

The Impact of Perceived Leadership Style on Job Satisfaction and Service Quality among University Staff in Cambodia

Sopheha Menh
The University of Cambodia
Phd Candidate in Education

Abstract: The objectives of this study were: (1) to find out the extent to which, if at all, a relationship exists among transformational leadership components, job satisfaction, and academic service quality among public university staff in Cambodia; and to determine the extent to which, if at all, differences in university staff demographic characteristics (gender, age, current position, and working experiences) are associated with the degrees of transformational leadership, job satisfaction, and academic service quality among public university staff in Cambodia. A sample of 336 staff from three selected public universities located in Phnom Penh completed the Multifactor Leadership Questionnaire (MLQ) to measure transformational leadership dimensions, the Minnesota Satisfaction Questionnaire (MSQ) to measure the level of satisfaction, the Service Quality (SERVPERF) to measure academic service quality, and a demographic survey. Collected data were analyzed using the descriptive and inferential statistics. The first research question hypotheses were tested using Pearson's product-moment correlation coefficient at a significance level of $p < .01$, and the second research question hypotheses were tested using multivariate analysis of variance at a significance level of $p < .05$. This study found that there were favorable correlations between transformational leadership dimensions, job satisfaction

and academic service quality, as well as job satisfaction and academic service quality among staff at three selected public universities in Phnom Penh. Regarding the demographic data and university staff perceptions, the self-perceived levels of transformational leadership and academic service quality were not influenced by gender, current positions, or work experiences. However, the perceived levels of job satisfaction and individual consideration among university staff were observed to fluctuate according on age. The findings of this study offer empirical research on this subject in higher education, which advances the field of leadership studies.

Keywords: Impact, Perceived Leadership Style, Satisfaction, Service Quality

Introduction

This study examined the relationship between transformational leadership, job satisfaction, and academic service quality in public universities in Cambodia. The core argument is that effective leadership is crucial for an institution's success, with staff job satisfaction being a key factor influencing the quality of academic services (Naser et al., 2013; Hang, 2017; Lim, 2023). The proposal highlights that a healthy workplace, fostered by leaders, can boost staff happiness and performance, which in turn improves service quality.

Transformational leadership, defined as a style that inspires and motivates followers to achieve organizational goals, is presented as a particularly effective approach that influences an institution's culture and employee engagement (Bass, 1985; Engelbrecht et al., 2017; Isslami et al., 2020). The text suggests that this leadership style, characterized by five components including idealized influence and inspirational motivation, is key to enhancing both staff satisfaction and organizational performance (Avolio, Bass, and Jung, 1995; Avolio & Bass, 2002; Avolio & Yammarino, 2002).

The study addresses a specific problem in Cambodia, where a growing demand for higher education and a competitive market require institutions to improve accountability and quality (Hang, 2017; Lim, 2023; McRoy & Gibbs, 2009). Although prior research has linked transformational leadership, job satisfaction, and service quality, this relationship has not been thoroughly examined in the Cambodian context (Bass, 1990; Jabnoun & Al Rasasi, 2005; Munir et al., 2012). The research aims to investigate this relationship, hypothesizing that a positive connection exists between these variables and that demographic factors like gender, age, and experience may also play a role. The study's findings are intended to help Cambodian university administrators understand their leadership styles and implement strategies to improve staff satisfaction and academic service quality (Alqatawenh, 2018; Hanbury, 2001).

The research will be conducted at three public universities in Phnom Penh, involving a sample of 336 faculty members. The methodology employs a quantitative, cross-sectional design using four primary instruments: a demographic questionnaire, the MLQ (Bass, 1985) to measure

transformational leadership, the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967) for job satisfaction, and the SERVPERF (Cronin & Taylor, 1992) to assess perceived service quality. The study's findings are expected to contribute to the body of knowledge on transformational leadership and its impact on academic institutions, particularly in Cambodia. The results will provide a guide for university leaders to develop effective leadership programs and policies that enhance institutional effectiveness and performance, ultimately benefiting all stakeholders (Rosser et al., 2003; Avolio & Bass, 2004).

The research aims to measure transformational leadership using the Multifactor Leadership Questionnaire (MLQ) (Bass, 1985), staff job satisfaction with the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967), and academic service quality using the Performance-only Service Quality Questionnaire (SERVPERF) (Cronin & Taylor, 1992). Previous studies consistently show a strong positive relationship among these three factors (Bass, 1990; Jabnoun & Al Rasasi, 2005; Munir et al., 2012; Mok, 2014; Lim, 2023). While some research still focuses on the link between staff satisfaction and service quality (Bloemer et al., 1998; Brown & Swartz, 1989; Cronin & Taylor, 1992; Lassar et al., 2000), Spreng and Mackoy (1996) found that expectations influence perceived performance, which in turn impacts satisfaction and service quality. Transformational leadership is also noted for its role in building trust and promoting strategic organizational culture changes (Barnett et al., 2001; Clark et al., 2009), with specific studies confirming a positive correlation between all aspects of this leadership style and service quality (Jabnoun & Al Rasasi, 2005).

Literature Review

Leadership has been a significant topic of research for decades, with various definitions and theories evolving over time. While some early views saw leaders as powerful, influential figures (Yukl, 2002), modern scholarly definitions often center on the process of an individual influencing a group to achieve a common goal (Northouse, 2010). Experts like Bass (1960) and Yukl (1998) further elaborate on this, describing leadership as a process of changing attitudes, actions, and inspiring collaboration to achieve objectives. Though the term is often used interchangeably with management, the two are distinct: leaders focus on setting a vision and inspiring change, while managers concentrate on planning, resource allocation, and maintaining structure (Kotterman, 2006; Zaleznik, 2004). This study focuses specifically on transformational leadership, a theory that emphasizes building a strong connection with followers to elevate their motivation and morality (Northouse, 2010).

Transformational leaders inspire people to go beyond their self-interest and exceed expectations through creative problem-solving and a focus on group development (Bass, 1985; Burns, 1978; Robbins & Judge, 2013). This style is distinguished from transactional leadership by its focus on fostering a shared vision and developing followers, rather than simply serving their immediate self-interests (Bass, 1999). It is a widely used and effective strategy for adapting to organizational change

and improving performance (Horner, 1997).

Research Methodology

Research Design

The study will use a quantitative, non-experimental, cross-sectional design. This approach was chosen to analyze the relationship between three key variables: transformational leadership, job satisfaction, and academic service quality. Quantitative research, which relies on numerical data, is considered the most suitable method for testing the study's hypotheses and examining the direction and magnitude of these relationships (Creswell, 2009; Saunders et al., 2003).

Research Samples and Context

The study's sample consists of 336 university staff (both teaching and administrative) from three selected public universities in Phnom Penh. The universities are identified pseudonymously as A, B, and C.

These institutions were chosen because they are under the supervision of the Ministry of Education, Youth, and Sport (MoEYS) (MoEYS, 2024). A random probability sampling method was used to select participants to ensure the results can be generalized to a larger population (Cohen et al., 2007).

Specifically, the researcher employed stratified sampling to account for the diverse demographic characteristics of the staff, including gender, age, current position, and work experience. This approach ensures the sample is representative of the population being studied.

