



The Effect of Chaotic Leadership on Job Satisfaction: A Study of Teachers' Perceptions in Saudi Schools

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Abstract

The effect of chaotic leadership on teachers' job satisfaction in Saudi educational institutions was investigated in this study. Ninety teachers provided information via a structured questionnaire, and data were gathered using a descriptive research approach and satisfied random sampling. The findings show that while there is a lack of negative leadership behaviors, there is still room for development in the areas of duty distribution and dispute resolution. Teachers place a high value on principals' ability to solve problems and communicate consistently. Overall job satisfaction is rather good, and opportunities for professional growth and administrative assistance are highly valued. For increased job satisfaction and leadership effectiveness, the study suggests encouraging performance acknowledgment, increasing participation in decision-making, and preserving open communication. The teachers show high agreement with the statement "In general, I feel satisfied with my job" (Mean=3.52). Although it is not at the pinnacle of satisfaction, this level indicates that the teachers are generally satisfied in their jobs, even in areas where there is only moderate agreement. In general, the total job satisfaction is further influenced by the reputation the teachers have built via teaching (Mean=3.72) and the sense of societal respect for their profession (Mean=3.59). The means for job satisfaction reached (3.48) which is high where the means for chaotic leadership was (3.02) which is medium according to Saudi teachers' perspectives. The correlation coefficient between chaotic leadership and job satisfaction reached (0.031) and the value of R^2 was (0.001). The calculated regression indicates that there is no effect of chaotic leadership in predicting job satisfaction from the teachers' perceptions in Saudi schools.

Keywords: Chaotic Leadership, Job Satisfaction, Teachers, Educational Institutions, Saudi Arabia.


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تأثير القيادة الفوضوية على الرضا الوظيفي من وجهة نظر المعلمين في المدارس السعودية

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الملخص:

تم التحقيق في تأثير القيادة الفوضوية على رضا المعلمين عن وظائفهم في المؤسسات التعليمية السعودية في هذه الدراسة. قدم 90 معلماً معلومات عبر استبيان منظم، وتم جمع البيانات باستخدام منهج البحث الوصفي والعينة العشوائية الطبقية. تظهر النتائج أنه في حين يوجد نقص في سلوكيات القيادة السلبية، لا يزال هناك مجال للتطور في مجالات توزيع الواجبات وحل النزاعات. ويضع المعلمون قيمة عالية على قدرة المديرين على حل المشكلات والتواصل بشكل متسق. والرضا الوظيفي، بشكل عام، جيد إلى حد ما، كما أن فرص النمو المهني والمساعدة الإدارية ذات قيمة عالية. ولزيادة الرضا الوظيفي وفعالية القيادة، تقترح الدراسة تشجيع الاعتراف بالأداء، وزيادة المشاركة في صنع القرار، والحفاظ على التواصل المفتوح. وقد أظهر المعلمون اتفاقاً عالياً مع العبارة "بشكل عام، أشعر بالرضا عن وظيفتي" (المتوسط = 3.52). وعلى الرغم من أنها ليست في قمة الرضا، فإن هذا المستوى يشير إلى أن المعلمين راضون بشكل عام عن وظائفهم، حتى في المجالات التي لا يوجد فيها سوى اتفاق معتدل. وبشكل عام، يتأثر الرضا الوظيفي الإجمالي أيضاً بالسمعة التي بناها المعلمون من خلال التدريس (المتوسط = 3.72) والشعور بالاحترام المجتمعي لمهنتهم (المتوسط = 3.59). لقد بلغ متوسط الرضا الوظيفي (3.48) وهو مرتفع، بينما بلغ متوسط القيادة الفوضوية (3.02) وهو متوسط من وجهة نظر المعلمين السعوديين، وبلغ معامل الارتباط بين القيادة الفوضوية والرضا الوظيفي (0.031) وقيمة (R2 0.001)، ويشير الانحدار المحسوب إلى عدم وجود تأثير للقيادة الفوضوية في التنبؤ بالرضا الوظيفي من وجهة نظر المعلمين في المدارس السعودية.

الكلمات المفتاحية: القيادة الفوضوية، الرضا الوظيفي، المعلمون، المؤسسات التعليمية، المملكة العربية السعودية.

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1. Introduction

The twenty-first century's rapidly evolving technologically driven world demands the creation of new perspectives on leadership and leadership potential. The world has changed to a place where leadership is now viewed as an organizational ability rather than a personal quality held by a select few individuals at the top of a company (Aras, 2021).

