both Gender and Transformational Leadership style are zero. The Beta coefficient for the Gender variable (-0.132) is statistically insignificant (p-value = 0.312), indicating that the gender effect on employee satisfaction is not significant in this model.

On the other hand, the Beta coefficient for Transformational Leadership (0.245) signifies the change in Employees' job satisfaction associated with each unit increase in Transformational Leadership style, and it is statistically significant (p-value = 0.009*).

The coefficient of determination (R²) is 0.172, indicating that 17.2% of the variation in Employees' job satisfaction can be explained by the variations in Transformational Leadership style and gender together. The adjusted R² (0.134) considers the number of terms in the model and represents how well the data points fit the regression line.

The regression equation can be formulated as follows:

$$\text{Employees' job satisfaction} = 2.853 - 0.132 \times \text{Gender} + 0.245 \times (\text{Transformational Leadership style})$$

This equation allows us to predict the expected level of Employees' job satisfaction based on the values of Gender (0 for females and 1 for males) and Transformational Leadership style.

Testing the years of experience effect

H_{1,b}: There is significant difference in the effect of Transformational Leadership and employee satisfaction according to years of experience.

Table (8) – Regression analysis between Transformational Leadership and Employees' job satisfaction according to years of experience

Model	R	R ²	Adjusted R ²	Std. Error estimate	F	Sig.
Transformational Leadership and Employees' job satisfaction according to years of experience	0.434	0.189	0.152	0.42987	5.111	0.010*

To investigate the effect of years of experience, a regression analysis was performed to examine the relationship between Transformational Leadership and Employees' job satisfaction based on different years of experience. The model includes a predictor for years of experience as well as the Transformational Leadership style.

The analysis reveals a statistically significant relationship between Transformational Leadership and Employees' job satisfaction based on different years of experience. The coefficient of correlation (R) is 0.434, indicating a moderate positive correlation between these variables. The coefficient of determination (R²) indicates that approximately 18.9% of

the variance in Employees' job satisfaction can be explained by variations in both Transformational Leadership style and years of experience. The adjusted R2 (0.152) accounts for the number of predictors in the model and reflects how well the data points fit the regression line.

The presence of the predictor for years of experience allows us to assess if there is a significant difference in the effect of Transformational Leadership on employee satisfaction across different experience levels.

The F-Value (5.111) is statistically significant with a significance level (Sig.) of 0.010*, which is less than 0.05. This indicates that the relationship between Transformational Leadership and Employees' job satisfaction varies significantly based on years of experience.

This suggests that the effect of Transformational Leadership on employee satisfaction is not uniform across different levels of experience. Employees with varying years of experience may respond differently to Transformational Leadership practices, leading to varying levels of job satisfaction.

Table (9) – Regression equation coefficient

Model		Beta coefficient	T-Statistic	Sig.
Transformational Leadership and Employees' job satisfaction according to years of experience	Constant	2.777	7.382	0.000
	years of experience	-0.088	-1.404	0.167
	Transformational	0.294	3.165	0.003*

The F-Statistics (F-Value) is 5.111, with a statistically significant p-value of 0.010, which is less than 0.05. Therefore, the null hypothesis is rejected, and the alternative hypothesis (H1.b) is accepted, affirming that "There is a significant relationship between Transformational Leadership style and Employees' job satisfaction according to years of experience."

The Beta coefficient of the constant (2.777) indicates the expected value of Employees' job satisfaction when both Years of Experience and Transformational Leadership style are zero. The Beta coefficient for Years of Experience (-0.088) is statistically insignificant (p-value = 0.167), suggesting that the effect of years of experience on employee satisfaction is not statistically significant in this model.

On the other hand, the Beta coefficient for Transformational Leadership (0.294) signifies the change in Employees' job satisfaction associated with each unit increase in Transformational Leadership style and is statistically significant (p-value = 0.003*).

The coefficient of determination (R²) is 0.189, indicating that 18.9% of the variation in Employees' job satisfaction can be explained by the variations in both Transformational Leadership style and years of experience. The adjusted R² (0.152) considers the number of terms in the model and reflects how well the data points fit the regression line.

The regression equation can be formulated as follows:

$$\text{Employees' job satisfaction} = 2.777 - 0.088 \times \text{Years of Experience} + 0.294 \times \text{(Transformational Leadership style)}$$

This equation allows us to predict the expected level of Employees' job satisfaction based on the values of Years of Experience and Transformational Leadership style.