Surveyed Samples' Demographic Characteristics

Classification	Frequency	Percentage
Gender		
Male	217	64.78
Female	118	35.22
Age		
25-35	84	25.08
36-45	128	38.20
46-55	91	27.17
56-60	32	9.55
Current Position		
Professor	35	10.44
Associate Professor	88	26.27
Assistant Professor	145	43.29
Lecturer	67	20.00
Experience in Position		
Less than 3 Years	135	40.30
3-6 Years	123	36.71
More than 6 Years	77	22.99
Total	335	100

According to above table, it reveals that out of the 335 surveyed samples, 217 (64.78%) were men and 118 (35.220%) were women. The largest age group of research samples ($n = 128$; 38.20%) was among those aged 36–45, followed by those aged 46–55 ($n = 91$; 27.17%), 26–35 ($n = 84$; 25.08%), and 56–60 ($n = 32$; 9.55%). Regarding current positions, 35 samples (10.44%) were professors, 88 samples (26.27%) were associate professors, 145 samples (43.29%) were assistant professors, and 67 samples (20%) were lecturers. The largest percentage of research samples, 135 (40.30%), had fewer than 3 years of work experience according to years spent in the current position. With 123 samples (36.71%) reporting 3–6 years in their current work, the percentage and number of samples decreased as years spent in the current role increased. A

total of 77 samples (22.99%) stated that they have worked in the same role for at least 6 years.

The study will use a four-part questionnaire to collect data. The first part is a demographic questionnaire developed by the researcher. The second part, the Multifactor Leadership Questionnaire (MLQ) (Bass & Avolio, 1995), will measure transformational leadership across five dimensions. For job satisfaction, the study will use the Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al., 1967). Finally, the Performance-only Service Quality Questionnaire (SERVPERF) (Cronin & Taylor, 1992) will be used to assess academic service quality. All these instruments have been validated and translated into Khmer for use with the study's faculty participants.

The 5-level Likert Scale for Attitude Interpretation

Value of Mean Range	Attitude Interpretation
1.00 – 1.79	Very Dissatisfied/Strongly Disagree
1.80 – 2.59	Dissatisfied/Disagree
2.60 – 3.39	Neither
3.40 – 4.19	Satisfied/Agree
4.20 – 5.00	Very Satisfied/Strongly Agree

The questionnaire for this study was translated from English to Khmer using a back-translation method and validated by four experts to ensure accuracy (Brislin, 1986). To ensure its reliability, a pilot study with 30 participants was conducted, and the Cronbach's alpha

reliability test was used. For the results to be considered reliable, the Cronbach's alpha value for each variable had to be greater than 0.70 (George & Mallery, 2003).

The Value of Coefficient of Cronbach's Alpha of the Surveyed Questionnaire

Core Factor	Target Samples	
	No. of Factor	Cronbach's Alpha
Transformation Leadership	20	0.95
Idealized Influence (Attributed)	4	0.87
Idealized Influence (Behavior)	4	0.84
Inspirational Motivation	4	0.86
Intellectual Stimulation	4	0.89
Individualized Consideration	4	0.82
Job Satisfaction	20	0.92
Academic Service Quality	20	0.96

The study confirmed the reliability of its instruments—the MLQ, MSQ, and SERVPERF—using Cronbach's alpha coefficients, with all values exceeding the 0.70 threshold. Data was collected from 335 university staff using a paper-and-pen questionnaire, with ethical procedures like informed consent and

confidentiality strictly followed. The data was then analyzed using IBM SPSS Version 22.0. Pearson's correlation and R^2 values were used for Research Question 1 (relationships between variables), while MANOVA and f^2 values were used for Research Question 2 (demographic differences).

Summary of Data Source and Data Analysis Method for Each Research Question

Research Question	Data Source	Data Analysis Method
1. To what extent, if at all, do relationships exist between self-perceived levels of transformational leadership, job satisfaction, and academic service quality among the university staff in Cambodia?	Surveyed Questionnaires: Part 2: MLQ, Part 3: MSQ, Part 4: SERVPERF	Descriptive statistical analysis (Frequency, Mean, Standard Deviation) Inferential statistical analysis by Independent Sample t-test with two tails, One-way ANOVA, and Correlation Analyses of relationships between the MLQ, MSQ, and SERVPERF.
2. To what extent, if at all, are differences in university staff demographic characteristics (gender, age, current position, and working experiences) associated with the self-perceived levels of transformational leadership, job satisfaction, and academic service quality?	Surveyed Questionnaires: Part 1: Demo Part 2: MLQ, Part 3: MSQ, Part 4: SERVPERF	Inferential statistical analysis: Independent Sample t-test with two tails, One-way ANOVA, MANCOVA, and Correlation Analyses of relationships between the Demo, MLQ, MSQ, and SERVPERF.

The study obtained ethical approval from the University of Cambodia. It prioritized participant confidentiality by using informed consent forms and not collecting personally identifiable information. In summary, this is a quantitative correlational study examining the relationships among transformational leadership, job satisfaction, and academic service quality in Cambodian universities. The research also explores how demographics influence these variables, using the MLQ, MSQ, and SERVPERF as its primary tools.

Findings

Perceived QLO, MSO and SERVPERF among the University Staff

This section describes the descriptive analysis of a study on transformational leadership, job satisfaction, and academic service quality among 335 university staff in Phnom Penh. The research used three main questionnaires—the MLQ, MSQ, and SERVPERF—all employing a 5-point Likert scale. Data from these instruments was analyzed using IBM SPSS Statistics Version 22 to determine frequencies, percentages, means, and standard deviations, which helped classify the perceived levels of these variables.

The Means and Standard Deviations for Each Instrument Dimension

Instrument	No. of Items	Mean	S.D.
Transformational Leadership (TRL)	20	3.82	0.79
Idealized Influence (attributed) (IDI-A)	4	3.94	0.92
Idealized Influence (behavior) (IDI-B)	4	3.97	0.88
Inspirational Motivation (INM)	4	3.95	0.87
Intellectual Stimulation (INS)	4	3.75	0.96
Individualized Consideration (INC)	4	3.48	0.97
Job Satisfaction (JOS)	20	3.66	0.72
Academic Service Quality (ASQ)	20	3.49	0.78

The study's descriptive analysis, based on a survey of 335 university staff, found a moderate degree of transformational leadership among administrators (mean = 3.82). The highest-rated leadership dimension was idealized influence-behavior (mean = 3.97), while individualized consideration was the lowest (mean =

3.48). Staff reported high job satisfaction (mean = 3.66) but rated academic service quality as only moderate (mean = 3.49). These findings suggested the disconnect between high staff satisfaction and their perception of service quality.

The Factors Results of Idealized Influence (Attributed) (IDI-A) (n=335)

Factor	1		2		3		4		5		M	SD	Attitude
	n	%	n	%	n	%	n	%	n	%			
IDI-A	35	10.44	43	12.83	67	20	86	25.68	104	31.05	3.94	0.92	Fairly often

Note: 1=Not at all, 2=Once a while, 3=Sometimes, 4=Fairly often, 5=Frequently it not always

M=Mean, S.D.=Standard Deviation
Total responses to the Multifactor Leadership Questionnaire are compiled into factor results for IDI-A in Table 4.2 above. Of those who answered all of the questions, only 10.44% said that the leaders had no IDI-A qualities. While 20% of respondents said that leaders —sometimes exhibit IDI-A attributes, 12.83% of respondents said that leaders do so —once in a while. Two of the most common attitudes, —fairly often and —frequently, accounted for 25.68%

and 31.05% of the responses, respectively. A 0.92 standard deviation (i.e., the measure of how dispersed the numbers are from the mean) and a grand weighted mean of 3.94 indicated that the leaders evaluated somewhat exhibit IDI-A qualities.

The Factors Results of Idealized Influence (Behavior) (IDI-B) (n=335)

Factor	1		2		3		4		5		M	SD	Attitude
	n	%	n	%	n	%	n	%	n	%			
IDI-B	28	8.35	42	12.54	54	16.11	75	22.40	136	40.60	3.97	0.88	Fairly often

Note: 1=Not at all, 2=Once a while, 3=Sometimes, 4=Fairly often, 5=Frequently it not always
M=Mean, S.D.=Standard Deviation

The factor results for IDI-B across all Multifactor Leadership Questionnaire responses are displayed in Table 4.3 above. Just 8.35% of respondents said the leaders lacked any IDI-B traits. About 12.54% of respondents said that IDI-B traits happen occasionally, 16.11% said they happen occasionally, 22.30% said they happen quite regularly, and 40.60% said they happen

frequently, if not constantly. With a 0.88 standard deviation and a grand weighted mean of 3.97, which fell between 3.40 and 4.20, the leaders were found to exhibit moderate IDI-B characteristics.

