MODERATING ROLE OF GOVERNMENT SUPPORT ON RELATIONSHIP BETWEEN CULTURAL DIMENSIONS AND SAUDI WOMEN'S LEADERSHIP EFFECTIVENESS

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ABSTRACT

The underrepresentation of women in academic and administrative leadership roles is a global phenomenon. This study aimed to investigate the important factors that influence the effectiveness of women leadership in the context of Saudi universities. There are still many obstacles faced by academic women leaders in universities. Women leadership effectiveness is still a significant problem that affects higher education institutions and the community of KSA. Thus, this research investigated the impact of gender egalitarianism, assertiveness, and future orientation on women leadership effectiveness in the public universities by taking government support as a moderating variable. The population of this study, consisting of 2800 female leaders, were divided into five groups based on the geographic regions (East, West, Middle, North and South). This study used the geographical clusters sampling to select the universities, and random sampling to select women leaders from each geographical cluster. 500 questionnaires were distributed among the employees working in the higher education sector of KSA. 271 questionnaires were returned and were usable for analysis with a response rate of 54%. This study employed the Structural Equations Modeling Approach by using the Partial Least Squares (PLS) to analyse the data. The results revealed that gender egalitarianism, assertiveness and future orientation have significant positive impacts on leadership effectiveness. The value of this study lies in finding government support as a significant moderating variable for assertiveness and future orientation to enhance women leadership effectiveness in Saudi universities. Future studies may adopt and examine different variables like motivation, organizational, cultural and other variables to understand leadership effectiveness at the organization level. The higher education sector of any country is considered as an important sector which needs female leaders besides the male to concentrate on achieving their goals successfully.

Keywords: leadership effectiveness, gender egalitarianism, assertiveness, future orientation, government support.

ABSTRAK

Kurangnya perwakilan wanita dalam pimpinan akademik dan pentadbiran adalah satu fenomena global. Kajian ini bertujuan untuk mengkaji faktor-faktor penting yang mempengaruhi keberkesanan kepimpinan wanita dalam konteks Universiti Arab Saudi. Masih terdapat pelbagai rintangan yang dihadapi oleh pemimpin akademik wanita di institusi pengajian tinggi. Keberkesanan kepimpinan wanita masih merupakan masalah yang ketara yang memberi kesan kepada institusi pengajian tinggi dan masyarakat dari KSA. Oleh itu, kajian ini mengkaji kesan egalitarianisme jantina, ketegasan dan orientasi masa hadapan terhadap keberkesanan kepimpinan wanita di universiti awam dengan sokongan kerajaan sebagai pembolehubah penyederhana. Populasi kajian ini terdiri daripada 2800 orang pemimpin wanita yang dibahagikan kepada lima kumpulan berasaskan geografi (Timur, Barat, Tengah, Utara dan Selatan). Kajian yang dijalankan menggunakan persampelan kelompok geografi untuk memilih universiti-universiti, dan persampelan rawak untuk memilih pemimpin wanita dari setiap kluster geografi. 500 borang soal selidik telah diedarkan di kalangan pekerja-pekerja yang bekerja dalam sistem pengajian tinggi KSA. 271 borang soal selidik telah dipulangkan dan digunakan untuk analisis dengan kadar respon sebanyak 54%. Kajian ini menggunakan pendekatanModelPersamaan Struktur dengan menggunakan *Partial Least Squares (PLS)* untuk menganalisis data. Keputusan menunjukkan bahawa egalitarianisme jantina, ketegasan dan orientasi masa hadapan mempunyai kesan positif yang ketara kepada keberkesanan kepimpinan. Nilai kajian ini terletak dalam mencari sokongan kerajaan sebagai pembolehubah penyederhana penting kepada ketegasan dan orientasi masa hadapan untuk meningkatkan keberkesanan kepimpinan wanita di universiti-universiti Arab Saudi. Kajian masa depan boleh menerima dan mengkaji pembolehubah yang lain seperti motivasi, struktur organisasi, budaya dan lain-lain pemboleh ubah untuk memahami keberkesanan kepimpinan di peringkat organisasi. Sektor pengajian tinggi di mana-mana negara dianggap sebagai satu sektor penting yang memerlukan pemimpin wanita selain daripada lelaki untuk memberikan perhatian untuk mencapai matlamat mereka dengan jayanya.