Good leaders strive to get the most out of their team members in order to achieve organizational goals, regardless of the size or structure of the business. Motivating employees to accomplish organizational goals is a hallmark of effective leadership. Instead of focusing their leadership development efforts on a select group of individuals who may eventually hold senior corporate position, organizations should focus on broadening their pool of future leaders (Alshammari, 2021).

According to Aras (2021), an organization's people resources are one of its most important components, supported by both internal and external influences. That is, when employees feel that they are valued and encouraged to perform their tasks effectively, they do their work with in a satisfaction manner. An organization's leadership is essential to its success. Different companies and groups have various leadership philosophies, which also vary according to the situation. The majority of executives adapt their strategies to the demands and workplace culture. Job satisfaction is the feeling of fulfillment one gets from doing a task.

One of the most important things supervisors have to do is make sure their subordinates are satisfied with their jobs. When employees are satisfied, they work harder and more efficiently for the company. Globalization, technology, the economy, and policy have generated competitive environments that organizations must contend with. The results of study show that a high degree of job satisfaction will result in a good attitude toward job dedication, which could lower absenteeism, terminate employment, and be more careless at work. It could also boost productivity and encourage efforts toward work excellence.

The performance, attitude, and job happiness of employees are significantly impacted by leaders' communication. In addition to their influence on employees' emotional and mental states, leaders also play a major role in shaping their intrinsic motivation to achieve the organization's objectives (Alromaihi, 2017). Additionally, the positive mental and emotional condition that results from valuing one's profession and work is referred to as "job satisfaction". The sum of an employee's positive feelings about his or her employment and workplace is the definition of job satisfaction. It also covers the enjoyment that employees derive from their careers and working environments (Meier, 2015).

Almaaitah (2021) asserted that effective leadership inspires employees because the leader is aware of their emotions, goals, and aspirations and can personally address, counsel, and steer them in the appropriate direction. Additionally, proficient leadership enhances workers' motivation, which in turn increases output



and job happiness. According to certain research, there is a direct correlation between happy employees and effective leadership.

A business can flourish when job satisfaction is present since it can boost individual efforts, enhance individuals' competencies and communication skills, and aid in employee retention. There are many incompetent managers at educational institutions who don't know how to inspire their staff. As a matter of fact, the neglect of this internal issue has caused to have several unfavorable effects, including employee attrition, absenteeism, discontent, and inappropriate behavior while interacting with other staff members at the company (Almaaitah, 2021).

Prior studies found a direct correlation between job satisfaction and external factors that originate from the workplace. This research tries to fill the gap between the previous studies that shed the light on job satisfaction in the general sense without focusing on the effect of chaotic behavior in the schools. In the sense, this research is important as it investigates the effect of chaotic leadership in Saudi schools by addressing 90 teachers in this domain. In addition, a number of outside variables, including leadership philosophies, have been connected to job satisfaction. These variables have the potential to influence how people view and feel about their jobs (Alromaihi, 2017; Aras, 2021).

1.1 Problem Statement and Questions

Previous studies indicate that there is a dearth of relevant studies involving the study variables to demonstrate the effect of chaotic leadership on job satisfaction in Saudi schools. Regarding this, the current study aims to investigate answers to the main questions; **"What is the effect of chaotic leadership on job satisfaction from the perspective of teachers in Saudi schools?"**

The main question is divided into the following sub question:

1. What are the characteristics of chaotic leader in schools?

1.2 Objectives

The study seeks **"to investigate the effect of chaotic leadership on job satisfaction from the perspective of teachers in Saudi schools"**.

The main objective is divided into the following sub objective:

- To investigate the characteristics of chaotic leader in schools.

2. Literature Review

2.1 Chaotic Leadership

The definition of chaotic leadership is that type of management that does not intervene in the affairs of the group and does not have any role in doing so because there is no clear objective or intricate task, which leads to confusion and an abandonment of the lofty role in favor of acting in accordance with the dictates of the situation and failing to make the necessary decisions (Haerens, 2022). It fails to delegate tasks to the



employees, it does not give work details, and it does not, at the very least, guarantee that the laws are followed. As a result, the manager feels disoriented and incapable of handling situations of this nature, and the team as a whole loses its cohesiveness. It's regarded as the least effective kind of management (Matouq, 2020).

Based on its content, there are several names for chaotic leadership. Some experts in organizational theory refer to it as "free leadership." This moniker dates back to the time when the free approach to economics was the most popular way to focus people's energy and activities. But this approach also known as leadership hasn't become widely used enough to be considered a set strategy (non-interference, missionary leadership, or permissive leadership) (Alshammari, 2021).