The Factors Results of Inspirational Motivation (INM) (n=335)

Factor	1		2		3		4		5		M	S.D.	Attitude
	n	%	n	%	n	%	n	%	n	%			
INM	34	10.15	46	13.73	65	19.40	103	30.74	87	25.98	3.95	0.87	Fairly often

Note: 1=Not at all, 2=Once a while, 3=Sometimes, 4=Fairly often, 5=Frequently it not always
M=Mean, S.D.=Standard Deviation

The factor results for INM among all responses to the Multifactor Leadership Questionnaire are compiled in Table 4.4. The leaders' lack of INM was mentioned in just 10.15% of the answers to the entire set of questions. About 19.40% of the respondents said those leaders occasionally exhibit INM qualities, while 13.73% said they do so occasionally. Furthermore, 30.74% of

respondents stated that leaders exhibit INM qualities quite regularly, while 25.98% of respondents said they are displayed frequently. The leaders that were evaluated showed fairly inspiring motivational abilities, with a 0.87 standard deviation, according to the grand weighted mean of 3.95, which fell between 3.40 and 4.20.

The Factors Results of Intellectual Simulation (INS) (n=335)

Factor	1		2		3		4		5		M	S.D.	Attitude
	n	%	n	%	n	%	n	%	n	%			
INS	27	8.06	57	17.01	68	20.30	99	29.55	84	25.08	3.75	0.96	Fairly often

Note: 1=Not at all, 2=Once a while, 3=Sometimes, 4=Fairly often, 5=Frequently it not always
M=Mean, S.D.=Standard Deviation

The overall results of the Multifactor Leadership Questionnaire's intellectual stimulation factor are reported in Table 4.5 above. Of those surveyed, only 8.06% said there is no INS, 17.01% said it occurs occasionally, 20.30% said it occurs occasionally, 29.55% (the highest percentage) said it occurs fairly

frequently, and 25.08% said it occurs frequently, if not exclusively. With a standard deviation of 0.96, the grand weighted mean of 3.75, which fell between 3.40 and 4.20, showed that the leaders evaluated exhibit INS qualities to a moderate degree.

The Factors Results of Individual Consideration (INC)

Factor	1		2		3		4		5		M	S.D.	Attitude
	n	%	n	%	n	%	n	%	n	%			
INC	44	13.13	54	16.11	68	20.30	91	27.17	78	23.29	3.48	0.97	Fairly often

Note: 1=Not at all, 2=Once a while, 3=Sometimes, 4=Fairly often, 5=Frequently it not always
M=Mean, S.D.=Standard Deviation

A summary of the INC factor results across all Multifactor Leadership Questionnaire responses is provided in Table 4.6 above. Just 13.13% of respondents said there was no INC, 16.11% said INNC did once a while, roughly 20.30% said INC occasionally sometimes, 27.17% (the largest percentage) said INC occurs fairly frequently, and 23.29% said INC occurs

frequently, if not always. With a standard deviation of 0.97 and a grand weighted mean of 3.48, which fell between 3.40 and 4.20, the leaders evaluated occasionally exhibit INC qualities. Using a 5-point Likert-type scale, the research samples rated the 20-question MSQ. The descriptive statistics of overall job satisfaction are shown in Table 4.7 below.

The Factors Results of Job Satisfaction (JOS)

Factor	1		2		3		4		5		M	S.D.	Attitude
	n	%	n	%	n	%	n	%	n	%			
JOS	28	8.36	57	17.01	61	18.21	107	31.94	82	24.48	3.66	0.72	Satisfied

Note: 1=Very dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very satisfied
M=Mean, S.D.=Standard Deviation

As can be seen from Table 4.7 above, only 8.36% of the answers to the entire set of questions fell into the category of —very dissatisfied. A neutral score was assigned to 18.21% of the comments, while 17.01% of the responses fell into the dissatisfied category. Of the total replies, 24.48% had a very satisfied rating, while the largest number (31.94%) received a satisfied rating

category. With a 0.72 standard deviation and a grand weighted mean of 3.66, which fell between 3.40 and 4.20, the population was satisfied. In addition to the mean score and the standard deviation, Table 4.8 below shows the descriptive statistics overall ASQ for the research samples' ratings on the 5-point Likert-type scale for the 20-question SERVPERF.

The Factors Results of Academic Service Quality (ASQ)

Factor	1		2		3		4		5		M	S.D.	Attitude
	n	%	n	%	n	%	n	%	n	%			
ASQ	23	6.87	55	16.42	78	23.28	110	32.83	69	20.60	3.49	0.78	Agreed

Note: 1=Strongly disagree, 2=Agree, 3=Neutral, 4=Agree, 5= Strongly agree
M=Mean, S.D.=Standard Deviation

Based on Table 4.8, the findings show that just 6.87% of respondents strongly disagreed with the assertions about professors' and lecturers' opinions about the caliber of services provided by the university. 32.83% of respondents agreed with the claims, 20.60% strongly agreed, and 16.42% disagreed. A high mean score indicates a high perceived service quality, and a low mean score indicates a low perceived service

quality, among other reasons, because all 20 statements are intended to be answered on an agree- disagree basis to streamline the survey-taking process and avoid the double-negative dilemma. The grand weighted mean in this instance was 3.49, falling between 3.40 and 4.20, and had a standard deviation of 0.78, indicating that the university offered high-quality services

Relationships of TRL, JOS, and ASQ among the University Staff

The purpose of this section is to find out the relationships among the five of transformational leadership (TRL) dimensions, job satisfaction (JOS) and academic service quality (ASQ) as perceived by the three selected public

university staff located in Phnom Penh, Cambodia. Tables 4.9, 4.10 and 4.11 below present the results of these relationships.

The Mean, Standard Deviation, Minimum and Maximum of Each Instrument

Instrument	M	95% Confidence Interval for Mean		S.D.	Min	Max
		Lower Bound	Upper Bound			
TRL	3.82	3.71	3.88	0.79	1.15	4.95
IDI-A	3.94	3.81	4.01	0.92	1	5
IDL-B	3.97	3.86	4.04	0.88	1	5
INM	3.95	3.83	3.82	0.87	1	5

INS	3.75	3.62	3.59	0.96	1	5
INC	3.48	3.38	3.88	0.97	1	5
JOS	3.66	3.57	3.71	0.72	0.70	4.92
ASQ	3.49	3.40	3.56	0.78	0.76	4.91

This table summarizes a collection of descriptive statistics that include the mean, standard deviation, 95% CI, and the lowest and greatest total score for each subscale that was measured in the surveys. The results show that the three

selected public university staff located in Phnom Penh as perceived towards TRL, JOB and ASQ were at high (M=3.82, M=3.66, =3.49, and S.D.=0.79, S.D.=0.72, S.D.=0.78, respectively

).
The Test Results of Normality and Homogeneity

	Shapiro-Wilk		Levene Statistic	
	Statistic	Sig.	Statistic	Sig.
TRL	0.953	< 0.001	0.289	0.833
IDI-A	0.924	< 0.001	0.690	0.559
IDL-B	0.925	< 0.001	0.504	0.680
INM	0.917	< 0.001	1.261	0.288
INS	0.943	< 0.001	0.971	0.407
INC	0.961	< 0.001	1.484	0.219
JOS	0.979	< 0.001	1.524	0.208
ASQ	0.983	< 0.001	0.796	0.497

Shapiro-Wilk and Levene statistics are used to represent the results of the normality and homogeneity tests in Table 4.10 above. The homogeneity of variance was examined using the Levene statistic. The homogeneity requirements were met because its *p*-value was higher than.05. However, the

statistically significant Shapiro-Wilk *p*-value indicated that the variables were not normally distributed. However, parametric tests are seen as feasible when sample sizes are large since even little departures from normalcy are frequently statistically significant.

