The impact of Authentic and Transactional leadership styles of deans on student motivation through faculty members' innovative work behavior

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Abstract

This study examines the impact of two leadership styles—authentic and transactional—exhibited by faculty deans on faculty members' innovative work behavior and the subsequent influence on student motivation to learn. Addressing the pressing issue of declining student engagement and enthusiasm in higher education, the study highlights faculty creativity as a critical mediating factor linking leadership styles to students' learning outcomes.

Empirical analysis revealed that authentic leadership, characterized by self-awareness, transparency, and moral decision-making, significantly enhances faculty creativity, leading to the adoption of innovative and student-centered teaching practices. These practices foster deeper student engagement and improved learning experiences. In contrast, transactional leadership, with its focus on routine tasks, hierarchical control, and reward-and-punishment mechanisms, suppresses faculty creativity, resulting in rigid teaching methods and diminished student motivation.

The findings underscore the pivotal role of leadership in shaping the educational environment and call for a shift towards promoting authentic leadership in Egyptian universities. Practical recommendations include professional development programs to cultivate authentic leadership traits among deans, restructuring institutional policies to reward creativity, and integrating student-centered pedagogies to address systemic challenges in higher education.

Keyword: Authentic leadership (AL), transactional leadership, student motivation to learn, innovative work behavior.

1- Introduction:

The decreasing enthusiasm and motivation among university and higher education students have been widely recognized as pressing issues. Recent studies indicate that modern generations are less inclined to engage in learning processes, especially within formal education systems. This trend is reflected in declining lecture attendance, reduced class participation, and a primary focus on passing exams rather than gaining knowledge or personal development. Such behaviors highlight a shift toward a surface learning approach, prioritizing grades over deep learning experiences (Lindblom-Ylanne, et al. 2018; Hwang, Y.S., Echols, S. & Vrongistinos, S. 2002; Chi Nguyen. 2008)

A striking manifestation of this trend is the emergence of what is often referred to as the "exam-oriented student"—a student whose primary concern is passing exams rather than gaining knowledge or developing personal growth. While this phenomenon can partly be attributed to external factors outside the university's control—such as social, economic, and educational conditions—it is also, to a significant extent, a reflection of internal challenges within universities themselves. Among these internal factors, managerial and administrative inefficiencies play a critical role in diminishing students' motivation to learn (Anderman, L. H., & Kaplan, A. 2008, Georg Winckler 2007).

One prominent internal factor that indirectly contributes to the low motivation among students is the leadership style of senior management in these institutions (Moore, R. (2007). Leadership approaches influence the performance and creativity of faculty members, which, in turn, affect the students who are the ultimate recipients of the educational service (Herrmann, D., & Felfe, J. 2014; Ryan, A. M., & Patrick, H. (2001).

This research focuses on investigating the impact of two leadership styles—authentic and transactional—on faculty members' innovative work behavior and how this mediates students' motivation to learn. The choice of these two styles stems from two main reasons. First, these leadership styles represent relatively modern classifications in management and organizational behavior studies. To the best of the researcher's knowledge, no prior Egyptian study has examined the relationship between these leadership styles, faculty members' innovative behavior, and students' motivation to learn. Second, authentic leadership is

characterized by induction, encouragement, and consideration of psychological aspects and individual differences among subordinates. In contrast, transactional leadership relies on a rigid reward-and-punishment framework, with minimal focus on psychological or motivational dimensions (Kendra Cherry, 2017, Avolio, B. J., et al. 2004).

Based on these distinctions, the researcher hypothesizes that authentic leadership positively influences faculty members by fostering innovation and creativity in teaching, which in turn enhances students' motivation to learn. Conversely, transactional leadership is expected to discourage innovation and creativity, leading to routine performance among faculty members and a subsequent decline in students' motivation to learn.

2. Literature Review

2-1: Leadership styles:

2-1-1: Authentic Leadership (AL):

Avolio, Luthans, and Walumbwa (2004) defined authentic leaders (AL) as "those who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspectives, knowledge, and strengths; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient, and of high moral character." Walumbwa et al. (2007) suggested that AL encompasses four behavioral dimensions: self-awareness, balanced processing, internalized moral perspective, and relational transparency.

Self-awareness is a dynamic process, reflecting the degree to which a leader engages in introspection and demonstrates an understanding of how they perceive and interpret the world. It involves recognizing their strengths, limitations, how others perceive them, and the impact they have on others (Kernis, 2003; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008). Balanced processing refers to a leader's ability to objectively analyze relevant data and seek input from others, especially perspectives that challenge deeply held beliefs, before making decisions (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Walumbwa et al., 2008).

Internalized moral perspective reflects the extent to which a leader adheres to high standards of moral and ethical conduct, allowing these principles to guide their decisions and actions consistently, rather than succumbing to external pressures from groups, organizations, or societal expectations (Avolio & Gardner, 2005; Gardner et al., 2005; Walumbwa et al., 2008). Relational transparency, on the other hand, captures a leader's ability to present their authentic self to others. This involves openly sharing information, expressing true thoughts and emotions, and fostering an atmosphere of openness that encourages others to share their ideas, challenges, and opinions without hesitation (Avolio & Gardner, 2005; Gardner et al., 2005; Walumbwa et al., 2008).

Avolio and Gardner (2005) proposed that the behaviors of authentic leaders can enhance followers' performance outcomes. Authentic leaders help elevate their followers' positive psychological capabilities, boosting their psychological capital and self-esteem (Luthans & Avolio, 2003). Prior research has highlighted AL's potential to enhance followers' performance, organizational citizenship behaviors, feelings of empowerment, and identification with their leaders or organizations (Leroy et al., 2012; Walumbwa et al., 2010).

2-1-2: Transactional Leadership (TL):

Max Weber, a German sociologist, introduced the concept of transactional leadership (TL) at the beginning of the twentieth century, classifying leaders into three styles: charismatic, traditional, and bureaucratic. In 1947, he was the first to label bureaucratic leadership as transactional leadership. He defined it as a leadership style in which the leader governs subordinates through precisely defined systems, regulations, work rules, and instructions, as well as reward and punishment mechanisms. After World War II, the transactional leadership model became widespread in the USA, as the government focused on national rebuilding, requiring tight structures and strict adherence to ensure stability.

Burns later expanded on this concept, describing it as a mutually beneficial relationship where rewards are directly tied to the execution of tasks as instructed. Leaders offer rewards in exchange for fulfilling agreed-upon tasks, while non-compliance leads to punishment. Burns (2010) characterized it as a system of "interest for interest" exchange, where the leadership dynamic resembles a deal between leader and subordinate, with terms explicitly outlining, "If you give me

this, I will give you that." Similarly, Odumeru (2013) highlighted that transactional leaders do not aim to bring about change or shape the future but instead focus on maintaining stability and preserving the status quo.