Kata kunci: keberkesanan kepimpinan egalitarianisme jantina, ketegasan, orientasi masa hadapan, sokongan kerajaan.

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CHAPTER ONE
INTRODUCTION

1.1 Introduction

The current chapter offers an overview of the background of the study through discussing the difficulties, and challenges that face leadership effectiveness in the educational sector and some issues of higher education in terms of leadershipon Gulf Cooperation Council (GCC) particularly Saudi Arabia have continued to increase. It is followed by highlighting the problem statement, then research questions, and the research objectives. Moreover, it provides discussion on the significance of the study and the scope of the study. Finally, this chapter provides the definition of key terms and a brief summary.

1.2 Background of the Study

In the recent term, lack of effective leadership on the various organization be it public or private sectors have becomea topic of research both in the developed, developing and emerging economy (Management Study Guide, 2015). The effectiveness of leadership has been a topic of research interest for many years. Pioneers in this research were psychology scholars, such as Stogdill and Shartle (1948), House, Spangler, and Woycke (1991) and sociology scholars, such as Tannenbaum and Massarik (1957), Murphy (1941), and Stogdill (1950). By the 1960s, leadership researchers started to focus on the study of effective leadership.

Hence, this has become one of the most significant topics of discussion or debate in most fields of leadership. Issues related to effectiveness and qualities of leaders have attracted researchers' attention for many years, and the recent trend of debate and it is becoming increasingly challenging to ignore the leadership roles and opportunities in the various organization especially education sector (Bonebright, Cottledge & Lonnquist, 2012; Haslam & Ryan, 2008; Madsen, 2012a, 2012b; Madsen, Longman & Daniels, 2012; White, 2012).

In developed countries for instance, despite the progress made in higher education in terms of leadership, the discrepancies and debate between who is a real leader, whose are to call the leader and who is supposed to be leader have divided many scholars into four categories. The first is the under-representation of women in leadership positions of higher education (Bonebright et al., 2012; Chin, 2011; Lapovsky, 2014; Madsen, 2012a; 2012b; Madsen et al., 2012; Tessens, White & Web, 2011; White, 2012). Current findings show that only 26% of college and university presidents are represented by women (Cook, 2012; Lapovsky, 2014; White, 2013). According to Lapovsky (2014), Madsen (2012b) and White (2013), the female representation in higher education is ongoing but it has taken a slow path. In this regard, the lack of female leaders in the higher leadership echelons in higher education has been related to the challenges that women face in the academia including discouraging career advancements, personal circumstances, and underlying institutional rules (Cook, 2012; Lapovsky, 2014; Madsen, 2012b).

The second finding is that women in higher education have a tendency to possess lower academic ranking compared to males as evidenced by Madsen (2012a; 2012b; Schneider, Carden, Francisco & Jones Jr., 2011). Despite women constituting 43.94% of faculty members in American colleges and universities, a mere 26.81% are professors – the rest hold the following positions, 49.34% are assistant professors, and 29.12% are full professors. In comparison to their counterparts, men constitute 50.66% of assistant professors, 57.82% of associate professors and 70.88% of full professors (NCES, 2014).

The third finding is related to the underrepresentation of women in the faculties of four-year private universities, where women constituted 35.2%, and four-year public universities, where women constituted 38.7% (NCES, 2014). But in community colleges, women constitute 62.4% of faculty members at community colleges (Madsen, 2012b; NCES, 2014; Schneider et al., 2011).

The last finding is the little progress in minimizing the salary gap, with women earning less than their male counterparts. Four decades ago, women earned 83% of their male colleagues earnings, but currently they only earn 82% of what male academics earn as evidenced in prior studies (e.g., Madsen, 2012a; 2012b; NCES, 2014; Schneider et al., 2011).

Moreover, according to Madsen (2012a; 2012b), Pyke (2013), Schneider et al. (2011) and Tessens et al. (2011), From 27 European countries under EU, women lead only 13% of higher education institutions, with female academics accounting for 16.5% of full time university professors in the U.K., and over 19% of full professors in Australia (Morley, 2013; Schneider et al., 2011; Tessens et al., 2011). Moreover, Pyke (2013) reported that the national average for female moving up to associate professor and full professor in Australian institutions of higher learning is only around 27%.