Thus, the results indicate that Transformational Leadership significantly influences Employees' job satisfaction according to years of experience, while the effect of years of experience itself on job satisfaction is not statistically significant in this model.

The second hypothesis test

H₂: There is a significant relationship between transactional leadership style and Employees' job satisfaction.

Table (10) – Regression analysis between transactional leadership style and Employees' job satisfaction

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Transactional leadership style and Employees' job satisfaction	0.553	0.306	0.290	0.39318	19.813	0.00*

The analysis reveals a highly statistically significant relationship between transactional leadership style and Employees' job satisfaction. The coefficient of correlation (R) is 0.553, indicating a moderate positive correlation between these variables. The coefficient of determination (R²) shows that approximately 30.6% of the variance in Employees' job satisfaction can be explained by variations in transactional leadership style. The adjusted R² (0.290) takes into account the number of terms in the model and indicates how well the data points fit the regression line.

The F-Statistics (F-Value) is 19.813, with a highly statistically significant p-value of 0.00, which is less than 0.05. Hence, the null hypothesis is rejected, and the alternative hypothesis (H₂) is accepted, supporting the proposition that "There is a significant relationship between transactional leadership style and Employees' job satisfaction."

Table (11) – Regression equation coefficient

Model	Beta coefficient	T-Statistic	Sig.
Constant	2.016	5.523	0.00*
Transactional leadership style	0.418	4.451	0.00*

The constant (2.016) represents the expected value of Employees' job satisfaction when transactional leadership style is zero. The coefficient for transactional leadership style (0.418) indicates the change in Employees' job satisfaction associated with each unit increase in transactional leadership style.

In conclusion, the results demonstrate a meaningful and positive association between transactional leadership style and Employees' job satisfaction. Approximately 29.0% of the variation in Employees' job satisfaction can be attributed to the influence of transactional leadership style. The regression equation helps to predict the expected level of Employees' job satisfaction based on the value of transactional leadership style:

$$\text{Employees' job satisfaction} = 2.016 + 0.418 \times (\text{transactional leadership style})$$

Testing the gender effect

H_{2.a}: There is significant difference in the effect of Transactional Leadership and employee satisfaction between males and females.

Table (12) – Regression analysis between Transactional Leadership and Employees' job satisfaction between males and females

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Transactional Leadership and Employees' job satisfaction between males and females	0.591	0.350	0.320	0.384817	11.831	0.000*

The analysis indicates a highly statistically significant relationship between Transactional Leadership and Employees' job satisfaction for both males and females. The coefficient of correlation (R) is 0.591, representing a moderate positive correlation. The coefficient of determination (R²) indicates that approximately 35.0% of the variance in Employees' job satisfaction can be attributed to variations in Transactional Leadership style, considering the gender effect. The adjusted R² (0.320) takes into account the number of terms in the model and indicates how well the data points fit the regression line.

Table (13) – Regression equation coefficient

Model		Beta coefficient	T-Statistic	Sig.
Transactional Leadership and Employees' job satisfaction between males and females	Constant	2.290	5.857	0.231
	Gender	-0.196	-1.726	0.091
	Transactional	0.427	2.728	0.000*

The F-Statistics (F-Value) is 11.831, with a highly statistically significant p-value of 0.000, which is lower than 0.05. As a result, the null hypothesis is rejected, and the alternative hypothesis (H2.a) is accepted, supporting the proposition that "There is a significant relationship between Transactional Leadership style and Employees' job satisfaction between males and females."

The constant (2.290) represents the expected value of Employees' job satisfaction when both Transactional Leadership and gender are zero. The coefficient for gender (-0.196) suggests that gender, in this case, has no statistically significant effect on Employees' job satisfaction.

The coefficient for Transactional Leadership (0.427) indicates the change in Employees' job satisfaction associated with each unit increase in Transactional Leadership style for both males and females.

Therefore, the findings reveal a significant and positive association between Transactional Leadership style and Employees' job satisfaction for both males and females. Approximately 32.0% of the variation in Employees' job satisfaction can be attributed to the influence of Transactional Leadership style, with no statistically significant effect of gender on job satisfaction in this model. The regression equation helps predict the expected level of Employees' job satisfaction, considering Transactional Leadership style and gender:

$$\text{Employees' job satisfaction} = 2.290 - 0.196 \text{ Gender} + 0.427 \times (\text{Transactional Leadership style})$$

Testing the years of experience effect

H2.b: There is significant difference in the effect of Transactional Leadership and employee satisfaction according to years of experience.