During the 1980s and 1990s, Bass and Avolio identified two core dimensions of transactional leadership:

Contingent Reward: The leader specifies the tasks required from the subordinate in precise detail and provides agreed-upon rewards for satisfactory performance, thereby completing the transactional exchange.

Management by Exception (Active): The leader closely monitors the subordinate's performance and intervenes only when deviations occur, taking corrective measures to ensure predetermined results are achieved.

One of the most recent studies on transactional leadership, conducted by Thomas University (2018), confirmed that transactional leaders prioritize adherence to structures, systems, regulations, and work rules. They use reward and punishment mechanisms to guide individuals and resources in achieving specific goals within a set timeframe. The study identified key characteristics of transactional leadership, including:

- A focus on short-term goals.

- Dependence on structured policies and specific procedures.

- High appreciation for commitment and adherence to instructions.

- An emphasis on efficiency.

- A reliance on left-brain-oriented activities.

- Low flexibility.

- Support for stability over change.

- It also relies on telling, not selling, in the sense that it relies on informing the subordinate of what is specifically required of him, and that if he adheres to it, he deserves the conditional and predetermined reward, and if he violates it, he must be punished as well, and of course, this differs from authentic leadership that relies on selling the idea to the subordinate and leave room for him to be creative in how to implement it.

- Under transactional leadership, subordinates are reactive rather than proactive, focusing more on following instructions than being innovative or creative. Consequently, transactional leadership is deemed unsuitable for organizations where innovation and creativity are essential. Instead, it is more appropriate for stable environments with clearly defined problems, as noted by Kendra Cherry (2017).

2-2: Innovative Work Behavior:

Innovation refers to the process of generating novel ideas for products, services, performance techniques, or organizational processes that contribute positively to an organization. Amabile (1996) and Baer et al. (2003) emphasized this aspect, while Csikszentmihalyi (1999) described it more simply as creating something both novel and practical. Effective innovation requires flexibility and opportunities for experimentation while minimizing strict control and rigid direction. Kampylis and Berki (2014) argued that innovation thrives in a fluid environment where experimentation is encouraged, and obstacles to creative endeavors are removed, echoing Kozbelt's views (2010).

In education, innovative work behavior is critical due to the evolving nature of teaching methods and the increasing demand for creativity to meet the needs of modern curricula and diverse student personalities. Traditional teaching and indoctrination methods have become outdated, giving way to approaches such as Outcome-Based Learning (OBE), Student-Centered Learning (SCL), Problem-Based Learning (PBL), and case studies. These methods inherently demand creativity and innovation.

Innovation in teaching practices includes the following elements:

- Diversification: Innovating in teaching involves diversifying presentation methods, locations, content, educational aids, and engaging multiple senses in the learning process.
- Participation: Encouraging active student participation in preparing and presenting information enhances comprehension and retention.
- Motivation: Innovating in motivational techniques prevents monotony and ensures strategies align with individual student personalities.
- Preparation: Creating an appropriate, stimulating, and pressure-free learning environment fosters engagement and enjoyment for students.

According to Cropley (1997), innovation in education can be measured through nine dimensions:

1. Independence: Encouraging self-learning and autonomy.
2. Integration: Promoting social integration among students.
3. Motivation: Inspiring students to develop a foundational scientific understanding.
4. Judgment: Cultivating patience and avoiding hasty judgments on people and ideas.
5. Flexibility: Teaching students to think freely and beyond conventional frameworks.
6. Encouraging Self-Evaluation: Helping students assess the quality of their own work.
7. Questioning: Valuing student inquiries and suggestions, encouraging them to ask questions freely.
8. Opportunities: Providing avenues for experimentation and exploration.
9. Frustration Management: Teaching students how to handle setbacks, persevere, and remain resilient in the face of challenges.

2-3: Leadership styles (Authentic/Transactional) and Innovative work behavior:

The literature on innovation indicates that higher levels of a team leader's self-confidence (Barron and Harrington, 1991) and resulting independence (Patterson, 1999), as perceived by team members, lead to increased creative behaviors among employees. Authentic leaders demonstrate calmness and tolerance, which are essential traits for situational control and contribute to their effectiveness in fostering innovation (Yaverbaum and Sherman, 2008). According to Zhu (2015), higher levels of authentic leadership (AL) correlate with greater employee innovation. Additionally, AL plays a significant role in enhancing employees' creativity and innovation, positively influencing the development of new ideas (Malik et al., 2016). Authentic leaders' independence is often mirrored in their followers, thereby boosting their creative behaviors (Patterson, 1999).

Reiter-Palmon and Illies (2004) suggest that AL can shift employees' perspectives, motivating them to devise solutions and generate new ideas. By leading through example and demonstrating their authentic selves, self-aware authentic leaders inspire higher levels of creativity among their followers (Ilies et al., 2005). Furthermore, building high-quality relationships with employees encourages greater creative performance in the workplace (Tierney et al., 1999). Positive emotions, which authentic leaders often promote, facilitate flexible and creative thinking (Avolio et al., 2004), enabling employees to experiment without fear of failure. This openness to experimentation is critical for achieving enhanced creative outcomes (Cerne et al., 2013).

Recent studies have further explored the impact of leadership styles on subordinates' innovation, such as those by Dul, Ceylan, & Jaspers (2011); Jung, Wu, & Chow (2008); Martinaityte & Sacramento (2013); Slåtten & Mehmetoglu (2014); Zhou & Hoever (2014). These studies consistently emphasize that leaders' practices significantly influence work environment variables, which, in turn, affect employees' innovative performance (Hunter & Cushenbery, 2011). Leavey (2005) highlights that managers and leaders instill a culture of innovation through their behaviors, which then cascades throughout the organization, impacting overall performance.

In the education sector, Romina Cachia's (2010) study concluded that creativity and innovation in teaching methods require the support and encouragement of senior leadership within institutions. It also emphasized the need to select educational leaders with leadership styles that value and foster creativity and innovation. Similarly, a study by the European Universities Association (2007) identified university leaders as key agents of change, tasked with driving innovation through their leadership practices (Moore, R. (2007).

By examining the characteristics of both authentic and transactional leadership styles, it becomes evident that authentic leadership inherently prioritizes creativity and innovation. Encouraging creative thinking, promoting individual initiatives, and leading by example are integral aspects of authentic leadership. Authentic leaders themselves often embody flexibility and a commitment to change, utilizing innovative methods to lead their subordinates and inspiring them to do the same. This makes authentic leadership particularly well-suited for educational settings, especially in higher education, where innovation and creativity are critical for addressing current challenges in environments like Egypt's education system.