The numbers are higher in the Middle East and North Africa (MENA) region where only 3.2% of senior leaders are women (Pande & Ford, 2011; Patel & Buiting, 2013). Similarly, in the GCC countries namely Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the UAE, women represent less than 1% of the leaders in organizations (Sperling, Marcati & Rennie, 2014). Although segregation of gender is practiced in the higher education system of Saudi Arabia, offering opportunities for female leadership, this has not helped women's increased representation as leaders (Jamjoom & Kelly, 2013). According to Al-Ankari (2013), more than half of the college students in Saudi Arabian institutions of higher learning are female students but 4% of the university president positions are occupied by female leaders (Jamjoom & Kelly, 2013; Ministry of Higher Education, MOHE, 2016).

Additionally, although more female rates of enrolment, retention and graduation exceed those of males in GCC countries, like Saudi Arabia and the UAE (Hausman, Tyson & Zahidi, 2012), females are still underrepresented in light of academic professional positions (Al-Ankari, 2013; Al-Ohali & Al-Mehrej, 2012; Alomair, 2015; Indicators of the UAE Higher Education Sector, IUHES, 2013; MOHE, 2016). This is exemplified by the 2010 obtained data concerning female employment in the 68 institutions of higher learning in Saudi Arabia that highlights the minimal rate of female faculty members (40%), with most of them occupying lower ranks (Al-Ohali & Al-Mehrej, 2012; Jamjoom & Kelly, 2013). The IUHES (2013) also reported that only 30.8% of the faculty members in the 102 colleges and universities in the UAE are women.

Prior studies including Chin (2011), Madsen (2012a; 2012b) and White (2012; 2013) stated that because of the widespread gender inequality in the education sector, there is an urgent need for female leadership to increase. Considering the predictions of future turnover and the rates of retirement of university presidents and chancellors, there is ample opportunity for promoting and enhancement of gender equality in higher education institutions (Cordova, 2011; White, 2012). This is significant as female leaders have several advantages to offer such institutions – they provide a distinct viewpoint and positive experiences, improve performance of institutions and the research scope, and they facilitate transformational change (Madsen, 2012a; 2012b). Moreover, Diehl (2014) revealed that female leaders' interpersonal styles of leadership can promote inclusion, trust, empathy, and concern for others and establish a type of leadership that is transformational, future-centered, participative and democratic. Additionally, female leaders are able to inspire the female youth by taking on the role as models and mentors (Diehl, 2014; Madsen, 2012a; 2012b).

A significant proportion of literature has been dedicated to the women advancement in leadership positions in institutions of higher learning (Arini, Collings, Conner, McPherson, Midson & Wilson, 2011; Christman & McClellan, 2008; Diehl, 2014; Kellerman & Rhodes, 2014; Keohane, 2014; Madsen, 2012a; 2012b; Pyke, 2013; Tessens et al., 2011; Toma, Lavie, del Mar, Duran & Guillman, 2010). Such studies dealt with the requirement of developing more female leaders in the academia and highlighted the need to develop female academics and administrators for their successful transition to leadership positions. Nevertheless, majority of researches on women and leadership in the context of education have a tendency to direct their focus on the female leaders' faced challenges and barriers, rather than their development as leaders (Madsen, 2012a; 2012b).

In particular, the barriers and obstacles faced by female leaders are considered as gender-based and they permeate the social, organizational and personal levels (Diehl, 2014). In relation to this, Rhodes and Kellerman (2007), Kellerman and Rhodes (2012) and Kellerman and Rhodes (2014) reported that current studies focusing on women and leadership in higher education assists in providing insight into the underrepresentation of female leaders. They emphasized the existence of several barriers and challenges including unconscious bias, lack of confidence, fear of failure, in-group favoritism, and difficulty of family-work balance. The authors also elucidated that unconscious bias relate to the women's lack of presumption of competency granted to men on the basis of which they have to work twice as hard to be considered as equal to their male counterparts. They proceeded to stress on the in-group favoritism problem that crops up in traditional male-dominated environment and revealed that the overrepresentation of men leaders in higher academic echelons is supported by loyalty and cooperation among the ranks, leading to the marginalization and exclusion of female academics from reaching leadership ranks.