The Relationships among the Five Dimensions of TRL, JOB and ASQ

Variables	IDI-A	IDI-B	INM	INS	INC	JOS	ASQ
IDI-A	1						
IDL-B	0.753*	1					
INM	0.699*	0.780*	1				
INS	0.621*	0.691*	0.749*	1			
INC	0.597*	0.574*	0.566*	0.695*	1		
JOS	0.587*	0.564*	0.619*	0.592*	0.609*	1	
ASQ	0.515*	0.477*	0.520*	0.495*	0.513*	0.640*	1

Note: * Significant at $p < .01$ (two-tailed).

This table displays the correlations between the five transformational leadership style variables (IDI-A, IDI-B, INM, INS, and INC), job satisfaction (JOS) and academic service quality (ASQ). The dimensions of transformational leadership showed stronger positive relationships. At the .01 level, every correlation was statistically significant. The significant correlations between the transformational leadership characteristics varied from $r = 0.566$ to $r = 0.780$. All of the variables had very good associations with one another, with $r = 0.477$ to $r = 0.780$. Idealized impact (behavior) and inspiring motivation had the strongest correlation ($r = 0.780$). Idealized influence (behavior) and service quality had the lowest correlation ($r = 0.477$).

Tests of the Null Hypotheses

The objectives of this study were to test the null hypotheses and provide answers to two research topics. The initial inquiry was, *—To what extent, if at all, do relationships exist between self-perceived levels of transformational leadership, job satisfaction, and academic service quality among university staff in Cambodia?* The second inquiry was: *—To what extent, if at all, are differences in university staff demographic characteristics (gender, age, current position, and working experiences) associated with the self-perceived levels of transformational leadership, job satisfaction, and academic service quality?* All analyses pertaining to the first research question were conducted at a significance level (α) of 0.01.

The first and second null hypotheses (H_{01} and H_{02}) were tested in order to answer the first research question, and the Pearson's product-moment correlation coefficient (r) was employed. Additionally, in the linear regression model, the coefficient of

determination (R^2) was employed to show the proportionate amount of variance in the response variable (y) that variable x was responsible for. In this instance, R^2 indicates the percentage of the dependent variables' variance, job satisfaction and academic service quality, that can be accounted for by the independent variables, transformational leadership components. The more variability that the linear regression model can explain, the higher the R -squared value. According to Cohen's (1988) list of descriptors, the correlation coefficients were interpreted as follows: For small (.01), medium (.09), and high (.25) effect sizes, the conventional threshold values of the coefficient of correlation (R^2) were used after the Pearson's correlation coefficient was calculated.

The third null hypothesis (H_{03}) was practically tested to answer the second research question, the MANOVA was statistically used and addressed at a significance level of 0.05. Furthermore, according to Cohen (1988), f^2 values of 0.02, .15, and 0.35 were chosen to represent small, moderate, and large effects, respectively, in the MANOVA. All analyses pertaining to the second study question were conducted at a significance level (α) of 0.05.

Null Hypothesis

The first null hypothesis (H_{01}) was formulated: *—There is a positive relationship exists between exist between self-perceived levels of transformational leadership (idealized influence [attributed], idealized influence [behavior], inspirational motivation, intellectual stimulation, and individual consideration), job satisfaction, and academic service quality among the university staff in Cambodia.*

In order to investigate these links, the first null hypothesis was divided into 10 sub-hypotheses. Each of the five transformational leadership dimensions was used as an independent variable, while job satisfaction and academic service quality were the dependent variables. The initial 5 sub-hypotheses (H_{01-1} , H_{01-2} , H_{01-3} , H_{01-4} and

H_{01-5}) investigated the connection between each of the five elements of transformational leadership and job satisfaction. These relationships were examined using the coefficient of determination (R^2) and Pearson's product-moment correlation coefficient (r). The correlation is summarized in Table 4.12.

The Relationships among the Five Dimensions of TRL and JOB (n=335)

Variables	r	R^2	Effect Size
IDI-A	0.587*	0.34	Large
IDL-B	0.564*	0.32	Large
INM	0.619*	0.38	Large
INS	0.592*	0.35	Large
INC	0.609*	0.37	Large

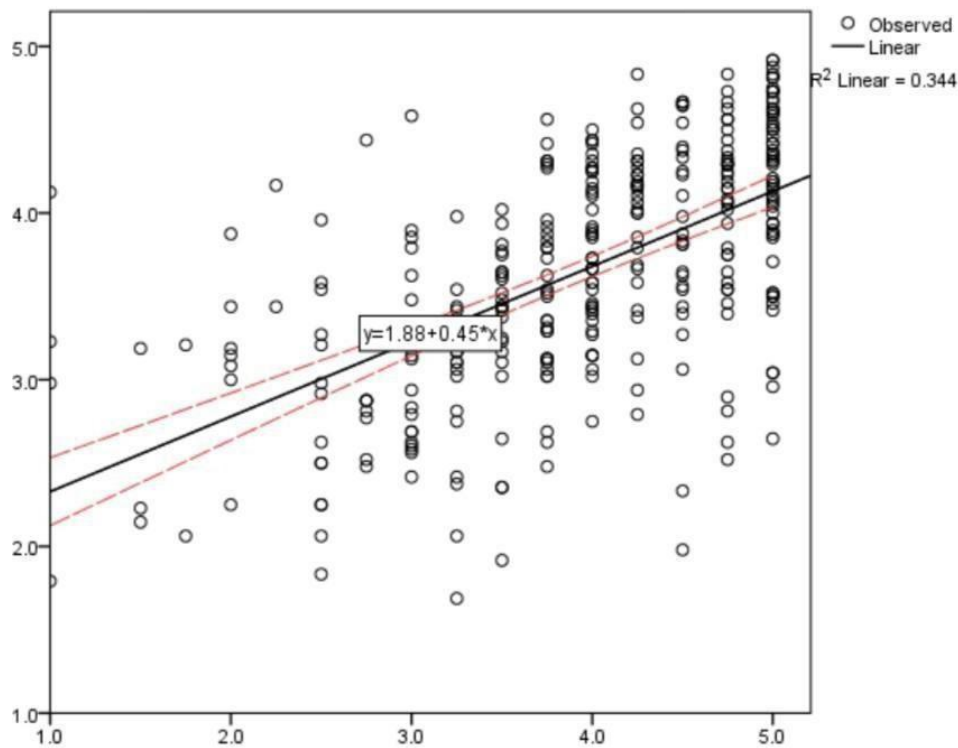
Note: * Significant at $p < .01$ (two-tailed).

1.

H₀₁₋₁ stated: —*There is no relationship between idealized influence (attributed) of transformational leadership and job satisfaction among the university staff in Phnom Penh, Cambodia.* The results of correlations between each MLQ leadership style score and the satisfaction score are displayed in Table 4.12 above. The findings showed a strong association between the idealized influence (attributed) of transformational leadership and job satisfaction, with a positive correlation ($r = 0.587$, $p < 0.01$). The results supported the rejection of the null

hypothesis, and the researcher came to the conclusion that there is a positive correlation between idealized influence (attributed) of transformational leadership and job satisfaction among the university staff. According to Cohen's (1988) descriptors of a moderate effect, the coefficient of determination was $R^2 = 0.344$, meaning that the independent variable idealized influence (attributed) accounted for about 34.40% of the variance of the dependent variable job satisfaction (see Figure 4.1).