Even in normal circumstances, managing people and comprehending their nature may be very difficult. Researchers in the subject of organizational behavior are constantly coming up with new ideas and examining how people behave at work. Even in situations where everything is steady, it takes work and complexity to comprehend organizational human behavior and design a leadership style around these behavior types (Aras, 2021).

Organizations are dynamic, open systems that are always interacting with their surroundings. Organizations continually influence and are influenced by the environment they operate in. Change is the main emphasis of management in a chaotic setting. An adaptable structure is essential for organizations to successfully implement change. Change in an organization can be brought about by a variety of factors, both internal and external (Aras, 2021).

Chaos has negative connotations according to dictionaries, including disarray, disturbance, complexity, lack of control, and irregularity. In social sciences, chaos may not always have a bad meaning. From the perspective of science, order and chaos are distinct facets of the same reality. Order and chaos coexist, despite their seeming contradictions (Haerens, 2022).

According to (Aras, 2021; Haerens, , 2022; معتوق, 2020), chaotic leadership organizations that cannot adapt are doomed. Systems in chaos have fractal patterns that symbolize strange attractors that include principles of self-organization as well as their unpredictable behavior. Since the organization is in a dynamic structure, they should provide flexibility in their organizational structure against a chaotic situation that they may encounter at any time. In other words, they should flexibly design the organizational structure. Given that change is unavoidable and that they must adjust to every invention, their flexible structure makes it easier for them to escape the chaos. Organizations should prioritize the chaos leadership themes of change, flexibility, and information flow.

Procrastination is one of the symptoms of chaotic management. You witness the disorganized management piling up tasks until there is not enough time to finish them, leaving the work unfinished. Chaotic situations might also arise from a lack of follow-up. There is widespread negligence and a lack of discipline



when the supervisor is not present. As I indicated before, chaotic management lacks a clear objective. Even with their size, the actions lack direction. They are the outcome of rapid thinking and response times (Almaaitah, 2021).

The activities of chaotic or loose leadership are centered on the workers. The disorganized leader merely communicates the objectives to his team members and then walks away, allowing them to pursue their own interests without intervention. This is their business, whether they work or not, whether they cooperate. Using this approach, the boss doesn't take part in staff organization or coordination, nor does he or she intervene, make decisions, or take any kind of direction. It grants subordinates the freedom to complete tasks in the way that best suits their needs. For this reason, the chaotic leader is seen both as part of the organization and as something that is missing from it (Ma'ruf, 2020).

Haerens (2022) confirmed that chaotic leadership is the worst kind of leadership because it frequently results in the failure to meet objectives and encourages workers to neglect their work, which breeds confusion, dependency at work, and an inability to coordinate efforts across departments. Any firm whose management employs this leadership style will ultimately fail.

2.2 Job Satisfaction

A person's general evaluation of how good or bad their employment is known as job satisfaction. It encompasses effect, cognitions, and behavioral patterns since it represents attitudes regarding one's place of employment. In many theories about organizational phenomena, job satisfaction is a major variable that has been extensively researched (Dubey, 2023). It is linked to several significant elements for HRM, including performance, counterproductive work behavior, turnover, and employee health. Prior research has demonstrated a potential relationship between job qualities, work stresses, and resources and job happiness. Therefore, it appears that encouraging hard jobs (e.g., expanding skill variety), lowering workplace stress levels, and improving resources are useful ways to raise employee job satisfaction (Meier, 2015).

It is considered that a number of outcomes that are relevant to the company, including those that deal with employee productivity and health and well-being, are predicated on job satisfaction. Regarding productivity, job happiness has been connected to job performance, counterproductive work behavior (behaviors that hurt organizations), organizational citizenship behavior (behaviors beyond mandated job responsibilities that benefit the company), and disengagement, which includes absenteeism and turnover (Kemal, 2018). Regarding health and wellbeing, burnout, physical and mental well-being, and life satisfaction are all correlated with job satisfaction. Thus, it would appear to be common sense that increased job satisfaction results in increased productivity, fewer absences from work, and a decrease in employee turnover (Alromaihi, 2017).



Job satisfaction is strongly correlation with enthusiasm, and a manager who lacks consistency in his emotions will be chaotic and uncontrollably supportive. As a result, some workers start working and then leave to socialize with other workers. Enthusiasm cannot dominate its owner if it is grounded on irrational feelings and opinions that lack supporting data. Instead, he frolics in confusion, unable to decide, overflowing with irrational enthusiasm (Kemal, 2018).