Table (14) – Regression analysis between Transactional Leadership and Employees' job satisfaction according to years of experience

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Transactional Leadership and Employees' job satisfaction according to years of experience	0.557	0.311	0.297	0.396194	9.919	0.000*

The analysis indicates a highly statistically significant relationship between Transactional Leadership and Employees' job satisfaction according to years of experience. The coefficient of correlation (R) is 0.557, suggesting a moderate positive correlation. The coefficient of determination (R²) indicates that approximately 31.1% of the variance in Employees' job satisfaction can be attributed to variations in Transactional Leadership style, considering years of experience. The adjusted R² (0.297) takes into account the number of terms in the model and indicates how well the data points fit the regression line.

Table (15) – Regression equation coefficient

Model		Beta coefficient	T-Statistic	Sig.
Transactional Leadership and Employees' job satisfaction according to years of experience	Constant	2.127	5.096	0.000
	years of experience	of -0.031	-0.564	0.575
	Transactional	0.419	4.426	0.000*

The F-Statistics (F-Value) is 9.919, with a highly statistically significant p-value of 0.000, which is less than 0.05. As a result, the null hypothesis is rejected, and the alternative hypothesis (H2.b) is accepted, supporting the proposition that "There is a significant relationship between Transactional Leadership style and Employees' job satisfaction according to years of experience."

The constant (2.127) represents the expected value of Employees' job satisfaction when both Transactional Leadership and years of experience are zero. The coefficient for years of experience (-0.031) suggests that years of experience, in this case, have no statistically significant effect on Employees' job satisfaction.

The coefficient for Transactional Leadership (0.419) indicates the change in Employees' job satisfaction associated with each unit increase in Transactional Leadership style according to years of experience.

In conclusion, the findings reveal a significant and positive association between Transactional Leadership style and Employees' job satisfaction based on years of experience. Approximately 27.9% of the variation in Employees' job satisfaction can be attributed to the influence of Transactional Leadership style, with no statistically significant effect of years of experience on job satisfaction in this model. The regression equation helps predict the expected level of Employees' job satisfaction, considering Transactional Leadership style and years of experience:

Employees' job satisfaction = 2.127 - 0.031 years of experience + 0.419 x (Transactional Leadership style)

The third hypothesis test

H₃: There is a significant relationship between Passive/ Avoidant Leadership style and Employees' job satisfaction.

Table (16) – Regression analysis between Passive/ Avoidant Leadership and Employees' job satisfaction

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Passive/ Avoidant Leadership and Employees' job satisfaction	0.025	0.001	-0.022	0.471723	0.027	0.869

The coefficient of correlation (R) is 0.025, which suggests a negligible positive correlation between Passive/ Avoidant Leadership and Employees' job satisfaction. The coefficient of determination (R²) is 0.001, indicating that only 0.1% of the variation in Employees' job satisfaction can be attributed to variations in Passive/ Avoidant Leadership style. The adjusted R² is -0.022, which adjusts for the number of terms in the model and indicates that the model does not provide a good fit for the data points.

Table (17) – Regression equation coefficient

Model	Beta coefficient	T-Statistic	Sig.
Constant	3.648	19.706	0.00*
Passive/ Avoidant Leadership	-0.012	-0.165	0.869

The constant (3.648) represents the expected value of Employees' job satisfaction when Passive/ Avoidant Leadership is zero. The coefficient for Passive/ Avoidant Leadership (-0.012) suggests that there is no statistically significant effect of Passive/ Avoidant Leadership style on Employees' job satisfaction.

Thus, the results indicate that there is no significant relationship between Passive/ Avoidant Leadership style and Employees' job satisfaction. The regression analysis did not find substantial evidence to support a meaningful association between these variables. Therefore, it can be inferred that Passive/ Avoidant Leadership style does not significantly influence Employees' job satisfaction in this study.

Testing the gender effect

H_{3.a}: There is significant difference in the effect of Passive/ Avoidant Leadership and employee satisfaction between males and females.