In contrast, transactional leadership demonstrates a lack of emphasis on creativity and innovation. By its very nature, transactional leadership focuses on stability and maintaining the status quo. It is characterized by low flexibility, where subordinates—whether faculty members or other employees—are expected to adhere to instructions and follow established directives without deviation. This leadership style prioritizes compliance over creativity, making it unsuitable for fostering the innovative culture needed in universities and higher education institutions. Given the critical role of creativity and innovation in education, particularly in Egypt's university system, transactional leadership appears ill-equipped to meet these requirements.

2-4: Motivation to learn:

Motivation, in general, refers to the driving force that compels an individual to perform a behavior to satisfy a need or achieve a goal, and it also sustains perseverance, patience, and effort until that goal is achieved (Eggen, 1994; Petri & Govern, 2004). Specifically, "motivation to learn" is defined as the internal state of a learner that encourages them to focus on an educational situation, engage with it enthusiastically, and persist until the learning process is successfully completed (Brophy, 1988). In this context, motivation initiates the desire for specific behaviors, directs and focuses those behaviors toward a goal, and promotes persistence and determination in repeating the behaviors necessary to achieve that goal.

According to Ames (1990), motivation to learn encompasses active participation in the educational process, long-term commitment, and enduring patience. The more students derive enjoyment from learning, the greater their motivation to engage with it. This could stem from their intrinsic desire to excel or from external influences such as encouragement from a parent, peer, or teacher (Hwang et al., 2002). Moore's (2007) study highlights that students with strong learning motivation are proactive in managing their academic lives to maximize benefits and achieve success. They demonstrate dedication, including consistent attendance and regular participation, without requiring external compulsion or enforcement.

However, enhancing student motivation in an educational setting is a challenging yet profoundly impactful endeavor. The faculty member's role in fostering this motivation is crucial. Some studies, such as Driscoll (1994), even suggest that the primary responsibility for increasing student motivation for learning lies with the educator.

2-5: Innovative work behavior and student motivation to learn:

Jere Brophy emphasizes that a teacher who communicates effectively with students and presents scientific material in an engaging manner significantly influences students' responsiveness and motivation to learn. Similarly, Deborah asserts that students learn best when teachers actively desire their success. According to Anderman and Kaplan (2008), the quality of the relationship and interaction between a faculty member and their students plays a vital role in shaping students' motivation to learn. Ryan and Patrick (2001) further concluded that when students feel a sense of connection and belonging within their learning environment, their motivation to learn increases, leading to better academic performance. This sense of belonging stems from students feeling supported, valued, and appreciated by their instructors through a structured and effective communication process.

Mekiva Callahan, a professor in the education department at the University of Houston, proposed several innovative strategies to boost student motivation for learning. These strategies are particularly recommended for anyone preparing to teach an academic course and include:

- Clearly defining course goals early on, sharing them with students, and ensuring students are convinced of these goals from the outset.
- Diversifying teaching methods and approaches for delivering information.
- Actively involving students to increase their interaction and enjoyment while reducing boredom.
- Offering students choices within the classroom, such as selecting topics or deciding how they participate, to foster a sense of independence and control.

- Assigning tasks that match students' current abilities and gradually increasing difficulty over the course of the semester.
- Incorporating realistic and relatable examples and topics in lessons, connecting them to students' daily lives and personal interests as much as possible.

2-6: Contextualizing the research problem in the literature review:

The decreasing motivation and enthusiasm among university students have emerged as significant challenges in higher education worldwide. This decline manifests through reduced attendance, limited class participation, and a predominant focus on achieving passing grades rather than genuine learning or self-development. Although this issue is widely recognized, the role of institutional and leadership dynamics in influencing students' motivation remains underexplored in the existing literature.

Leadership styles and their Impacts

The literature on leadership styles offers a foundation for understanding how authentic leadership (AL) and transactional leadership (TL) may shape faculty members' innovative work behaviors, which, in turn, influence students' motivation to learn. According to Avolio, Luthans, and Walumbwa (2004), authentic leadership emphasizes self-awareness, relational transparency, balanced processing, and an internalized moral perspective. These characteristics contribute to fostering positive organizational outcomes, including enhanced employee innovation and creativity (Gardner et al., 2005; Walumbwa et al., 2008).

Transactional leadership, on the other hand, is rooted in structured systems and a reward-punishment framework that prioritizes short-term goals and adherence to established rules (Burns, 2010; Bass & Avolio, 1980). While effective in maintaining stability, TL has been criticized for stifling creativity and innovation (Kendra Cherry, 2017; Odumeru, 2013). Thus, the contrast between AL's emphasis on fostering innovation and TL's focus on compliance establishes a critical lens through which their influence on educational environments can be examined.

Innovative work behavior in education

Innovation in educational settings has been recognized as vital for adapting to evolving curricula and meeting diverse student needs (Amabile, 1996; Kampylis & Berki, 2014). Teachers' innovative work behavior—including diversifying teaching methods, motivating students, and creating engaging learning environments—is increasingly necessary to address the shortcomings of traditional pedagogies. The literature identifies numerous dimensions of innovation in education, such as flexibility, active participation, and opportunities for experimentation (Cropley, 1997; Kozbelt, 2010). However, research on the direct influence of leadership styles on educators' innovation remains limited, particularly in the context of higher education in Egypt.

Motivation to learn

Student motivation, a key determinant of academic success, has been extensively studied in educational psychology (Brophy, 1988; Petri & Govern, 2004). Intrinsic and extrinsic factors both play roles in shaping students' drive to engage with educational content. Faculty members' teaching strategies, communication styles, and ability to foster a supportive learning environment are central to enhancing students' motivation (Anderman & Kaplan, 2008; Ryan & Patrick, 2001). Nevertheless, the interaction between innovative teaching practices and students' motivation to learn remains an area requiring further exploration.

Research gap

While existing studies have investigated the independent effects of leadership styles, innovative work behaviors, and student motivation, a holistic examination of their interplay is lacking. Specifically, no prior research in Egypt, to the best of the researcher's knowledge, has addressed how AL and TL influence faculty members' innovative behaviors and how these, in turn, impact students' motivation to learn. This gap is particularly significant given the challenges facing Egypt's higher education system, including outdated teaching practices and declining student engagement. By focusing on this nexus, the current study seeks to provide insights into fostering a more dynamic and motivating educational environment through leadership and innovation.

Contribution to literature

This research aims to bridge the identified gap by examining the mediating role of faculty members' innovative work behavior between leadership styles and students' motivation to learn. The findings are expected to contribute to the body of knowledge on educational leadership and innovation, offering practical recommendations for improving student engagement and academic outcomes in higher education.