2.3 The Effect of Chaotic Leadership on Job Satisfaction on in Saudi Schools

Since it carries a sublime message, the school is regarded as the most significant educational mediator, whose duties include raising, educating, and nurturing society's members through its curricula and educational programs, as well as preparing and developing each person's personality. The school also has the responsibility of carrying out its educational tasks, according to some studies (Khalilah, 2023; Dehani, 2021)

A school's organizational commitment plays a crucial role in maintaining the alignment of its goals, which is why various subordinate behavior patterns interact to form an intricate goal-oriented structure. Subordinates perform distinct roles based on their functions, their job duties, and their location within the organizational hierarchy. The leadership style of a leader is a collection of actions that he uses to guide his organization. In the school, this is how effective school leadership is implemented (Ghamidi, 2020).

The most illustrious and prosperous organizations have outstanding executives who can guide them toward success and help them accomplish their objectives. Since he bears the brunt of responsibility for accomplishing the particular objectives of his organization, the educational leader is regarded as the most crucial component of the administration's performance and the accomplishment of its mission. Because the two responsibilities are different from one another, the manager must also execute the leadership and administrative functions (Çakmak, 2015). The administrative director obtains their power from their designated professional and legal role, but the leadership director gains their leadership inside the school by their capacity to impact teachers and their future-focused, innovative, and creative approach (Iqlash, 2012).

Since leadership is the link between staff members and the school's plans and perceptions, it affects how the educational process progresses within educational institutions. It helps staff members achieve goals, stay up to date with external factors, and use their skills to benefit the school. It helps regulate work difficulties and establish appropriate plans to solve them. It works to boost the effectiveness of the positive forces in the school or eliminate the negative features as much as feasible. Not to mention adapting to ongoing changes and using them to the school's advantage (Aras, 2021).

In chaotic leadership, the manager does not try to give commands and instructions to control the flow of work, does not have a clear plan to accomplish the organization's goals, and does not have a significant influence over how the job is carried out. Additionally, the chaotic leader gives his subordinates complete



freedom to carry out their tasks and adheres to whatever procedures they think are necessary to complete the work. As a result, the cycle is limited to answering questions and providing information, and the organization produces little. Additionally, the leader's personality is weak and he lacks respect from his subordinates (Matouq, 2020).

Teachers in Saudi schools view this approach to school management as an outcast approach because it lacks leadership and a spirit of collaborative teamwork, abandoning the school and causing teachers to feel unsatisfied with their jobs, tension, and chaos. This, in turn, leads to the emergence of educational issues within the enterprise (Ghamidi, 2020).

When instituting chaotic management in Saudi educational institutions, the principal frequently calls lengthy sessions with the teaching staff at unknown time, when discussions rage without yielding clear-cut solutions. The principal's coworkers are unaware of their feelings toward him since he listens to them all patiently and cheerfully and refrains from passing judgment on the problems they bring up (Alshammari, 2021).

As a result, instances of dissatisfaction job, carelessness, and insincerity arise, the leader's contributions to the task are diminished, chaos ensues in the system, time is lost, effort and time are not committed, and the group fragments and becomes unstable. Prior research indicates that an effective school administration must steer clear of a chaotic management style, as this style impedes the attainment of administrative and pedagogical objectives and results in a slow and erratic pace of work (Ghamidi, 2020).

2.4 Characteristics of Chaotic Leaders

A chaotic manager has some characteristics in his management, which center on not having clear and constructive plans for the workflow and achieving goals. Chaotic leaders in Saudi schools lack leadership and a spirit of collaborative teamwork, abandoning the school and causing teachers to feel unsatisfied with their jobs, tension, and chaos (Ghamidi, 2020). The principal's coworkers are unaware of their feelings toward him since the chaotic leader listens to them all patiently and cheerfully and refrains from passing judgment on the problems they bring up (Alshammari, 2021).

Furthermore, the principal of the school makes no effort to monitor teacher attendance or terminations. The components of scientific management, such as arranging and planning tasks, collaborating with employees, and exercising control over them, are not considered in this method. Additionally, employees under this style of management are not given fresh experiences or training to improve their performance. Furthermore, the manager exhibits no resistance towards subordinates, abdicates accountability, and shows no interest in work until he is confronted with questions and held to account (Balhisi, 2020; Matouq, 2020)

According to studies, a manager practicing chaotic leadership relinquishes decision-making authority to the group, is content to issue instructions and directions, and steps in only when called upon. The leader is not



consulted unless required, the group disintegrates and becomes unstable, work is delayed when he is away, and administrative tasks take on an unpredictable quality (Haerens, 2022; Almaaitah, 2021).