Table (18) – Regression analysis between Passive/ Avoidant Leadership and Employees' job satisfaction between males and females

Model	R	R ²	Adjusted R ²	Std. Error The estimate	F	Sig.
Passive/ Avoidant Leadership and Employees' job satisfaction between males and females	0.183	0.033	-0.011	0.46918	0.759	0.474

The analysis reveals that the F-Statistics is 0.759, and the associated p-value is 0.474, which is greater than 0.05. As a result, the null hypothesis is accepted, indicating that "There isn't a

significant relationship between Passive/ Avoidant Leadership style and Employees' job satisfaction between males and females."

The coefficient of correlation (R) is 0.183, indicating a weak positive correlation between Passive/ Avoidant Leadership and Employees' job satisfaction for both males and females. The coefficient of determination (R²) is 0.033, suggesting that only 3.3% of the variation in Employees' job satisfaction can be explained by variations in Passive/ Avoidant Leadership style and Gender. The adjusted R² is -0.011, which adjusts for the number of terms in the model and indicates that the model does not provide a good fit for the data points.

Table (19) – Regression equation coefficient

Model		Beta coefficient	T-Statistic	Sig.
Passive/ Avoidant Leadership and Employees' job satisfaction between males and females	Constant	3.934	13.207	0.000
	Gender	-0.170	-1.220	0.229
	Passive/ Avoidant	- 0.020	- 0.275	0.785

The constant (3.934) represents the expected value of Employees' job satisfaction when Passive/ Avoidant Leadership and Gender are both zero. The coefficient for Gender (-0.170) suggests that there is no statistically significant effect of Gender on Employees' job satisfaction. Similarly, the coefficient for Passive/ Avoidant Leadership (-0.020) indicates that there is no statistically significant effect of Passive/ Avoidant Leadership style on Employees' job satisfaction for both males and females.

The results indicate that there is no significant difference in the effect of Passive/ Avoidant Leadership on Employees' job satisfaction between males and females. The regression analysis did not find substantial evidence to support a meaningful gender difference in the relationship between these variables. Therefore, it can be inferred that the impact of Passive/ Avoidant Leadership style on Employees' job satisfaction is not influenced by gender in this study.

Testing the years of experience effect

H_{3.b}: There is significant difference in the effect of Passive/ Avoidant Leadership and employee satisfaction according to years of experience.

Table (20) – Regression analysis between Passive/ Avoidant Leadership and Employees' job satisfaction according to years of experience

Model	R	R ²	Adjusted R ²	Std. Error	F	Sig.	
				The estimate			
Passive/ Leadership Employees' satisfaction to years of experience	Avoidant and job according	0.075	0.006	- 0.040	0.47586	0.124	0.884

The analysis reveals that the F-Statistics is 0.124, and the associated p-value is 0.884, which is higher than 0.05. Therefore, the null hypothesis is accepted, indicating that "There isn't a significant relationship between Passive/ Avoidant Leadership style and Employees' job satisfaction according to years of experience."

The coefficient of correlation (R) is 0.075, indicating a very weak positive correlation between Passive/ Avoidant Leadership and Employees' job satisfaction based on years of experience. The coefficient of determination (R²) is 0.006, suggesting that only 0.6% of the variation in Employees' job satisfaction can be explained by variations in Passive/ Avoidant Leadership style and years of experience.

The adjusted R² is -0.040, which adjusts for the number of terms in the model and indicates that the model does not provide a good fit for the data points.

Table (21) – Regression equation coefficient

Model		Beta coefficient	T-Statistic	Sig.
Passive/ Avoidant Leadership and Employees' job satisfaction according to years of experience	Constant	3.791	10.619	0.000
	years of experience	-0.032	-0.470	0.614
	Passive/ Avoidant	- 0.022	- .287	0.775

The constant (3.791) represents the expected value of Employees' job satisfaction when Passive/ Avoidant Leadership and years of experience are both zero. The coefficient for years of experience (-0.032) suggests that there is no statistically significant effect of years of experience on Employees' job satisfaction. Similarly, the coefficient for Passive/ Avoidant Leadership (-0.022) indicates that there is no statistically significant effect of Passive/ Avoidant Leadership style on Employees' job satisfaction based on years of experience.