3. Research hypotheses and conceptual frame work:

3-1: Research hypotheses:

Based on the previous studies and the contextualizing of the research problem, the research hypotheses are as follows:

H1: "The authentic leadership style of the college dean *has a positive and significant effect* on the innovative work behavior of the college's faculty members"

H2: "The transactional leadership style of the college dean *has a negative and significant effect* on the innovative work behavior of the college's faculty members"

H3: "The degree of innovation in teaching *has a positive and significant effect* on students' motivation to learn"

3-2: Conceptual framework:

Accordingly, the conceptual framework expresses the relationship between dean's leadership style (Authentic & Transactional) and student motivation to learn through the mediating role of faculty members' innovative work behavior as follows:

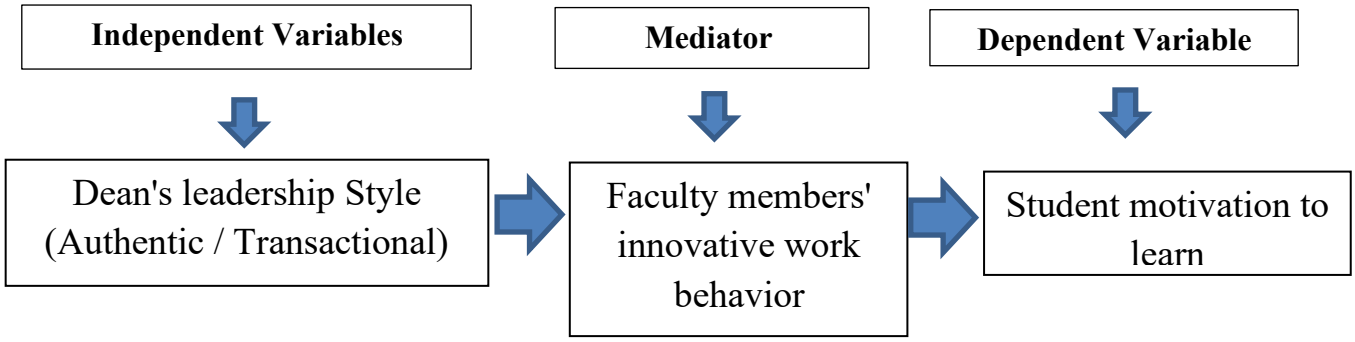

Figure 1: Conceptual framework

4. Methodology

4.1: Research Variables, Participants, and Data Collection:

The study investigates three primary variables: Leadership Style (authentic and transactional), Innovative Work Behavior (among faculty members), and Motivation to Learn (among students).

Three distinct samples were selected for the study:

1. **Deans Sample:** A census approach was employed to include all deans at the university, resulting in a total of 5 deans, which represents the entire population of deans at the university, revealing that two deans exhibited an authentic leadership style, while three exhibited a transactional leadership style. One dean from each category (authentic and transactional) was selected for further analysis (the dean with the highest score on the leadership style scale was chosen from each category for in-depth examination).
2. **Faculty Members Sample:** A sample of 20 faculty members was selected from a total of 100, representing 20% of the faculty population. These faculty members were equally distributed between the two colleges affiliated with the selected deans—10 from the college led by the dean with an authentic leadership style and 10 from the college led by the dean with a transactional leadership style.

3. **3. Students Sample:** In the third phase, a sample of 200 students was selected from the university's total student population of about 4,000, representing 5% of the population. This sample was chosen to assess students' motivation to learn. Each of the 20 faculty members selected in the previous step was assigned 10 students, resulting in a total of 200 students.

4.2: Measurement Scales:

To achieve the study's objectives, the researcher employed several research tools to measure each of the three key variables, as outlined below:

Leadership Styles:

- For measuring the authentic leadership (AL) dimensions, the researcher utilized the Authentic Leadership Inventory (ALI) by Neider and Schriesheim (2011), which assesses the following dimensions: balanced processing, internalized moral perspective, relational transparency, and self-awareness.

- To measure transactional leadership, the researcher used the Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1993), focusing on the transactional dimensions of contingent reward and management by exception /active.

Creativity in Teaching:

- The level of creativity in teaching was assessed using the Creativity Fostering Teacher Behavior Index (CFTIndex) by Cropley (1997).

Students' Motivation for Learning:

- To measure students' motivation for learning, the researcher employed the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich (1993).

5. Statistical Analysis and Study Results:

This section outlines the statistical analysis procedures and methods employed in the study, which include both descriptive and inferential statistics. The descriptive analyses focus on measures such as the mean, standard deviation, and coefficient of variation to summarize the research sample's agreement on how the dean's leadership style dimensions (authentic and transactional) influence student learning motivation, mediated by the level of creativity among faculty members.

Confirmatory Factor Analysis (CFA) is conducted to assess the goodness-of-fit of each dimension within the studied phenomenon, aiming to validate the construct validity of the research instrument. This instrument was developed based on previous studies and helps identify the most significant and relevant sub-indicators within each leadership dimension (Hair et al., 2014). The CFA evaluates convergent and discriminant validity, ensuring the conceptual framework's applicability in the field through specific goodness-of-fit indices.

Cronbach's alpha is used to assess the reliability and content validity of the study's questionnaire.

A Pearson correlation matrix is employed to determine the significance of relationships between the exogenous dimensions of the dean's leadership styles (authentic leadership: self-awareness, balanced processing, internalized moral perspective, and relational transparency; transactional leadership: contingent reward, management by exception) and the endogenous dimensions of faculty creativity and student learning motivation. This paves the way for path analysis to assess both direct and indirect causal relationships between the exogenous and endogenous variables, validating the hypotheses within the relational framework of the phenomenon.

Path analysis measures the direct and indirect effects between the exogenous and endogenous variables, considering faculty creativity as a mediating variable between the dean's leadership style dimensions and student learning motivation. This analysis leads to the formulation of a Structural Equation Model (SEM) using Analysis of Moment Structures (AMOS 22) software.

5.1: Procedures and methods of statistical analysis:

To conduct the statistical analysis for this research, the researcher followed the steps outlined below:

- Data Entry and Processing Stage: The researcher began by reviewing the completed questionnaires to ensure they were fully filled out and suitable for statistical analysis. Questionnaires that did not meet the required standards were excluded from the analysis. Following this, the researcher coded the variables and data and entered them into the Statistical Package for the Social Sciences (SPSS version 25) and AMOS 22 software. In this process, the following variables were identified:

- Exogenous Variables: These include the components of the leadership style of the college dean, categorized as follows: Authentic Leadership: self-awareness, balanced processing, internalized moral perspective, and relational transparency & Transactional Leadership: contingent reward and management-by-exception.
- Mediator Variable: The level of creativity among faculty members.
- Endogenous Variable: Student motivation to learn.