Prior studies conducted by Arini et al. (2011), Kellerman and Rhodes (2014), Keohane (2014), Pyke (2013), Tessens et al. (2011), and Toma et al. (2010) also revealed the difficulty in achieving family-work balance that bars most females from advancing in higher education positions. More specifically, according to Kellerman and Rhodes (2014), there is a lack of balance in the home burdens responsibilities, known as disproportionate burden, as women hold more family responsibilities compared to men. Hence, challenges crop up owing to the demands of leading an academic department or a complex firm. Such concept of disproportionate burdens was also mentioned by Toma et al. (2010) who carried out a study with the assistance of 18 female leaders in four Spanish universities. Based on the findings, female leaders face the greatest difficulty in handling demands and commitments of family against those of their careers. The authors revealed that female leaders often decide to take on leadership roles based on particular time in their lives, like when their children are enrolled in school or have left the roost. These findings were supported by Tessens et al. (2011) who conducted a survey study to analyze career development needs of more than 200 female leaders employed in two Australian universities. The results showed that female leaders face challenges that include excessive work-load, difficulty in family-work balance and lack of professional support.

Considering the findings of Toma et al. (2010), Tessens et al. (2011) and Arini et al. (2011) carried out studies to stress on the effect of female university leaders' experiences (both formal and informal) in their professional development and advancement. They made use of the Critical Incident Technique as a narrative inquiry method on 26 female leaders throughout eight universities in the context of New Zealand. Arini et al. (2011) mentioned the top barriers to female development as family responsibilities and lack of encouragement and support from mentors. It is evident that lack of family-work balance is one of the top barriers of female leadership development in higher education.

Similar to Kellerman and Rhode's (2014) study on the barriers of female career development, Keohane (2014) demonstrated the factors that inhibit aspiring females from taking on leadership roles in higher education. According to her, women are challenged in achieving family-career balance and that they receive little support from their organizations, with workplace policies like quality day care, flexible work schedules and caretakers' assistance. Furthermore, in Pyke's (2013) study, she delved into the reasons behind the female academics passing up leadership roles or withdrawal from promotions in higher education. She interviewed 24 culturally diverse female leaders working in an Australian university through a semi-structured interview method. She revealed that negative experiences and timing are two top factors that hinder women's quest to obtain promotion and career development. She also described the experiences as including negative organizational culture and a hostile workplace.

Consistent with Tessens et al.'s (2011) study, Pyke (2013) revealed the significant effect of professional support and mentor and colleague encouragement on hopeful female academic officers. She illustrated timing in light of family responsibilities and promotion policies changes, and stressed that without family responsibilities, aspiring female academics are capable of committing to their work loads. The results appear to support past studies although one question deems answering and that is whether or not diverse cultural backgrounds of the female participants could have had a role in their viewpoints on what might affect their decision not to pursue a promotion. According to the participants to her study, hostile work environments led to racial and ethnic discrimination.

Other related researches like those by Kellerman and Rhodes (2014), Keohane (2014) and Toma et al. (2010) reported that the top factor that forms attitudes towards women leaders and bars their career advancement is gender stereotypes. Females are confronted with a double bind and double standard owing to the existing gender stereotypes related with leadership and masculinity as evidenced by Kellerman and Rhodes (2014). They explained that assertive female leaders can be viewed as devoid of compassion or sensitivity to others' needs. Such argument was also employed by Keohande (2014) who revealed that gender stereotypes hinders the fair evaluation of women on the basis of their achievements and that women are more likely to be deemed as lacking competency in decision-making because of gender stereotypes. These stereotypes include nurturing, kindness and sensitivity, and this is why women who can make hard decisions are considered to be harsh and insensitive.