Job Satisfaction (JOS)

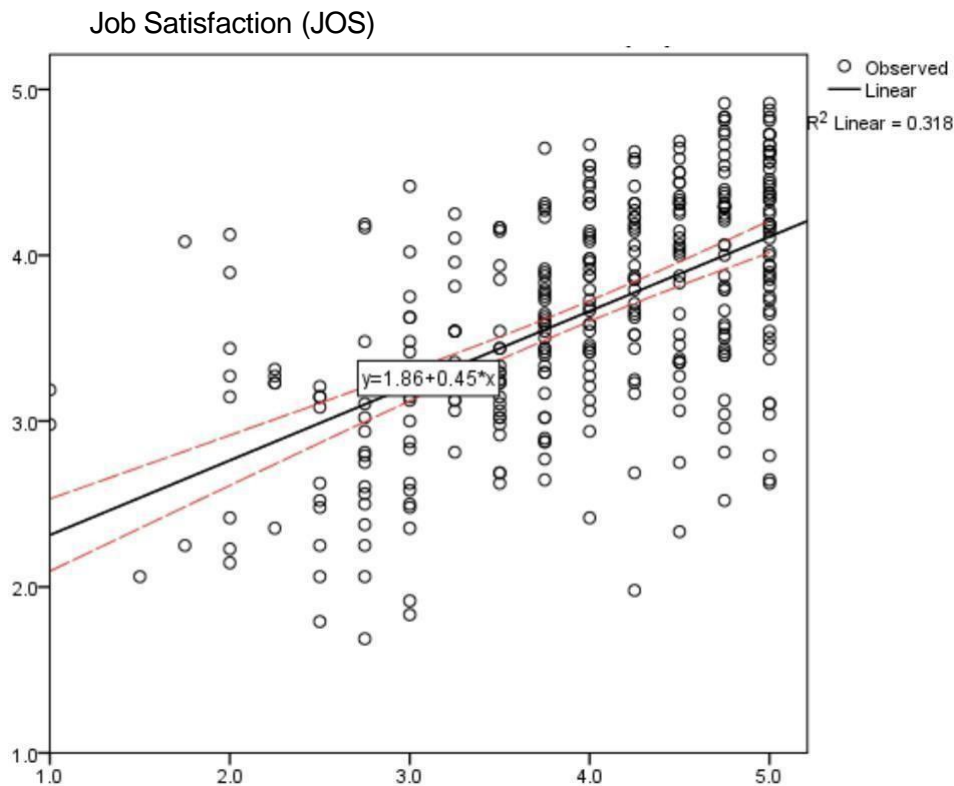


Idealized Influence (Attributed) (IDI-A)

Figure 1: Scatter Diagram of IDI-A and JOS

2. **H₀₁₋₂** stated: —*There is no relationship between idealized influence (behavior) of transformational leadership and job satisfaction among the university staff in Phnom Penh, Cambodia.* Table 4.12 above shows the findings of correlations between each MLQ leadership style score and the satisfaction score. The results demonstrated a favorable correlation ($r = 0.564$, $p < 0.01$) between the idealized influence (behavior) of transformational

leadership and job satisfaction. The study concluded that there is a positive association between the idealized influence (behavior) of transformational leadership and job satisfaction among university staff members, and the data confirmed the rejection of the null hypothesis. The coefficient of determination was $R^2 = 0.318$, which indicates that the independent variable idealized impact (behavior) explained roughly 31.80% of the variance of the dependent variable job satisfaction, in accordance with Cohen's (1988) description of a moderate effect (see Figure 4.2).



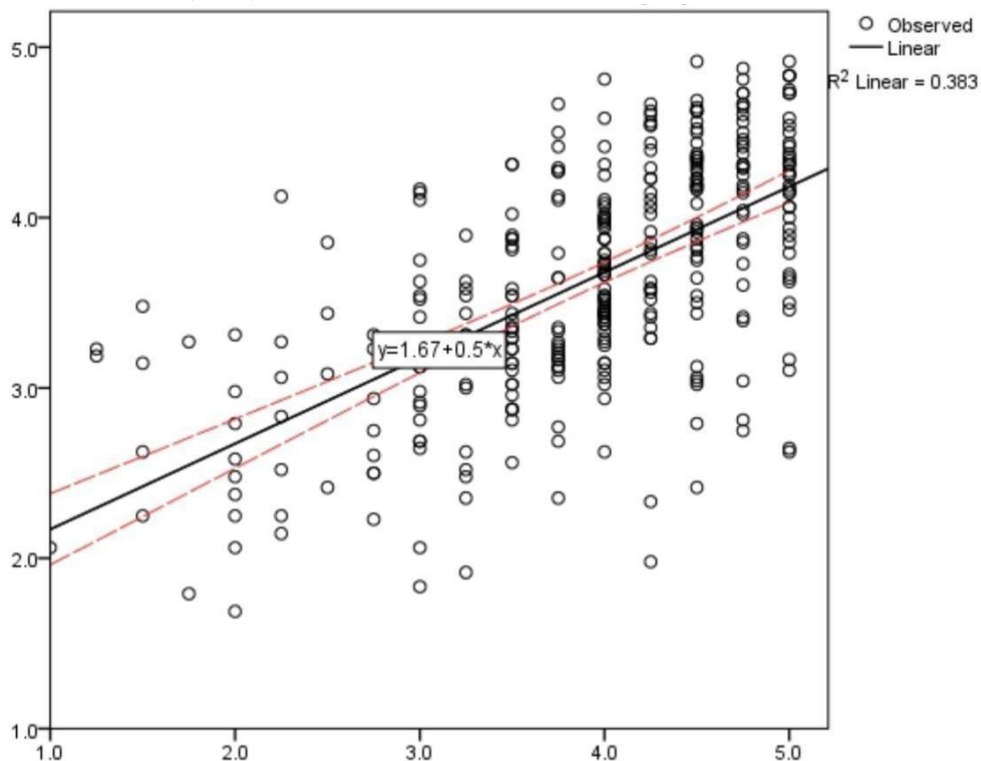
Idealized Influence (Behavior) (IDI-B)

Figure 2: Scatter Diagram of IDI-B and JOS

3. **H₀₁₋₃** stated: —*There is no relationship between inspirational motivation of transformational leadership and job satisfaction among the university staff in Phnom Penh, Cambodia.* The results of the associations between each MLQ leadership style score and the job satisfaction score are displayed in Table 4.12 above. The findings showed that inspirational motivation of transformational leadership and job

satisfaction were positively correlated ($r = 0.619$, $p < 0.01$). The data supported the study's conclusion that job satisfaction among university employees is positively correlated with transformational leadership's inspirational drive, and the null hypothesis was rejected. According to Cohen's (1988) assessment of a moderate effect, the independent variable inspired motivation explained approximately 38.30% of the variance of the dependent variable job satisfaction, according to the coefficient of determination, $R^2 = 0.383$ (see Figure 4.3).

Job Satisfaction (JOS)



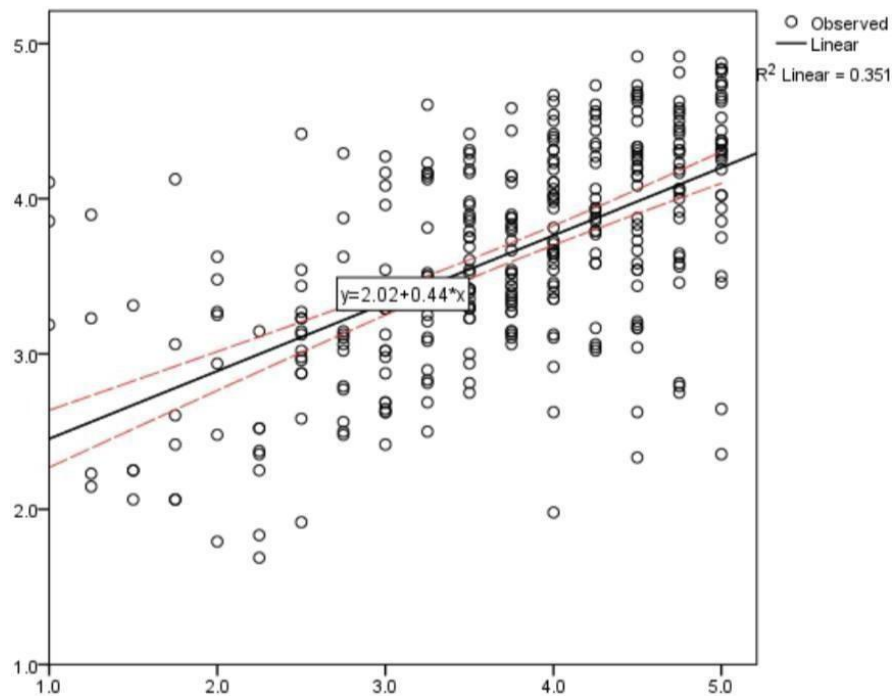
Inspirational Motivation (INM)