3 Methodology

3.1 Study Design

This study uses a descriptive research approach to look at how teachers in Saudi schools feel about their jobs when there is unstable leadership. For this study, descriptive research is suitable because it enables a thorough description and analysis of the state of chaotic leadership today and how it affects teachers' job satisfaction. This form offers a thorough summary of the phenomenon under study and aids in comprehending the interactions between variables.

3.2 Population and Sample

The study's target population comprises of teachers employed in different public schools located throughout Saudi Arabia. The technique of stratified random sampling was employed to guarantee that the sample sufficiently reflects the various demographic attributes of the populace. To give a comprehensive understanding of the research problem, the sample comprised teachers from varying age groups, genders, and experience levels. Ninety teachers made up the final sample size, which was evenly split throughout the different strata. This research uses the quantitative method in investigating the problem of the study.

3.3 Data Collection Instrument

A structured questionnaire, designed by the researcher, was used as an instrument for data collection. The purpose of the questionnaire was to gather information about teachers' job satisfaction levels and administrators' alleged chaotic leadership styles. It consists of three sections as follows:

- A) Demographic Information: This section collected information on age, gender, years of teaching experience.
- B) Chaotic Leadership: This section included statements related to chaotic leadership behaviors. These statements were measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).
- C) Job Satisfaction: This section contained statements that measured various dimensions of job satisfaction. These statements were also measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

3.4 Data Collection Procedure

Two months were dedicated to the collection of data. The chosen teachers received the surveys via email and in-person visits to the schools. Anonymity was guaranteed to promote truthful and accurate responses, and participation was entirely optional.



4 Results and Discussion

4.3 Descriptive Analysis (Demographic Variables)

Table (1)

Age characteristics

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-29	26	28.9	28.9	28.9
	30-39	31	34.4	34.4	31.7
	40-49	23	25.6	25.6	29.6
	50-55	10	11.1	11.1	100.0
Total		90	100.0	100.0	

The age distribution of a sample of Saudi school teachers is shown in Table (1) teachers in the age range of 22–29 and 30-39 make up 28.9% and 34.3% of the sample, respectively, suggesting that a sizable share of the teaching workforce is younger. 25.6% of the sample's teachers are in the 40–49 age group, indicating a substantial representation of more seasoned teachers. Conversely, 11.1% of the sample's teachers are between the ages of 50 and 55, indicating a lower proportion of senior teachers. This age distribution shows a reduced percentage of instructors getting close to retirement age, with a balanced mix of young and middle-aged teachers.

Table (2)

Gender characteristics

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	45.6	45.6	45.6
	Female	49	54.4	54.4	100.0
	Total	90	100.0	100.0	

The gender distribution of a sample of Saudi school teachers is shown in Table 2. In the sample as a whole, male instructors make up 45.6% of the teachers, while female teachers make up 54.4%. This suggests that teachers are about evenly represented by gender, with a slight preponderance of female teachers. The marginally larger proportion of female teachers implies that Saudi Arabian schools have a large female teacher population.



Table (3)

Teaching Experience

Experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	11	12.2	12.2	12.2
	1-5	20	22.2	22.2	34.4
	6-10	33	36.7	36.7	71.1
	More than 10 years	26	28.9	28.9	100.0
Total		90	100.0	100.0	

The experience levels of a sample of Saudi Arabian school teachers are displayed in Table 3. 12.2% of the sample's teachers had less than a year of experience, suggesting that there are novice teachers in the field. 22.2% of the sample had one to five years of experience, indicating a sizable proportion of very novice teachers. With 36.7% of the sample, teachers with 6–10 years of experience constitute the largest category, indicating a sizable proportion of teachers with moderate experience. Lastly, 28.9% of the sample's teachers had more than ten years of experience, indicating a sizable proportion of seasoned educators. A dynamic and well-rounded learning environment can be fostered by having a good balance of novice, mid-career, and experienced teachers, as indicated by this distribution.

4.4 Descriptive Analysis

Through the use of SPSS, the descriptive statistics (means and standard deviation) of the responses and their ranks, which were obtained using a five-point Likert scale, were calculated. Means between (1 and 1.80) were regarded as very low, between (1.81 and 2.60) as low, between (2.61-3.40) as a medium, between (3.41-4.20) as high, and between (4.21-5.00) as very high.