Similar findings were mirrored in Toma et al.'s (2010) study that revealed gender discrimination and stereotypes to be existent in male-dominated work environments. They emphasized on the gender roles limiting women in their quest to achieve their leadership aspirations. They also revealed that gender discrimination and stereotype practices including unfair performance evaluations based on the standards set out by males, undervalued women's professional careers, and the view that women do not have leadership qualities. In relation to this, several studies have looked into the effect of variables on effective leadership and these include gender and culture – the two aspects of interest when organizational leadership effectiveness is concerned (Binns & Kerfoot, 2011; Lantz, 2008; Mandell & Pherwani, 2003; White & Ozkanli, 2011).

It is evident from the above review of relevant literature that females confront several difficulties and challenges in their quest to achieve leadership positions in the context of educational institutions, particularly universities. This may be attributed to the limited leadership and opportunities for women and gender inequality that can result in under-representation of women in leadership ranks. The mechanisms and variables to adopted or adapted to improved leadership effectiveness in the Middle East will for a long time remain an interesting area of research (Diehl, 2014; Kellerman & Rhodes, 2014; Keohane, 2014) due to inconsistency results and mix findings by previous researchers Saudi Arabia. The next section is the problem statement.

1.3 Problem Statement

Against background of the study, in recent time, there has been an increasing debate on the amount of inconsistency and inconclusive findings in the literature on the mechanisms to adopt or adapt to improved lack of effectiveness leadership in the Middle East, particularly Saudi Arabia (Al-Ahmadi, 2011; Elamin & Omair, 2010; Kauser & Tlaiss, 2011; Madsen, Kemp, & Davis, 2014; Metcalfe, 2006, 2007, 2008, 2011; Sperling et al., 2014). Consequently, the studies highlighted the context-specific variables that hinder women's transition into leadership roles in the region.

More specifically, Metcalfe's (2006, 2007, 2008 and 2011) studies concentrated on female leaders in the Middle East and the identification of factors that are responsible for the underrepresentation of women leaders in the GCC. The findings showed that cultural practices, lack of equal organizational opportunities, and lack of professional support and organizational services bar women's career advancement in the GCC region. The findings also revealed that cultural practices like preconceived gender roles and restrictions on gender interactions create gender-segregated workspaces and setup gender-based professions. As a consequence, these support and maintain a traditional patriarchal organizational structure. The author related that lack of professional support and organizational services for female professionals in terms of mentoring and training programs compound the problems. She added that lack of opportunities for women reflect the biases in recruitment and selection structure of organizations – for instance, job appointments in the GCC states are frequently made according to individual and family connections as opposed to professional qualifications and competencies (Metcalfe, 2007).

In the context of Saudi Arabia, there is scarcity of studies dedicated to female leaders in terms of the challenges and barriers to their workplace advancement. Among the few studies, Al-Ahmadi (2011) employed a survey questionnaire to examine five leadership challenges namely structure, culture, lack of empowerment, personal and lack of resources. She found lack of empowerment to be a significant barrier to female Saudi leaders. She claimed that the Saudization process and the lack of leadership development training have led to women taking on leadership positions sans the development of suitable leadership skills and competencies. She also stressed that the lack of mentoring opportunities for Saudi women may be attributed to their confined experiences, lack of female role models in leadership positions, and separate work environments that discourage equal opportunities for the development of leadership in both genders.

More importantly, Al-Ahmadi's (2011) study findings revealed the following factors to be the least barriers to female career development – family and social pressure, fear of responsibility, difficulty in maintaining family-work balance, and gender stereotypes. The results were in contradiction to the findings reported by Kauser and Tlaiss (2011), Metcalfe (2007, 2008, 2011) regarding Arab women attempting to maintain family-work balance. According to Al-Ahmadi (2011), such findings emphasize on the shift of attitudes and perceptions towards Saudi women's role in the society, and the country's policies that support female empowerment.

Developing on the argument concerning cultural factors and gender inequality in organizations, several studies focused on the attitudes towards Arab women professionals as a barrier to their professional development (e.g., Kauser & Tlaiss, 2011; Metcalfe, 2007; 2008; 2011; Mostafa, 2005).

Similarly, Elamin and Omair (2010) revealed findings that assist in establishing human resources policies addressing the barriers to Saudi women's career development. The participants to their study clarified strongly held perceptions of gender stereotypes that consider men as capable of being leaders, while women's responsibilities are limited to domestic and child-rearing duties. Added to this, the findings also showed that single, unemployed and college-educated male participants are not as traditional in their attitudes towards their female counterparts in the workplace. In particular, participants between the ages of 18 and 25 indicated less traditional attitudes. The authors are optimistic that such attitudes are significant in predicting future attitudes concerning female employment in Saudi Arabia.