Figure 3: Scatter Diagram of INM and JOS

4. **H₀₁₋₄** stated: —*There is no relationship between intellectual stimulation of transformational leadership and job satisfaction among the university staff in Phnom Penh, Cambodia.* Table 4.12 above displays the results of relationships between the satisfaction score and each MLQ leadership style score. The findings showed that the intellectual stimulation of transformational leadership and job satisfaction were positively correlated (r

$= 0.591$, $p < 0.01$). The study found that university employees' intellectual stimulation of transformational leadership and job satisfaction are positively correlated, and the data supported the null hypothesis rejection. In line with Cohen's (1988) description of a moderate effect, the coefficient of determination was $R^2 = 0.351$, meaning that the independent variable intellectual stimulation accounted for approximately 35.10% of the variance of the dependent variable work satisfaction (see Figure 4).

Job Satisfaction (JOB)



Intellectual Stimulation (INS)

Figure 4: Scatter Diagram of INS and JOS

5. **H₀₁₋₅** stated: —*There is no relationship between individual consideration of transformational leadership and job satisfaction among the university staff in Phnom Penh, Cambodia.* The results of the correlations between each MLQ leadership style score and the job satisfaction score are shown in table 4.12 above. The results demonstrated a positive correlation ($r = 0.609$, $p < 0.01$) between and the individual consideration of transformational

leadership and job satisfaction. The study discovered a favorable correlation between university staff's individual consideration of transformational leadership and job satisfaction, and the data confirmed the rejection of the null hypothesis. The coefficient of determination was $R^2 = 0.371$, which indicates that the independent variable individual consideration explained roughly 37.10% of the variance of the dependent variable job satisfaction, in accordance with Cohen's (1988) definition of a moderate effect (see Figure 4.5).

Job Satisfaction (JOS)

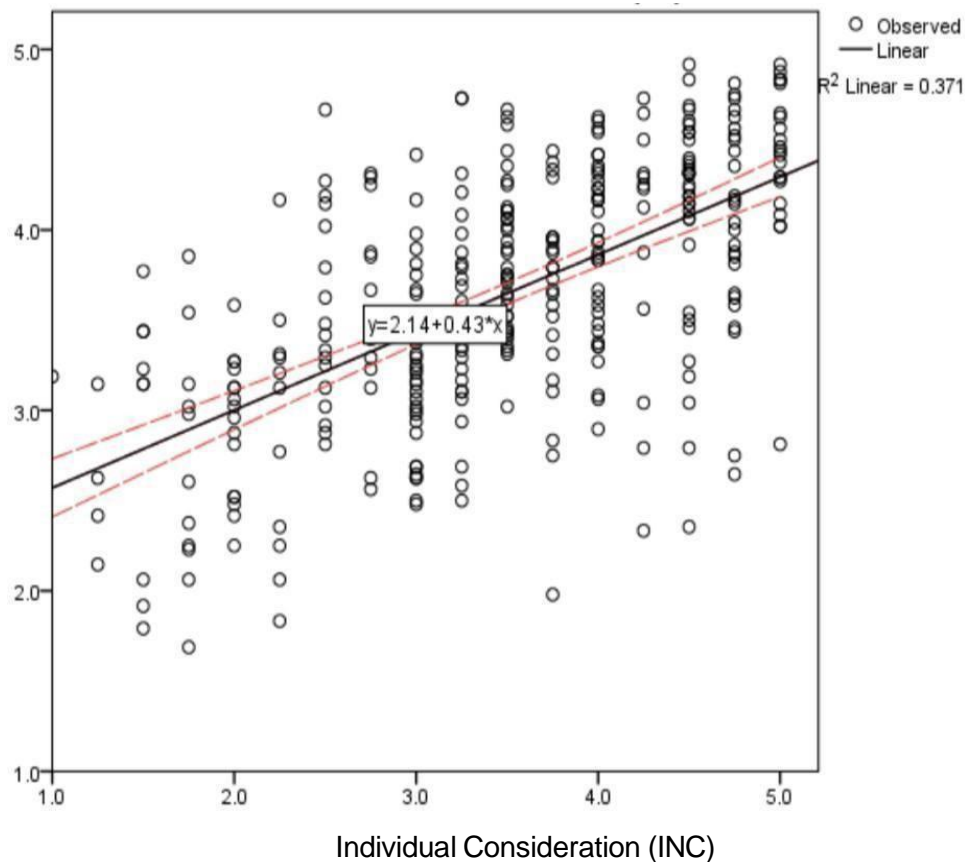


Figure 5: Scatter Diagram of INC and JOS

The other 5 sub-hypotheses (H_{01-6} , H_{01-7} , H_{01-8} , H_{01-9} and H_{01-10}) looked at how each aspect of transformative leadership dimensions related to the academic service quality

(ASQ). The coefficient of determination (R^2) and Pearson's product-moment correlation coefficient (r) were used to analyze these correlations. Below, Table 4.13 shows how these variables are correlated.

The Relationships among the Five Dimensions of TRL and ASQ (n=335)

Variables	r	R^2	Effect Size
IDI-A	0.515*	0.26	Large
IDL-B	0.477*	0.22	Moderate
INM	0.520*	0.27	Large
INS	0.495*	0.29	Large
INC	0.513*	0.26	Large

Note: * Significant at $p < .01$ (two-tailed).

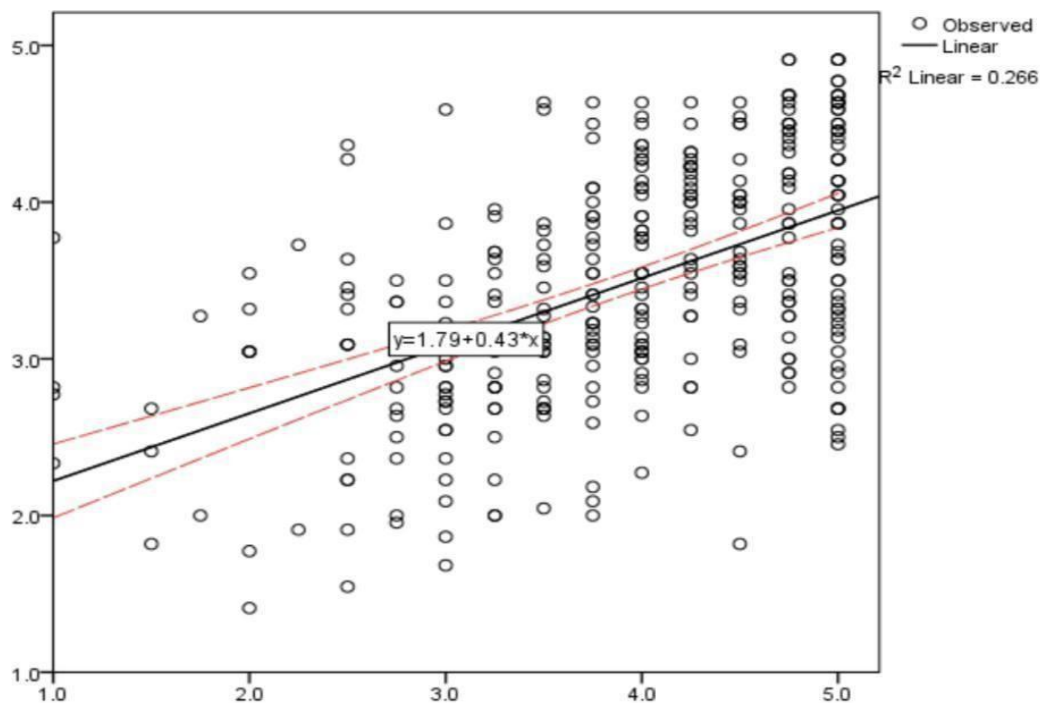
6. **H_{01-6}** stated: —*There is no relationship between idealized influence (attribute) of transformational leadership and academic service quality among the university staff in Phnom Penh, Cambodia.* Table 4.13 above

displays the findings of the associations between each MLQ leadership style score and the academic service quality score. The findings showed a favorable relationship ($r = 0.515$, $p < 0.01$) between the idealized influence