Table (4)

Descriptive analysis of the chaotic leadership

Item No.	Statements	Means	Standard deviations	Practices degree
1	The school principal withdraws when there is a difference of opinion with him.	2.43	1.061	Low
2	The school principal avoids conflict with teachers	3.20	0.927	Medium
3	The school principal gives time to plan and organize work	3.68	1.110	High



Item No.	Statements	Means	Standard deviations	Practices degree
4	The school principal is concerned with satisfying the social needs of teachers over the interests of work.	2.20	0.902	Low
5	The school principal does not hold teachers accountable for their failure to work	2.46	1.123	Medium
6	The school principal does not hold teachers accountable for being late for work	2.21	1.086	Low
7	The school principal is concerned with the various problems of teachers and regularly neglects the progress of work.	2.28	1.017	Low
8	The school principal does not give teachers the opportunity to develop their creativity	3.52	0.974	High
9	The school principal is not interested in involving teachers in setting work policy.	2.26	1.087	Low
10	The school principal meets with teachers regularly	4.32	0.958	Very high
11	The school principal maintains constant contact with the teachers	3.93	1.068	High
12	The school principal develops possible solutions to problems.	4.02	1.060	High
13	The school principal bears responsibility for the decisions he makes.	3.24	1.193	Medium
14	The school principal helps maintain team spirit at work.	3.71	0.915	High
15	The school principal has the ability to set priorities.	3.16	1.059	Medium
16	The school principal extends her powers to some teachers	2.93	1.026	Medium
17	The school principal leaves teachers the freedom to choose responsibilities that are appropriate to their desires and not to the rules of work	3.28	0.960	Medium
18	The school principal distributes powers and tasks randomly	2.91	0.944	Medium
19	The school principal tolerates teachers who are negligent in their performance	2.27	1.036	Low
20	The school principal neglects to follow up on school activities	2.33	1.112	Low
	Overall	3.02	0.227	Medium

Using a five-point Likert scale, descriptive statistics of Saudi Arabian school teachers' answers to assertions about chaotic leadership were computed using SPSS. The findings, which are arranged according to agreement levels, shed light on how teachers view the leadership styles of their principals.



Teachers' lack of agreement on a number of assertions suggests that they do not think these undesirable behaviors are common. For example, it appears that instructors do not frequently witness their principals withdrawing from confrontations, according to the statement "The school principal withdraws when there is a difference of opinion with him" (Mean=2.43). In a similar vein, "The school principal does not hold teachers accountable for being late for work" (Mean=2.21) and "The school principal is concerned with satisfying the social needs of teachers over the interests of work" (Mean=2.20) both demonstrate that these concerns are not viewed as serious issues. Low perceived agreement is also evident in other statements, such as "The school principal neglects to follow up on school activities" (Mean=2.33) and "The school principal tolerates teachers who are negligent in their performance" (Mean=2.27), indicating that these behaviors are not major concerns in their schools.

On the other hand, several areas where instructors believe there is space for growth are highlighted in statements with a medium level of agreement. For instance, the modest agreement on "The school principal avoids conflict with teachers" (Mean=3.20) suggests that although this conduct is observed, it might not be widespread. A balanced perspective among teachers is reflected in the statements, "The school principal bears responsibility for the decisions he makes" (Mean=3.24) and "The school principal leaves teachers the freedom to choose responsibilities that are appropriate to their desires and not to the rules of work" (Mean=3.28). These middle means imply that although these behaviors exist, opinions on them are not overwhelmingly favorable or unfavorable.

Teachers' good impressions of leadership methods are reflected in the statements with high agreement. Strong agreement is shown by the statements "The school principal gives time to plan and organize work" (Mean=3.68) and "The school principal maintains constant contact with the teachers" (Mean=3.93), indicating that teachers value their principals' organized and approachable style. The statement "The school principal develops possible solutions to problems" (Mean=4.02) has a notably high degree of agreement, suggesting that the ability to solve problems is valued highly. In a similar vein, the statement "The school principal helps maintain team spirit at work" (Mean=3.71) conveys a favorable impression of the principal's capacity to promote teamwork.

Finally, the highly agreed-upon statement, "The school principal meets with teachers regularly" (Mean=4.32) highlights the value that educators place on having regular meetings and open lines of communication. This high mean indicates that consistent communication between teachers and principals is highly regarded and considered essential to good leadership.