In the past ten years, increasing information has been provided concerning women and education in the Saudi context (e.g., Hamdan, 2005; Jamjoom & Kelly, 2013; Parveen, 2014; Stefani, 2014; Taleb, 2010). Nevertheless, majority of the studies of this caliber have been descriptive rather than empirical (Hamdan, 2005; Jamjoom & Kelly, 2013; Parveen, 2014). This section reviews relevant literature that describes the present state of women and higher education in the Saudi Arabian case. The study discusses the leadership issues that permeate the higher education institutions in the country.

To begin with, Hamdan's (2005) study analyzed women's education in the Kingdom and the findings showed social, economic and political conditions in the country that point to the women's societal role. Added to this, the study examined the challenges and the achievements of women in the field of academia. She proposed that cultural practices, as opposed to Islamic religion, have curtailed equality of women. In other words, practices and customs in Muslim societies, like the restrictions on women's professional selection and educational choices, are considered as Islamic despite the fact that Islamic texts do not clearly support them. The author referred to Islamic history to provide examples of women's advancement in politics, economy, science and society. She illustrated the way Prophet Mohammed's first wife, Khadijah, was a prominent businesswoman, her daughter Fatima, was a politician, and her granddaughter Sukienah was a mathematician. The author concluded by refuting the claims of religious and conservatives on women and education by elucidating significant examples from the Quran and the Prophet's teachings that lay emphasis on women's education and development in all fields. Furthermore, Hamdan (2005) revealed that segregation of gender, while considered as a hindrance to women's educational opportunities, offer women with higher opportunities for leadership.

Contrastingly, Jamjoom and Kelly (2013) demonstrated that gender segregation in higher education bars female development and that this type of segregation in campuses prevents conservative male academic leaders to interact directly with female academics. According to the authors, females in the deanship and faculty positions are excluded from the process of decision-making and thus, structural challenges maintain gender hierarchy in institutions of higher learning.

Moving back to Hamdan's (2005) analysis of women's education, she illustrated that gender inequalities in the Saudi context are both socially and institutionally constructed in the country's educational field, which makes it difficult to eliminate without a combination of collective and political initiatives. She stressed on the challenges that Saudi women encourage because of the traditional ingrained attitudes of female participation in leadership positions. More recently, Parveen (2014) highlighted the progress in the career development advancement of Saudi women which stresses on their capability in holding leadership positions in both sectors (public and private). The study cited the political involvement of Saudi women in the Shura Council, an advisory council to the King, as a monumental milestone in women's development in the country. Emphasizing on the increasing number of Saudi female leaders in several fields, the study claimed that Saudi women have become role models for the aspiring female youth and transformed societal attitudes towards the empowerment of female leadership.

It is evident from the above literature review that while prior studies in the context of Saudi Arabia by Hamdan (2005), Jamjoom and Kelly (2013) and Parveen (2014) provided clear insights into the challenges faced by aspiring women leaders within the Saudi society and culture, they largely ignored the needs for women's preparation for leadership roles in higher education. In particular, Hamdan (2005) addressed the debate between feminist and religious scholars and their views on the societal roles of women and on their leadership roles or lack thereof. Moreover, Jamjoom and Kelly (2013) did not suggest future-driven and strategically aligned recommendations to the existing global education trends. Finally, Parveen (2014) provided informative findings but her study was akin to a report that failed to accept the existence of leadership issues in the higher education sector of Saudi Arabia, which includes bureaucracy and centralization. In addition, the education sector today represents the highest percentage of women's work, where 89.4% of employed women work in it, followed by a public employment by 6.2%, then the health sector by 4.8%. However, only very few female leaders getting ahigh position in theeducation sector.