Consequently, the results indicate that there is no significant difference in the effect of Passive/ Avoidant Leadership on Employees' job satisfaction according to years of experience. The regression analysis did not find substantial evidence to support a meaningful difference in the relationship between these variables based on years of experience. Therefore, it can be inferred that the impact of Passive/ Avoidant Leadership style on Employees' job satisfaction is not influenced by years of experience in this study.

Findings & Conclusion

The present study investigated the relationship between different leadership styles and employees' job satisfaction among employees working in NIS International Schools in Egypt. The three main leadership styles examined were Transformational Leadership, Transactional Leadership, and Passive/ Avoidant Leadership. Additionally, the study explored the potential moderating effects of gender and years of experience on the relationship between leadership styles and job satisfaction.

The analysis of the data revealed several significant findings. First, there was a significant positive relationship between Transformational Leadership style and employees' job satisfaction. This indicates that leaders who exhibit transformational qualities, such as inspiring and motivating their subordinates, fostering creativity, and promoting personal development, are more likely to have satisfied employees. This finding is consistent with previous research that highlights the positive impact of transformational leadership on employee outcomes.

Second, a significant positive relationship was also found between Transactional Leadership style and employees' job satisfaction. Leaders who adopt a transactional approach, using

rewards and punishments to motivate their employees, were associated with higher levels of job satisfaction among the workforce. This finding suggests that a structured and performance-oriented leadership style can contribute to employees' satisfaction with their jobs.

However, the study did not find any significant relationship between Passive/ Avoidant Leadership style and employees' job satisfaction. Passive/ Avoidant leaders, who exhibit indifference and neglect towards tasks and employee needs, were not significantly associated with employee job satisfaction. This result implies that this leadership style may not have a substantial impact on employees' overall satisfaction with their jobs.

Furthermore, the study explored the potential moderating effects of gender and years of experience on the relationship between leadership styles and job satisfaction. The results indicated that there were no significant gender differences in the relationship between any of the leadership styles and job satisfaction. Similarly, years of experience did not significantly moderate the relationship between leadership styles and job satisfaction. These findings suggest that the impact of leadership styles on job satisfaction remains relatively consistent across different genders and levels of work experience.

Hence, this study provides valuable insights into the relationship between leadership styles and employees' job satisfaction in the context of NIS International Schools in Egypt. Transformational and Transactional Leadership styles were found to be positively associated with employees' job satisfaction, indicating that leaders who inspire and motivate their employees and those who use rewards and punishments to drive performance are more likely to have satisfied employees.

However, the study did not find any significant relationship between Passive/ Avoidant Leadership style and employees' job satisfaction, suggesting that this leadership approach may not play a significant role in influencing job satisfaction among employees in the studied organization.

The results of the moderating effects of gender and years of experience indicate that these demographic variables do not significantly alter the relationship between leadership styles and job satisfaction. Therefore, leadership styles' impact on job satisfaction remains consistent across different genders and levels of work experience in the studied organization.

Practical Implications

The practical implications of these findings are noteworthy for organizations aiming to enhance employee job satisfaction and overall organizational success. Firstly, organizations should invest in leadership development programs that focus on nurturing transformational and transactional leadership skills among their leaders. By equipping leaders with the necessary tools to inspire, motivate, and engage their employees effectively, organizations can create a more positive work environment.

Furthermore, promoting gender diversity in leadership roles can lead to a more inclusive and equitable work environment. As this study revealed no significant gender differences in the impact of leadership styles on job satisfaction, organizations should offer equal opportunities for leadership positions.

Additionally, effective reward and recognition systems play a vital role in employee satisfaction, as indicated by the positive relationship between transactional leadership and

employee satisfaction. Implementing fair and transparent reward structures that acknowledge and appreciate employee contributions can foster a culture of motivation and engagement.

Encouraging open and transparent communication between leaders and employees is also crucial. Leaders who actively seek feedback from their teams can better understand their needs and concerns, thereby fostering a supportive work environment.

Furthermore, promoting work-life balance aligns with the positive influence of transformational leadership on job satisfaction. Organizations should provide flexible work arrangements and support employees' personal well-being, leading to higher job satisfaction levels.

The following are implications specific to NIS schools that have been drawn to improve job satisfaction and support the educational sector:

Enhancing Leadership Qualifications: To improve the quality of educational services and organizational commitment, educational organizations should modify the approved job description of school managers. The minimum qualification for the position of Director should preferably be a science-related degree or diploma, with mandatory work experience in the educational sector for two years or more. Previous experience in a supervisory role or management position and the ability to plan, organize, and motivate multidisciplinary teams should also be considered.