These findings show that Saudi Arabian teachers have a generally positive assessment of their school principals, while some areas need work. Teachers seem to value their principals' planning, communication, and problem-solving skills, as evidenced by the high and very high agreement on good practices, while the low



agreement on negative behaviors suggests that these difficulties are not common. Principals might concentrate on addressing the medium-agreement areas by striking a balance between accountability and conflict avoidance and making sure that the allocation of power and duty is more closely in line with work regulations in order to further improve leadership effectiveness.

Table (5)

Descriptive analysis of the job satisfaction

Item No.	Statements	Means	Standard deviations	Practices degree
1	The administration appreciates my good performance	3.13	1.019	Medium
2	I have the opportunity to participate in decision making.	2.94	1.021	Medium
3	My work helps me take responsibility	3.86	0.906	High
4	I do other work in addition to teaching, which makes my role effective	3.81	0.947	High
5	The school makes sure that I participate in regular training sessions.	3.77	0.960	High
6	The administration gives me the opportunity to use the best teaching method.	2.92	0.915	Medium
7	The administration provides good opportunities for my promotion	3.29	1.063	Medium
8	The administration is interested in interpreting decisions and clarifying instructions.	4.17	0.723	High
9	The administration applies work systems to teachers without discrimination	2.90	0.960	Medium
10	The assigned teaching hours are very appropriate	4.01	1.044	High
11	The salary I receive is proportional to the effort I put in	3.01	1.044	Medium
12	The administration tends to motivate teachers financially and morally in exchange for good performance	3.71	0.986	High
13	Society views my job with respect	3.59	1.037	High
14	I get a good reputation through teaching.	3.72	0.972	High
15	The teaching profession helps me gain experience and knowledge	4.18	0.787	High



Item No.	Statements	Means	Standard deviations	Practices degree
16	The administration treats teachers well	3.02	1.049	Medium
17	In general, I feel satisfied with my job	3.52	0.890	High
18	The school provides activities with sufficient financial support.	2.92	0.997	Medium
19	The principal's guidance helps me develop assessment methods for my students	3.61	0.896	High
20	I am involved in making decisions taken in the school.	3.43	0.949	High
	Overall	3.48	0.251	High

Based on their answers to a series of statements on a five-point Likert scale, the study of the effect of chaotic leadership on job satisfaction paints a complex picture. Levels of agreement across many areas of their professional expertise range from medium to high, according to the descriptive statistics, namely the means and standard deviations.

Several statements obtained moderate degrees of agreement (means ranging from 2.61 to 3.40). Examples of these include "I have the opportunity to participate in decision making" (Mean=2.94) and "The administration appreciates my good performance" (Mean=3.13). This implies that there is still opportunity for development even when there is some acknowledgment of excellent performance and participation in decision-making. A reasonable degree of satisfaction is also indicated by remarks about the chance to apply the best teaching techniques (Mean=2.92) and promotion prospects (Mean=3.29). Based on these responses, it appears that teachers view their administration as providing modest assistance, but they also see barriers to fair treatment and professional growth.

On the other hand, a number of claims, with averages ranging from 3.41 to 4.20, show a high degree of agreement. Notably, two statements stand out with extremely high means, showing considerable satisfaction in these areas: "The teaching profession helps me gain experience and knowledge" (Mean=4.18) and "The administration is interested in interpreting decisions and clarifying instructions" (Mean=4.17). Instructors also believe that attending frequent training sessions is advantageous (Mean=3.77) and that their work helps them take on responsibilities (Mean=3.86). Positive perceptions of administrative assistance, chances for professional progress, and the general appropriateness of teaching hours are reflected in the high mean scores (Mean=4.01) for these assertions.

The majority opinion of the instructors is shown in the high agreement with the statement "In general, I feel satisfied with my job" (Mean=3.52). Although it is not at the pinnacle of satisfaction, this level indicates



that instructors are generally happy with their jobs, even in areas where there is only moderate agreement. Their total job satisfaction is further influenced by the reputation they have built via teaching (Mean=3.72) and the sense of societal respect for their profession (Mean=3.59).

The responses show that Saudi Arabian educators are generally happy with their work, especially the administrative assistance and professional development chances. Though satisfaction is only moderate in certain areas such as equal treatment, participation in decision-making, and acknowledgment of excellent work it is possible that these could be improved upon to raise total job satisfaction.

