UNIVERSITI TEKNOLOGI MARA

PSYCHOLOGICAL CAPITAL, LEADERSHIP STYLES AND WORK ENGAGEMENT AMONGST WOMEN TEACHERS IN SAUDI ARABIA'S PUBLIC SCHOOLS: THE MODERATING ROLES OF PERSON-ORGANISATION FIT

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Thesis submitted in fulfilment
of the requirements for the degree of
Doctor of Philosophy

Faculty of Business and Management

September 2016

ABSTRACT

A research reported that the ratio of engaged employees in Saudi Arabia is lesser than the world's average rate, in which only four out of ten males and women Saudis are engaged, compared to six in every ten as the average in the world. This study aims to examine the link between women teachers in Saudi Arabia's public schools and their job. To make them love their jobs and enjoy being teachers rather than just accept it as it is their destiny. Examining the level of psychological capital, leaders will know how to trigger the teachers' work engagement. The purpose of this study is to examine the factors influencing work engagement of women teachers in Saudi Arabia public schools. This study also investigates the moderating effect of person-organisation fit. The scope of this research was to evaluate work engagement among women teachers in Saudi Arabia's public schools, specifically, Jeddah, Riyadh and Dammam. A total of five constructs were investigated after a review of literature on the field of work engagement and psychological capital, especially in the Middle East and Saudi Arabia. The Gain Spiral concept, The Broaden and Build theory and JD-R model, formed the basis of the conceptual framework of the proposed model of work engagement, psychological capital and leadership style. Based on the literature review, a conceptual model of work engagement, psychological capital and leadership style was proposed and a suitable research method was selected to test the hypothesized model. A quantitative approach used in this research for data collection. Primary data was collected by means of questionnaires distributed in Riyadh, Jeddah and Dammam, the three principle cities of Saudi Arabia. The unit of analysis in the present study was individual; the target population were Saudi women teachers in public schools. A total of 414 valid responses were finalized. The Partial Least Squares (PLS-SEM) approach was utilized to test the hypotheses. The results for the direct relationships between the independent variables psychological capital, leadership styles (transactional, transformational), and the dependent variable work engagement shows that all independent variables have positive influence on dependent variable work engagement. At the same time, it was found that the moderator variable person-organisation fit, has an effect on the relationship between psychological capital and work engagement. Furthermore, it has no effect on the relationship between leadership styles (transactional, transformational) and work engagement; aslo this research recommended extensive investigation of other variables such as the. organisational culture inside the schools. Finally, this study provides academic and practical implications for the Ministry of Education in Saudi Arabia to invest in improving and developing the performance of women teachers in Saudi Arabia.

ACKNOWLEDGEMENT

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CHAPTER ONE
INTRODUCTION

1.1   INTRODUCTION

This chapter discusses the background and preliminary study conducted to identify the current state of women teachers in Saudi Arabia's public schools. Also, this chapter discusses the problem statement of the study, the purpose of the study, research objectives, research questions, scope of the research and significance of the study.

1.2   BACKGROUND OF THE STUDY

Currently, the mechanistic models of work have been substituted, whereby many organisations have adopted knowledge-based intensive communities of practice (Cho, Cho & McLean, 2009). Employees have high expectations about participating in organisational outcome, pursuing dynamic involvement in organisational activities, and actively seeking work contexts where they believe they are treated with respect and fairness (Burke & Ng, 2006). As such, traditional paradigms of hierarchical and lawful practices are being challenged as there is a new generation of employees in the workplace (Burke & Ng, 2006). While there is no one trend to generalize this new context of work, scholars agree that change is coming (Shuck & Wollard, 2010). In response to this, many leaders are starting to move towards understanding their employees' level of engagement as a strategy for determining the future of their organisations. 'Work engagement', is defined as the process of positively motivating employees cognitively, emotionally, and behaviourally towards fulfilling organisational outcomes (Shuck & Wollard, 2010) which has been touted to provide promise for maintaining and even improving competitive advantage across multiple levels of organisations (Christian, Garza & Slaughter, 2011). Research suggests that leaders are actively working towards fully engaging their workforce benefits through having higher levels of productivity, organisational citizenship behaviour, and overall job performance; the following researchers also concur