5.2: Measuring the internal consistency and content validity of research variables:

Table (1): Cronbach's alpha reliability coefficient and self-validity of study dimensions

Validity Coefficient	Stability Coefficient	Number of Items	Study Dimensions	
١- Leadership Style				
0.904	0.817	3	Self-awareness	١
0.931	0.867	4	Balanced processing	٢
0.932	0.869	4	Internalized moral perspective	٣
0.906	0.820	3	Relational transparency	٤
0.911	0.830	3	Contingent Reward	٥
0.889	0.790	3	Management by Exception	٦
2- Degree of Creativity				
0.922	0.850	2	Independence	١
0.971	0.942	2	Integration	٢
0.947	0.897	3	Motivation	٣
0.948	0.898	3	Judgment	٤
0.908	0.825	3	Flexibility	٥
0.935	0.875	2	Encouraging self-evaluation	٦
0.904	0.818	3	Question	٧
0.929	0.863	3	Opportunities	٨
0.910	0.828	3	Frustration	٩
3- Students' Learning Motivation				
0.980	0.961	18	Students' Learning Motivation	١

Interpretation of the Table:

1. **Leadership Style Dimensions**:
    - The Cronbach's alpha coefficients for content stability and internal consistency of the leadership style dimensions ranged from 0.790 to 0.869, indicating high stability for the study sample. This stability was reflected in the self-validity of the content of the attitudes scale, with values ranging from 0.889 to 0.932.
    - The highest content stability was observed in the following dimensions: *Internalized moral perspective*, *Balanced processing*, *Contingent Reward*, and *Relational transparency*, with stability coefficients of 0.869, 0.867, 0.830, and 0.820, respectively.
    - The minimum coefficient of stability is generally considered to range between 0.60 and 0.70 (Hair et al., 2014, p. 90).
2. **Dimensions of Creativity Level among Faculty Members**:
    - The Cronbach's alpha coefficients for content stability and internal consistency of these dimensions ranged from 0.818 to 0.942, indicating high stability for the study sample. The self-validity of the content of the attitudes scale ranged from 0.904 to 0.971.
    - The highest content stability for the creativity dimensions was observed in *Integration*, *Judgment*, *Motivation*, and *Encouraging self-evaluation*, with stability coefficients of 0.942, 0.898, 0.897, and 0.875, respectively.
3. **Motivation Dimension among Students**:
    - The Cronbach's alpha coefficient for stability was 0.961, reflecting a high level of internal consistency. This was also evident in the self-validity coefficient of 0.980, indicating strong reliability between the items of this dimension

5.3: Descriptive Statistics of Research Variables:

The researcher addresses the descriptive statistical measures of external and internal variables, which measure the respondents' attitudes towards the dimensions of the external and internal study regarding the authentic and transactional leadership style, the creativity of faculty members, and the students' learning motivation, as follows:

Table (2): Descriptive Statistics of External and Internal Study Dimensions

Order	Coefficient of Variation	Std. Deviation	Mean	Dimensions	م
١- Leadership Style					
4	46.05	1.17	2.54	Self-awareness	١
5	46.14	1.18	2.56	Balanced processing	٢
6	49.20	1.3	2.65	Internalized moral perspective	٣
3	44.38	1.12	2.52	Relational transparency	٤
1	33.62	1.05	3.13	Contingent Reward	٥
2	32.78	1.08	3.28	Management by Exception	٦
2- Degree of Creativity					
4	40.43	1.21	2.99	Independence	١
5	41.37	1.4	3.39	Integration	٢
9	43.03	1.39	3.22	Motivation	٣
8	42.19	1.36	3.23	Judgment	٤
3	38.31	1.2	3.12	Flexibility	٥
1	37.23	1.19	3.19	Encouraging self-evaluation	٦
2	37.93	1.28	3.37	Question	٧
6	41.5	1.26	3.04	Opportunities	٨
7	41.91	1.27	3.03	Frustration	٩
3- Students' Learning Motivation					
1	39.91	1.14	2.87	Students' Learning Motivation	١

Interpretation of the Table:

1. **Leadership Style Dimensions:**
    - The respondents indicated the highest importance for the dimensions *Contingent Reward* and *Management by Exception*, with relatively lower coefficients of variation (33.62% and 32.78%, respectively), which suggests more agreement among respondents.
    - The lowest ranked dimension was *Internalized Moral Perspective* (49.20%) and *Balanced Processing* (46.14%), indicating higher variability in respondents' opinions regarding these leadership style components.
2. **Degree of Creativity:**
    - The highest-ranked dimension of creativity was *Encouraging self-evaluation* (37.23%), followed by *Question* (37.93%) and *Flexibility* (38.31%). These dimensions had relatively lower coefficients of variation, reflecting more agreement.
    - The dimension *Frustration* ranked the lowest (41.91%), showing a higher degree of variation in faculty members' responses to this dimension.
3. **Students' Learning Motivation:**
    - The overall trend in students' motivation to learn showed a general tendency toward neutrality, with a mean of 2.87 and a coefficient of variation of 39.91%. This suggests that the respondents felt neither strongly motivated nor demotivated, indicating that the students' learning motivation was balanced across the sample.

5.4: Testing the research hypotheses:

5.4.1: Pearson correlation matrix:

Table (3): Pearson correlation matrix for measuring the significance of the relationship between the dimensions of authentic and transactional leadership styles, and the internal dimensions of: faculty members' creativity level and students' learning motivation

Students' Learning Motivation	Degree of Creativity	Management by Exception	Contingent Reward	Relational transparency	Internalized moral perspective	Balanced processing	Self-awareness	Dimensions
							١	Self-awareness
						١	***٠,٦٩٠	Balanced processing
					١	***٠,٤٢٤	***٠,٣٤٠	Internalized moral perspective
				١	***٠,٤٨٤	***٠,٥٢٤	***٠,٤١٠	Relational transparency
			١	٠,٠٢٨	**٠,١٣٢	٠,٠٣٦-	*٠,١٠١-	Contingent Reward
		١	**٠,١٤١-	**٠,١٥٧-	***٠,٢٨٠-	**٠,١٥٤-	*٠,٠٩٨-	Management by Exception
	١	***٠,٢٠٧-	***٠,٢٥٧-	***٠,٥٣٦	***٠,٤٩٧	***٠,٦٤٨	***٠,٥١٢	Degree of Creativity
١	***٠,٧٤٤	***٠,١٦٨-	٠,٠٩٤-	***٠,٥٥٨	***٠,٣٩٩	***٠,٦٣٣	***٠,٥٤٦	Students' Learning Motivation

*** Significant at a level less than (0.001). ** Significant at a level less than (0.01). * Significant at a level less than (0.05).

Key Findings from Table (3):

1. Authentic Leadership and Faculty Creativity:
    - Positive and significant correlations exist between dimensions of authentic leadership (*self-awareness, balanced processing, internalized moral perspective,* and *relational transparency*) and faculty creativity.

- All correlations are significant at a p-value of less than 0.05, indicating strong evidence that authentic leadership fosters higher levels of creativity among faculty members.