Linear Regression

Table (6)

simple liner regression of the effect of chaotic leadership on job satisfaction from teachers' perceptions in Saudi schools

Model Summary				ANOVA	
R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P.Value
.031 ^a	.001	-.010	.25250	0.087	0.768

Tables (6) shows that the correlation coefficient between chaotic leadership and job satisfaction reached (0.031) and the value of R^2 was (0.001). The significance of this value was indicated in ANOVA through the F test which shows that the ability of the chaotic leadership variable to predict job satisfaction is not statistically significant through the P value (0.768) and it was higher than the significant level (0.05). The calculated regression indicates that there is no effect of chaotic leadership in predicting job satisfaction from the teachers' perceptions in Saudi schools.

Discussion of results

The findings of the study show that Saudi school teachers were satisfied with leadership practices according to the variables of the study. The teachers indicate that chaotic leadership behaviors in Saudi schools exist but not frequently. According to teachers' perspectives, the ability of school principals to solve problems and establish better communication channels with teachers, this will reduce the chaotic behavior in many Saudi schools. The previous finding is supports what (Meier, 2015) claimed that encouraging hard jobs, lowering workplace stress levels, and improving resources are useful ways to raise employee job satisfaction. In this respect, teachers indicate moderate to high levels of agreement with many parts of their professional experience when it comes to job satisfaction. This is also true for teachers' age and gender where most of them were almost females and ranged between 29-49 years old.



The responses of many Saudi teachers to the structured questionnaire indicate revealed their happiness in their work in Saudi schools where leadership is seen effective and without chaotic behavior. However, the previous finding contradicts with what (Ghamidi, 2020) advocated that chaotic leaders in Saudi schools lack leadership and a spirit of collaborative teamwork, abandoning the school and causing teachers to feel unsatisfied with their jobs, tension, and chaos. Yet, Saudi teachers' perspectives indicate that although chaotic leadership behavior may exist, they were satisfied in while performing their duties in the schools as it grants subordinates the freedom to complete tasks in the way that best suits their needs, (Ma'ruf, 2020).

Yet, the teachers placed a high value on administrative assistance and professional development so as to achieve better satisfaction in their work. That is, the teachers indicate moderate satisfaction in certain areas such as equal treatment, participation in decision-making, and acknowledgment of excellent work. The teachers claim that the previous moderate satisfaction might raise their total job satisfaction if leadership practices improve in this domain, The previous idea is supported by (Ghamidi, 2020) where leadership style of a leader is a collection of actions that guide his organization. Overall, teachers' job satisfaction is rather good, and opportunities for professional growth, more communication and administrative assistance are highly valued.

5 Conclusion and Recommendations

5.3 Conclusion

This study looked at how instructors in Saudi schools felt about their jobs when there was chaotic leadership. The results imply that although chaotic leadership behaviors do occur occasionally, they are not common. Teachers typically do not see their principals back out of conflicts, shirking their duties, or failing to hold employees accountable. There is still room for improvement, especially in the areas of principals avoiding confrontation and giving teachers excessive latitude in assigning tasks.

Positively, instructors place a high importance on principals' ability to solve problems, communicate consistently, and promote team spirit. The results suggest that educators value well-organized and personable leadership approaches. Moreover, it is seen to be crucial for principals and teachers to have regular meetings.

Teachers indicate moderate to high levels of agreement with many parts of their professional experience when it comes to job satisfaction. Fair treatment and decision-making participation might be improved, even though there are chances for professional development and reward for excellent work. High levels of satisfaction are observed in areas like getting experience, getting help from the administration, and having the right number of teaching hours.

Saudi teachers, on the whole, have a moderate to high degree of job satisfaction and a generally positive opinion of their school principals. They place a high value on constant administration communication and professional development support.



5.4 Recommendations

1. Encouragement of principals to take a more hands-on approach to dispute resolution is necessary to foster an atmosphere of openness and accountability in the leadership. Conflict resolution training might be helpful.
2. While taking into account the preferences of instructors, principals should make sure that the allocation of duties more closely conforms to work laws. To attain this balance, provide clear expectations and rules.
3. More chances for teachers to engage in decision-making processes ought to be provided by schools. This can entail holding frequent meetings where teachers' opinions are actively sought out and respected.
4. Putting in place a more comprehensive mechanism to identify and reward teachers' excellent work could improve job satisfaction. Teachers might become more committed to the organization and become more motivated when they receive regular positive feedback and recognition.
5. Expanding the availability of professional development and training opportunities can enhance teachers' sense of support in their roles and further their professional development. It is important to customize these programs to meet the demands of the teaching community on both a general and specific level.
6. The regular and open channels of communication between teachers and principals must to be preserved and enhanced. It is recommended that principals persist in conducting frequent meetings and furnish unambiguous, uniform updates and comments.

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