Promoting Transformational Leadership: The research findings highlight the significance of transformational leadership in enhancing job satisfaction. Organizations should focus on promoting charismatic and transformative leadership styles. Training programs and

workshops should be provided to clarify the differences between various leadership styles and to enhance managers' adoption of transformational leadership practices.

Empowering Employees and Fair Treatment: To foster job satisfaction, leaders should show concern for employee welfare and well-being. They should be willing to explain the rationale behind decisions and treat employees as equals, avoiding an 'iron-handed' approach. Empowering employees with job autonomy and involving them in decision-making processes can contribute to a more positive work environment.

Effective Communication and Relationship Building: Leaders should possess effective communication skills and establish good relations with their teams. Open and transparent communication channels can help address employee concerns and foster a supportive work culture.

Recognition and Non-Financial Rewards: While financial rewards are essential, non-financial rewards, such as recognition and praise for employees' efforts, play a significant role in enhancing job satisfaction. Organizations should give equal focus to both financial and non-financial rewards.

Improving the Appointment Process: The current criteria and procedure for nominating and appointing managers should be revised to ensure a more flexible and effective process. It is essential to identify qualified and experienced managers who can lead schools successfully.

English Language Proficiency: Given the context of the NIS International Schools in Egypt, English language proficiency is crucial for effective communication and coordination. The organization should encourage managers to undertake English language training if needed.

Leadership Development and Training: Investing in leadership development programs and training can help equip leaders with the necessary skills to manage and motivate their teams effectively. These programs should focus on improving leadership styles, interpersonal skills, and organizational management.

In conclusion, the practical implications of this research underscore the importance of effective leadership styles and practices in enhancing employees' job satisfaction in the educational sector. By implementing the recommended changes and strategies, educational organizations can create a positive work environment, improve employee well-being, and enhance overall organizational performance. The commitment to promoting transformational leadership, effective communication, fair treatment, and recognition of employee efforts will contribute to a motivated and engaged workforce, ultimately leading to improved educational service quality and organizational success.

Research limitations

One of the primary limitations of this study is the objective limit. The research focuses on understanding the current reality and the role of leadership styles in influencing job satisfaction. While this provides valuable insights, it may not encompass all factors contributing to employee satisfaction within the educational sector.

Furthermore, the sample limit restricts the study to NIS International Private Schools in Egypt, limiting the generalizability of the results to other educational settings or industries. Additionally, the human limit is present, as the study relies on the perspectives of specific stakeholders, such as managers and employees, while excluding other important stakeholders, like parents and school board members.

Moreover, the spatial limit confines the research to the context of NIS International Schools

in Egypt, which might not reflect the experiences of educational institutions in different regions or countries with varying cultural and organizational dynamics. Lastly, the time limit associated with data collection during the academic year 2022-2023 may not account for potential changes or developments beyond this specific period.

Future Research

To overcome these limitations and further enrich the understanding of leadership styles and employee job satisfaction in the educational sector, several future research avenues can be pursued. Firstly, researchers should explore the impact of other leadership styles, such as Authoritative, Participative, and Servant leadership, on employees' job satisfaction. This comparative analysis can offer comprehensive insights into the most effective leadership approaches for enhancing job satisfaction.

Cross-sector studies should also be conducted to examine how leadership styles influence employee satisfaction in various industries like industrial, healthcare, construction, hospitality, and transportation. These studies can identify commonalities and differences in leadership practices across sectors.

To enhance the practical implications, future research should include a comparison between public and private schools, addressing the unique challenges and opportunities faced in each setting. This comparative analysis can provide valuable guidance for educational leaders to tailor their leadership strategies to specific contexts.

International comparative studies encompassing educational institutions from diverse countries would provide a nuanced understanding of the influence of cultural and regional factors on the relationship between leadership styles and job satisfaction.

Furthermore, a focused study on transformational leadership's specific impact on employee

performance in the educational sector is recommended. As this style has shown positive advantages, understanding its mechanisms and effects can facilitate the development of effective leadership practices.

Finally, future research should explore the impact of non-financial rewards, such as employee-manager relationships and job autonomy, on job satisfaction. Understanding the significance of these factors can help organizations design more effective employee retention and motivation strategies.

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