2. Transactional Leadership and Faculty Creativity:
    - Negative and significant correlations are observed between *transactional leadership dimensions (contingent reward and management-by-exception)* and faculty creativity.
    - These correlations suggest that transactional leadership styles, particularly management-by-exception, negatively affect faculty creativity.
3. Faculty Creativity and Student Motivation:
    - There is a significant positive relationship between the level of creativity among faculty members and students' motivation to learn.
    - The correlation coefficient of 0.744 ($p < 0.001$) demonstrates a strong positive link, indicating that faculty creativity substantially influences student motivation.

Implications for Structural Equation Modeling (SEM):

- Exogenous Variables: Authentic and transactional leadership styles.
- Mediator Variable: Faculty creativity.
- Endogenous Variable: Students' learning motivation.

These findings validate the need for applying SEM to determine the strength and significance of the direct and indirect relationships between leadership styles, faculty creativity, and student motivation.

5.4.2: Structural equation modeling:

- The impact of the leadership style of the college dean, whether authentic (for each of: self-awareness, balanced processing, internalized moral perspective, and relational transparency) or transactional (for each of: contingent reward, and management-by-exception), on the degree of creativity among faculty members. (Hypothesis 1 & Hypothesis 2)

The creativity level among faculty members = β11self-awareness + β12 balanced processing +β13 internalized moral perspective + β14 relational transparency -β15 conditional reward - β16 management-by-exception

- The impact of the creativity level among faculty members on students' learning motivation. (Hypothesis3)

Students' learning motivation = β21 creativity level among faculty members

5.5: Research Hypothesis Results:

Table 5: Estimates of the coefficients of the proposed structural model and their significance level using the maximum likelihood estimates to measure the impact of the college dean's leadership style (authentic and transactional) on students' motivation to learn through faculty members' creativity

SIG	C.R.	S.E.	Standardized estimate	Path		
0.001***	3.806	.037	.152	Faculty members' creativity	←	Self-awareness
0.001***	8.342	.043	.363	Faculty members' creativity	←	Balanced processing
0.001***	3.581	.028	.133	Faculty members' creativity	←	Internalized moral perspective
0.001***	5.901	.032	.227	Faculty members' creativity	←	Relational transparency
0.012*	-2.507	.029	-.078	Faculty members' creativity	←	Contingent Reward
0.074	-1.789	.036	-.057	Faculty members' creativity	←	Management by Exception
0.001***	19.906	.051	.985	Students' learning motivation	←	Faculty members' creativity

*** Significant at a level less than (0.001). * Significant at a level less than (0.05).

Based on Table 5, the following is evident:

1. There is a statistically significant direct effect at a significance level of less than (0.05) for the leadership style of the college dean, whether authentic in terms of: self-awareness, balanced processing, internalized moral perspective, and relational transparency, or transactional in terms of contingent reward on the degree of creativity among faculty members, with a coefficient of determination R2 of (51.7%), **which indicates the validity of the first hypothesis completely, as well as the validity of the second research hypothesis partially regarding the negative impact of contingent reward on the degree of creativity**, as follows:

Faculty members' creativity = 0.152 self-awareness + 0.363 balanced processing + 0.133 internalized moral perspective + 0.227 relational transparency - 0.078 contingent reward - 0.057 management by exception

2. There is a statistically significant direct effect ($p < 0.001$) of the faculty members' creativity on students' motivation to learn, with a determination coefficient (R2) of 49.5%, **indicating that the third research hypothesis is correct, and that there is a positive meaningful impact of faculty members' creativity on students' motivation to learn**, in the following way:

Students' motivation to learn = 0.985 faculty members' creativity

1. Hypothesis 1 & Hypothesis 2:

The impact of the college dean's leadership style (authentic and transactional) on faculty members' creativity.

1. Conclusion:
    - The first hypothesis is completely validated, as authentic leadership positively impacts faculty creativity.
    - The second hypothesis is partially validated, as contingent reward negatively impacts faculty creativity, but the effect of management by exception is not statistically significant.

2. Coefficient of Determination (R2R^2R2):
    - R2=51.7%: **This indicates that the dean's leadership style explains 51.7% of the variance in faculty members' creativity.**

2. Hypothesis 3:

The impact of faculty members' creativity on students' motivation to learn.

1. Conclusion:
    - The third hypothesis is fully validated, showing that higher levels of faculty creativity significantly enhance students' learning motivation.
2. Coefficient of Determination (R2R^2R2):
    - R2=49.5%: **This indicates that faculty members' creativity explains 49.5% of the variance in students' motivation to learn.**

Key Takeaways:

1. *Authentic Leadership's Impact:*
    - **Authentic leadership is a significant driver of faculty creativity. Balanced processing** (β=0.363\beta = 0.363β=0.363) **has the highest impact, followed by relational transparency** (β=0.227\beta = 0.227β=0.227).
2. *Transactional Leadership's Mixed Effects:*
    - **Contingent reward negatively impacts creativity** (β=−0.078\beta = -0.078β=−0.078)**, aligning with the hypothesis that transactional leadership can stifle innovation.**
    - **Management by exception does not significantly affect creativity, suggesting its influence is weaker.**

3. *Faculty Creativity as a Mediator:*

   - **Faculty creativity is a critical mediator, demonstrating a strong and positive impact on students' motivation to learn** (β=0.985\beta = 0.985β=0.985).

These findings underscore the importance of fostering authentic leadership to enhance faculty creativity and, consequently, students' motivation to learn.

5.6: Standardized direct and indirect Effects:

Table 6: Total, Direct, and Indirect Standardized Effects

Faculty members' creativity	**Authentic Leadership**				**Transactional Leadership**		Effect	Factors
	Self-awareness	Balanced processing	Internalized moral perspective	Relational transparency	Contingent reward	Management by exception		
--	**.363**	**.152**	**.133**	**.227**	**-.078**	**-.057**	**1-Direct**	**Faculty members' creativity**
--	--	--	--	--	--	--	Indirect	
--	.363	.152	.133	.227	-.078	-.057	Total	
.985	--	--	--	--	--	--	**2-Direct**	**Students' motivation to learn**
--	****.358**	****.149**	****.131**	****.223**	***-.077**	**-.056**	**3-Indirect**	
.985	.358	.149	.131	.223	-.077	-.056	Total	

** Significant at a level less than (0.01). * Significant at a level less than (0.05).

It is evident from Table (6) that:

1. There is a **significant direct effect of dean's leadership style**, whether authentic (in terms of self-awareness, balanced processing, internalized moral perspective, and relational transparency), or transactional (in terms of contingent reward), **on the degree of creativity** among faculty

members, with values ranging from (-0.078) for contingent reward to (0.363) for Self-awareness.