(attribute) of transformational leadership and the quality of academic services. The data supported the rejection of the null hypothesis, and the study found a positive link between the idealized influence (attribute) of transformational leadership style and the quality of academic services among university staff. According to Cohen's

(1988) definition of a moderate effect, the independent variable, the idealized influence (attribute), explained approximately 26.60% of the variance of the dependent variable, the academic service quality, according to the coefficient of determination, $R^2 = 0.266$ (see Figure 6).

Academic Service Quality (ASQ)



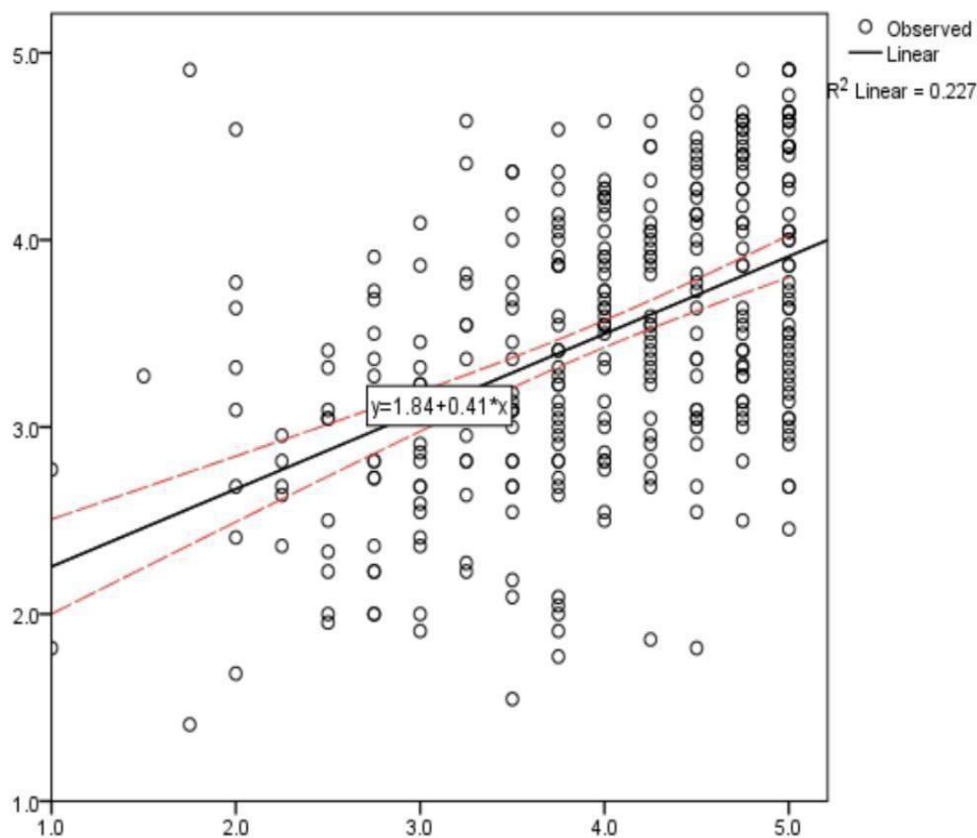
Idealized Influence (Attribute) (IDI-A)

Figure 6: Scatter Diagram of IDI-A and ASQ

7. **H₀₁₋₇** stated: —*There is no relationship between idealized influence (behavior) of transformational leadership and academic service quality among the university staff in Phnom Penh, Cambodia.* The results of the correlations between each MLQ leadership style score and the academic service quality score are shown in table 4.13 above. The results indicated a positive correlation ($r = 0.447$, $p < 0.01$) between the idealized influence (behavior) of transformational

leadership and the quality of academic services. The study discovered a positive correlation between the idealized influence (attribute) of transformational leadership style and the quality of academic services provided by university staff, and the data confirmed the rejection of the null hypothesis. The independent variable, the idealized influence (behavior), explained roughly 22.70% of the variance of the dependent variable, the academic service quality, based on Cohen's (1988) definition of a moderate effect. This is supported by the coefficient of determination, $R^2 = 0.227$ (see Figure 7).

Academic Service Quality (ASQ)

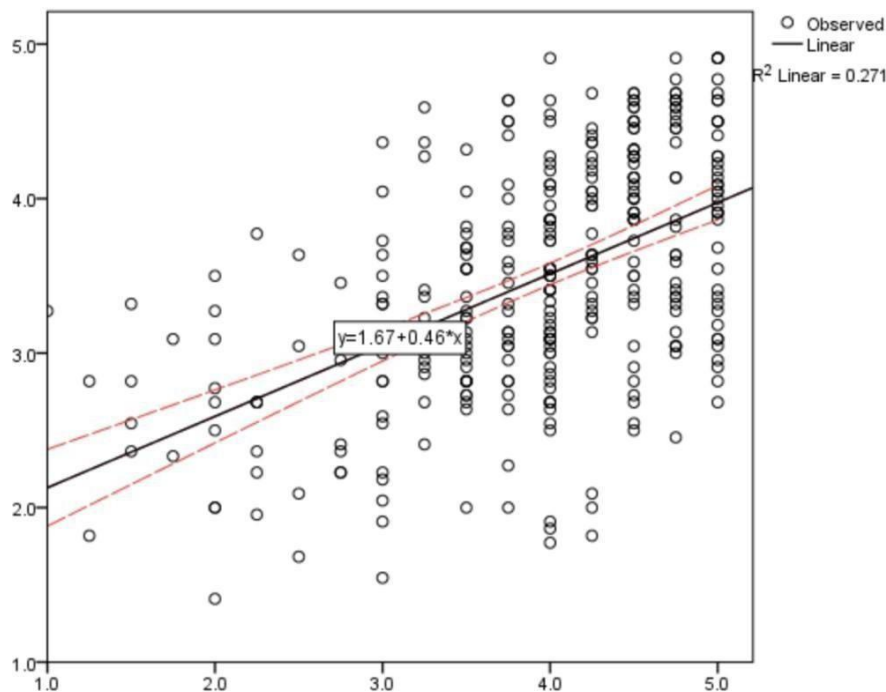


Idealized Influence (Attribute) (IDI-B)
Figure 7: Scatter Diagram of IDI-B and ASQ

8. **H₀1-8** stated: —*There is no relationship between inspirational motivation of transformational leadership and academic service quality among the university staff in Phnom Penh, Cambodia.* According to table 4.13 above, there is a correlation between each MLQ leadership style score and the academic service quality score. The inspirational motivation of transformational leadership and quality of academic services were shown to be positively correlated ($r = 0.520$, $p <$

0.01), according to the results. The study found a favorable relationship between the inspirational motivation of transformational leadership and the quality of academic services offered by university staff, and the data supported the null hypothesis' rejection. Using Cohen's (1988) definition of a moderate effect, the independent variable, inspiring motivation, accounted for about 27.10% of the variation of the dependent variable, academic service quality. $R^2 = 0.271$, the coefficient of determination, supports this (see Figure 4.8).