2. There is a significant **direct effect of the degree of creativity** among faculty members on the **motivation for learning** among students, with a value of (0.985).
3. There is a significant **indirect effect** using the bootstrapping method with a sample size of (200) for **dean's leadership style**, (whether authentic in terms of self-awareness, balanced processing, Internalized moral perspective, and relational transparency, or transactional in terms of contingent reward), on the **motivation for learning** among students, **through the mediating variable of the degree of creativity** among faculty members, with values of (-0.077) and (0.358), respectively. This indicates that the degree of creativity among faculty members plays a mediating role in the relationship between dean's leadership style, whether authentic or transactional, and the motivation for learning among students.

Model Structure Quality Assessment Criteria:

It is not possible to confirm the significance of the path coefficients in the final proposed model until it is possible to verify the overall goodness of fit of the path analysis model as follows:

Table (7): Criteria for Evaluating the Quality of the Structural Model Fit

Value	Statistical Indicators	
3.154	Chi-Square	1
0.990	Goodness-of-fit index (GFI)	2
0.931	Adjusted Goodness of Fit Index (AGFI)	3
0.987	Normed Fit Index (NFI)	4
0.927	Relative Fit Index (RFI)	5
0.991	Incremental Fit Index (IFI)	6
0.949	Tucker-Lewis Index (TLI)	7
0.999	Comparative Fit Index (CFI)	8
0.025	Root Mean Square Residual (RMR)	9
0.073	Root Mean Square Residual Approximation (RMSEA)	10

- From Table (7), it is clear that the values of all the following indicators: Chi-Square, GFI, AGFI, NFI, RFI, IFI, TLI, CFI, (3.154), (0.990), (0.931), (0.987), (0.927), (0.991), (0.949), (0.999), are all above the acceptable cut-off points (0.90), indicating that all the quality of fit indicators are within acceptable limits. Additionally, the normed Chi-Square with cut-off values less than (5), indicating the possibility of fitting the actual model to the hypothesized model.
- The values of the root mean square residual (RMR) and the Root Mean Square Residual Approximation (RMSEA) are (0.025) and (0.073) respectively, which are lower than the cut-off point for residuals (less than 0.08), indicating low errors in the hypothesized model and hence good model fit.

6. Discussion and Recommendations:

6.1: Discussion of Results

This study highlights the transformative role of leadership in higher education, emphasizing its influence on faculty creativity and its subsequent impact on student motivation. The findings validate the critical mediating role of faculty creativity, revealing it as the primary mechanism linking leadership styles to enhanced student engagement and motivation.

- The leadership factor: Leadership styles play a pivotal role in shaping the educational environment and institutional culture. Authentic leadership, characterized by transparency, moral integrity, and self-awareness, fosters a supportive and trust-based atmosphere that empowers faculty members to innovate and adopt creative teaching methods. Faculty members under authentic leadership are more likely to implement innovative, student-centered strategies, such as collaborative projects and interactive technologies, which deeply engage students and enhance intrinsic motivation. This aligns with existing literature, which associates authentic leadership with dynamic and transformative educational environments.

Conversely, transactional leadership, which emphasizes routine tasks, hierarchical control, and reward-punishment mechanisms, creates a rigid academic culture. This approach limits faculty members' creative potential, discouraging them from adopting innovative teaching strategies and resulting in standardized, monotonous practices. Such environments fail to inspire students, perpetuating surface-level learning focused on exam preparation rather than deeper engagement or critical thinking. These findings underscore the inadequacy of transactional leadership in addressing the evolving demands of higher education.

- Faculty Creativity as a Mediator: The study identifies faculty creativity as a vital mediator in the relationship between leadership styles and student outcomes. Faculty members bridge the gap between institutional leadership and student experiences, making their creativity essential to fostering engaging and effective learning environments. Authentic leadership enhances faculty creativity by encouraging open communication, trust, and a willingness to take risks. Leaders who demonstrate relational transparency and self-awareness empower faculty to experiment with innovative methods, such as integrating technology or adopting problem-based learning approaches, which actively engage students and promote deeper understanding.

By contrast, transactional leadership stifles this creativity, leading to rigid teaching methods that fail to inspire students or address modern educational challenges. The lack of innovation under transactional leadership diminishes opportunities for active participation, critical thinking, and meaningful student engagement, thereby compounding issues like disengagement and exam-focused learning.

- Implications for Student Motivation: The findings clearly demonstrate that student motivation is significantly shaped by faculty creativity, which is influenced by the leadership style of academic deans. Authentic leadership creates a culture where faculty feel supported to innovate, resulting in teaching practices that inspire and engage students. These practices promote critical thinking, collaborative learning, and intrinsic motivation, fostering an environment of meaningful academic and personal growth.

In contrast, transactional leadership indirectly diminishes student motivation by perpetuating conformity and routine. The lack of innovative teaching methods in such environments restricts students to passive, surface-level learning, undermining their engagement and enthusiasm. This trend is particularly concerning in the context of Egyptian higher education, where systemic challenges such as outdated curricula and resource limitations exacerbate these issues.

- Broader Context and Recommendations: The study's findings underscore the need for systemic reforms in Egyptian higher education to address these challenges. By promoting authentic leadership, institutions can create environments where creativity thrives, and students are motivated to learn. These findings call for the development of professional programs to train academic leaders in self-awareness, transparency, and innovative decision-making.

Additionally, institutions must restructure policies to reward faculty creativity and minimize bureaucratic barriers, ensuring that faculty members are empowered to adopt student-centered teaching practices. Addressing systemic issues, such as modernizing curricula and leveraging technology will further enhance the impact of leadership reforms.

This discussion integrates both the detailed mechanisms of influence from the first version and the concise, focused narrative of the second version, providing a comprehensive and balanced analysis.

6.2: Recommendations:

- Promote Authentic Leadership:

Higher education institutions in Egypt should prioritize the recruitment, training, and development of deans who exhibit authentic leadership traits. Professional development programs should focus on cultivating self-awareness, relational transparency, and an innovative mindset.

Policies should encourage deans to model creativity and innovation, fostering a culture that values and rewards faculty innovation.

- Foster a Creativity-Driven Environment:

Restructure institutional frameworks to support faculty creativity by providing resources, minimizing bureaucratic barriers, and offering incentives for innovative teaching.

Encourage faculty members to adopt new pedagogical approaches and integrate technology and interactive methods to better engage students.

- Discourage Transactional Leadership Practices:

While transactional leadership may suit certain contexts, it is inadequate for transformative educational challenges. Leadership evaluation metrics should prioritize creativity, adaptability, and change management rather than compliance.

Revamp reward systems to recognize creativity and student engagement outcomes over procedural adherence.

- Integrate Leadership and Creativity in Faculty Development:

Align faculty development programs with leadership goals to foster innovation. Workshops, mentorship, and collaborative platforms can enhance faculty creativity and innovation.

Support faculty in designing and implementing engaging, student-focused teaching strategies.

- Address Systemic Challenges:

Broader reforms are necessary, including modernizing curricula, leveraging technology, and creating student feedback mechanisms to improve teaching practices.

- Periodic Assessment and Adaptation:

Establish regular assessment mechanisms for leadership effectiveness, faculty creativity, and student motivation to identify gaps and ensure alignment with evolving educational challenges.

7. Theoretical Implications of the Study:

This research fills an important gap in the literature by examining the interconnected relationship between leadership styles (authentic vs. transactional), faculty creativity, and student motivation in Egyptian higher education. Its key contributions include:

- Novel Research Context:

  This study is among the first to explore these relationships within private universities in Egypt, shedding light on distinct dynamics such as organizational autonomy and resource allocation, which differ from governmental universities.

- Unique Configuration of Variables:

  By identifying faculty creativity as a mediating variable, the study provides a nuanced understanding of how leadership styles influence student motivation indirectly. This perspective is underexplored in the Egyptian context.

- Contextual Relevance:

  The findings address a critical challenge in Egyptian higher education—the decline in student motivation—and highlight authentic leadership as a key strategy for fostering innovation and engagement.

- Contribution to Leadership Theory:

  The study reinforces the broader applicability of authentic leadership theories beyond Western and corporate contexts, demonstrating their relevance to academic institutions in developing countries.

8. Managerial Applications of the Study:

The study offers actionable recommendations for improving education quality and addressing the decline in student motivation in Egyptian universities. Key applications include:

- Leadership Selection and Development:

  Prioritize Authentic Leadership: Universities should adopt rigorous selection criteria for deans, focusing on traits like transparency, self-awareness, and the ability to foster innovation.

  Leadership Training: Provide professional development programs for current and aspiring leaders to effectively implement authentic leadership practices.

- Creating a Supportive Environment for Faculty:

  Promote Intellectual Freedom: Encourage faculty to explore innovative teaching methods and take initiative in curriculum development.

  Recognition and Rewards: Establish systems to recognize and reward faculty creativity and innovation, fostering a culture that values these qualities.

- Student-Centric Reforms:

  Innovative Teaching Practices: Deans should support faculty in adopting interactive, student-focused strategies.

  Transform Campus Culture: Create vibrant, engaging learning environments to inspire active student participation in academics and extracurricular activities.

- Strategic Policy Shifts:

  Encourage Innovation: Shift policies away from transactional leadership practices that stifle creativity, focusing on adaptive, dynamic management approaches.

  Collaborative Efforts: Partner with public and private sectors to share best practices and resources for promoting creativity and innovation.

9. Study Limitations and Future Research Directions:

While the study provides valuable insights into the interplay between leadership styles, faculty creativity, and student motivation, it is not without limitations. These limitations highlight potential areas for future research:

1. **Geographic Scope**: The study was conducted in a single private university in Egypt. Future research should expand the geographic scope to include public universities and other cultural or educational settings to ensure broader generalizability.
2. **Focus on Leadership Styles**: This research examined only two leadership styles—authentic and transactional. Future studies could explore the impact of other styles, such as transformational, servant, or laissez-faire leadership, on faculty creativity and student motivation.
3. **Additional Mediating Variables**: While faculty creativity was identified as a key mediator, other potential mediating factors, such as faculty engagement, emotional intelligence, or teaching experience, warrant further exploration to provide a more comprehensive understanding of these relationships.
4. **Broader Factors Affecting Student Motivation**: Future research should consider other institutional factors, such as resource availability, technological integration, and curriculum design, which may influence student motivation alongside leadership styles.
5. **Longitudinal Research**: Conducting longitudinal studies would provide deeper insights into how leadership styles and faculty creativity evolve over time and their sustained impact on student motivation and educational outcomes.

These limitations present valuable opportunities for further research to deepen our understanding of the dynamics of leadership, creativity, and motivation in higher education settings.

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أثر القيادة الأصيلة والتبادلية على الدافعية للتعلم لدى الطلاب من خلال درجة الإبداع لدى أعضاء هيئة التدريس

ملخص البحث:

تهدف الدراسة الي البحث في مدي وجود علاقة بين نمطي القيادة الأصيلة (Authentic) والتبادلية (Transactional) لعميد الكلية وبين درجة إبداع أعضاء هيئة التدريس بتلك الكلية، ثم أثر الإبداع لدي أعضاء هيئة التدريس (كمتغير وسيط Mediator) على دافعية الطلاب للتعلم بتلك الكلية أيضا، أو بمعني آخر: هل يؤدي الاختلاف في نمط قيادة عميد الكلية ما بين نمط القيادة الأصيلة ونمط القيادة التبادلية الي اختلاف في درجة الابداع في التدريس عند اعضاء هيئة التدريس؟ وهل يؤدي ذلك بالتبعية الي اختلاف في درجة دافعية طلاب تلك الكلية للتعلم؟

وعليه فقد جاءت نتائج الدراسة مؤكدة علي أثر اختلاف النمط القيادي لعميد الكلية علي درجة إبداع أعضاء هيئة التدريس العاملين معه بنفس الكلية ، حيث أظهرت تلك النتائج ان نمط القيادة الأصيلة للعميد يشجع ويدعم ويزيد من درجة الابداع لدي اعضاء هيئة التدريس لديه ، علي خلاف نمط القيادة التبادلية التي اثبتت نتائج الدراسة ان علاقتها بالإبداع عكسية بمعني انها تقلل وتضعف من درجة الابداع لدي اعضاء هيئة التدريس ، كذلك فقد اثبتت نتائج الدراسة ارتباط درجة الابداع في التدريس طرديا بدافعية الطلاب للتعلم ، أي انه كلما امتلك ونفذ ومارس عضو هيئة التدريس اساليب ابداعية في تدريس مادته العلمية (وأحد اهم اسباب ذلك هو نمط القيادة الأصيلة الذي يتعامل به عميد الكلية معه والذي يدعم ويشجع ويحفز علي ذلك) كلما زاد ذلك بدرجة مباشرة وملحوظة من دافعية طلابه للتعلم او رغبتهم واقبالهم علي مادته العلمية بل علي الكلية ككل ، وعلي العكس من ذلك فان افتقاد اعضاء هيئة التدريس للإبداع في اساليب تدريسهم لموادهم العلمية وتوصيلهم للمعلومة (والذي من اهم اسبابه نمط القيادة التبادلية لعميد الكلية الذي لا يهتم بعنصر الابداع من اساسه ويسعي فقط لاستقرار وبقاء الامور علي ماهي عليه) يؤدي الي تدني الدافعية للتعلم لدي طلابهم وعزوفهم عن موادهم العلمية وربما عن الدراسة بالكامل .

الكلمات المفتاحية:

القيادة الأصيلة – القيادة التبادلية - دافعية الطلاب للتعلم – سلوك العمل الابتكاري لدي أعضاء هيئة التدريس