Academic Service Quality (ASQ)



inspirational Motivation (INM)

Figure 8: Scatter Diagram of INM and ASQ

9. H₀₁₋₉ stated: —*There is no relationship between intellectual stimulation of transformational leadership and academic service quality among the university staff in Phnom Penh, Cambodia.* There is a correlation between each MLQ leadership style score and the academic service quality score, as shown in table 4.13 above. The findings indicated a positive correlation ($r = 0.495$, $p < 0.01$) between the intellectual stimulation of transformational leadership and the

quality of academic services. The study discovered that the inspirational motivation of transformational leadership and the quality of academic services provided by university staff members were positively correlated, and the data confirmed the rejection of the null hypothesis. According to Cohen's (1988) definition of a moderate effect, inspiration motivation, the independent variable, explained roughly 24.50% of the difference in academic service quality, the dependent variable. As seen in Figure 4.9, this is supported by the coefficient of determination, $R^2 = 0.245$.

Academic Service Quality (ASQ)

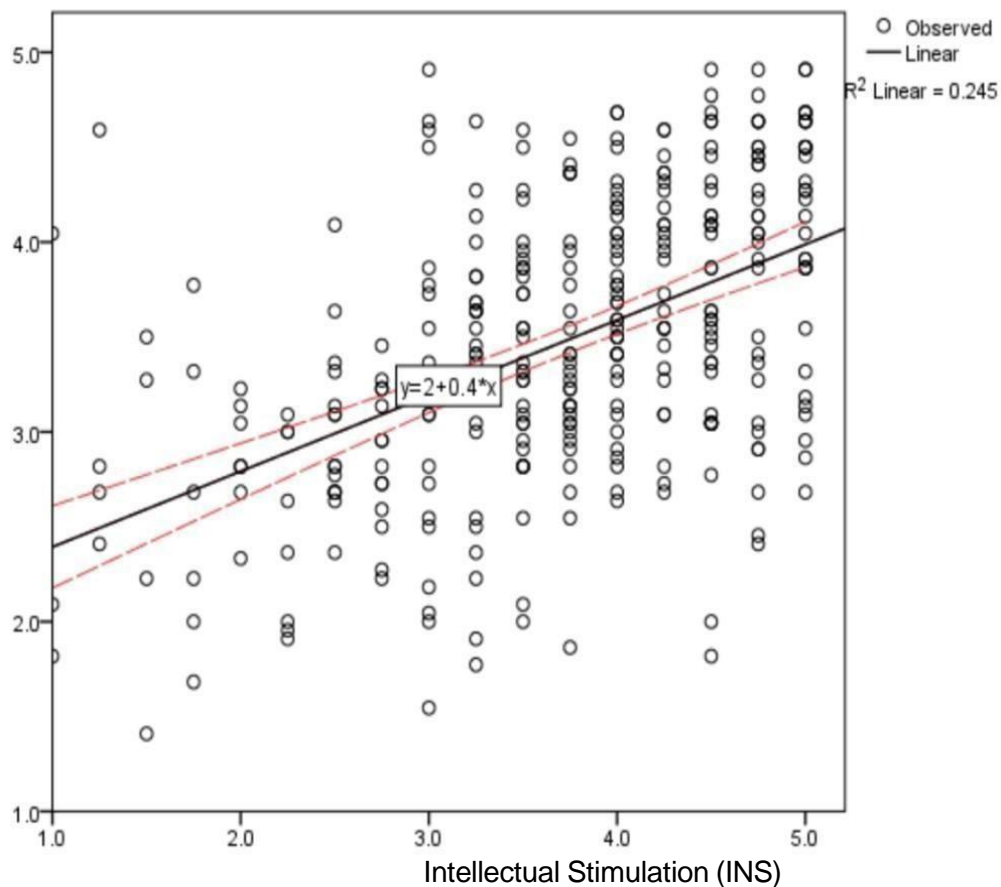
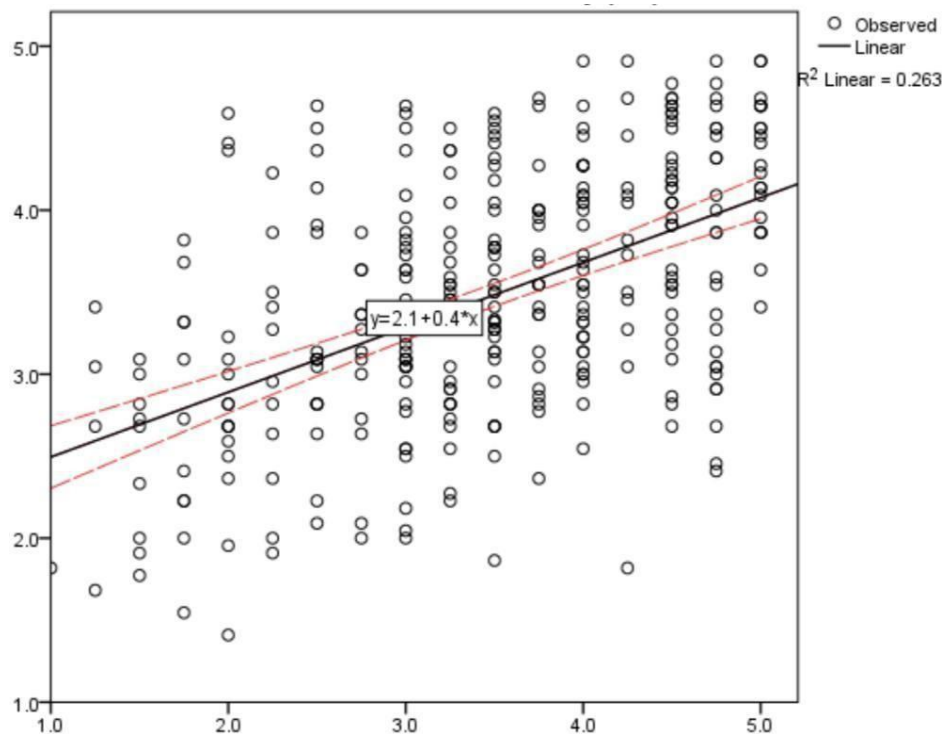


Figure 9: Scatter Diagram of INS and ASQ

10. **H₀₁₋₁₀** stated: —*There is no relationship between individual consideration of transformational leadership and academic service quality among the university staff in Phnom Penh, Cambodia.* There is a correlation between each MLQ leadership style score and the academic service quality score, as shown in table 4.13 above. The findings indicated a positive correlation ($r = 0.513$, $p < 0.01$) between the individual consideration of transformational leadership and the

quality of academic services. The study discovered that the individual consideration of transformational leadership and the quality of academic services provided by university staff members were positively correlated, and the data confirmed the rejection of the null hypothesis. According to Cohen's (1988) definition of a moderate effect, the individual consideration, the independent variable, explained roughly 26.30% of the difference in academic service quality, the dependent variable. As seen in Figure 4.9, this is supported by the coefficient of determination, $R^2 = 0.263$.

Academic Service Quality (ASQ)



Individual Consideration (INC)

Figure 10: Scatter Diagram of INC and ASQ

The study found a strong positive correlation between all five dimensions of transformational leadership and both job satisfaction and academic service quality. Specifically, leaders who showed more individualized consideration, idealized influence (attributed and behavior), inspirational

motivation, and intellectual stimulation were associated with higher job satisfaction and higher perceived academic service quality among staff. The strongest link was found between individualized consideration and job satisfaction ($r=.609$), while all transformational leadership dimensions also had a positive effect on academic service quality, with correlations ranging from $r=.477$ to $r=.520$.

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