Ultimately, after reviewing the literature, theresearcher found that very limited studies have been studies the cultural factors as individual level. Therefore, the researcher is seeking for bridging the gap by studying the effect of gender egalitarianism, assertiveness, and future orientation on leadership effectiveness and considered effects of government support as a key area of concern (Nguyen,et al., 2009). However, only a few studies have investigated the effect of government support (Harash,Al-Timimi et al. 2014; Nguyen,et al., 2009) especially in the context of Saudi Arabia. On the other hand, previous studies did not use government support as moderating (Al-Gamdi 2015; Dandago &Usman, 2011; Sobri Minai &Lucky, 2011; Harash,Al-Timimi et al. 2014; Nguyen,Perry& Prajogo, 2009).

Many researchers have called for gender-based and function at social, organizational, and personal levels (Diehl, 2014). In addition, Rhodes and Kellerman (2007); Kellerman and Rhodes (2012); Kellerman and Rhodes (2014) drawing upon their previous work; most recent work that women leaders in higher education helped to improve educational performance. They highlighted unconscious bias, a lack of confidence and fear of failure, in-group favoritism and the difficulty of balancing the demands of family and work as obstacles men in leadership roles tend to face.

In the previous literature such as Arini et al. (2011); Kellerman and Rhodes (2014); Keohane (2014); Pyke (2013); Tessens et al. (2011); Toma's et al. (2010) imply that female advancement in higher education is necessary. For example, Kellerman and Rhodes (2014) highlighted the role and important women play in the family responsibilities which indicate how dedicated women pose. In keeping with Kellerman and Rhodes' (2014) concept, Toma's et al. (2010) conducted a study involving eighteen female leaders in four universities in Spain. The findings revealed that female leaders are more effective than their men counterparts. Tessens and colleagues (2011) reported similar findings from a survey study that analyzed the career development needs of over two hundred female leaders at two Australian universities. According to the results, female leaders are more effective through professional support.

Drawing on the findings of Toma's et al. (2010); Tessens et al. (2011) and Arini et al. (2011) conducted a research study to highlight the impact of female university leaders' formal and informal experiences on their professional development and advancement. They used the Critical Incident Technique, as their method of narrative inquiry with twenty-six female leaders across eight universities in New Zealand. In describing their findings on what hindered women's advancement, Arini and colleagues indicated that family responsibilities and lack of encouragement and support from mentors will not affect their skills.

Hence, researchers (Kellerman & Rhodes, 2014; Keohane, 2014; Toma's et al., 2010) identified many variables such future orientation, gender assertiveness, gender egalitarianism as a leading factor in shaping the women leadership effectiveness and roles. Kellerman and Rhodes (2014) emphasized that female gender assertiveness, gender assertiveness, gender egalitarianism associated with the effectiveness of any leadership. Similarly, Keohane (2014) asserted that gender assertiveness, gender assertiveness, gender egalitarianism among others act as a roadmap for leadership effectiveness.

Hence, inconsistencies findings and debate by prior studies have encouraged this research to develop a new approach to investigate the relationship between women and leadership effectiveness by introducing moderating variables as recommended and suggested by previous studies to curtail lack of effective leadership in the educational sector in Saudi Arabia.

In line with the suggestion and called by prior research, in the developed and developing countries, government support is generally a critical factor (Nguyen,Perry& Prajogo, 2009). Hence, despite the importance and relevance of the government support in higher education only few studies if any have examined this consruct. In addition, Harash,Al-Timimi, Alsaad, Al-Badran, and Ahmed, (2014) recommended furtheringresearchers to investigate the role of the government to the performance of leadership in an organization.

Although base on knowledge of the researcher no empirical test of the moderating role or government support in relationship between cultural factors and effectiveness is found in the literature, the available empirical evidence shows that the effects of emergency factors on performance of research and development might be the turbulent environment using it as moderator variable rather than mediating variable (Harash,Al-Timimi et al. 2014). This indicates that government support can be a unique resource that supports contingency factors directed at achieving greater performance in the leadership effectiveness in the Saudi Arabia Universities. As to the direction of this relationship i.e. whether government support leads to better performance, evidence exists which demonstrates that it is the development of government policy that contributes to the Universities' Performance of Research and Development and not the other way round (Harash,Al-Timimi et al. 2014). The previous studies provide evidence to support perceived government policy as the relationship between contingency factors and performance of research and development. As well as it provides a solid ground those support the existence of a relationship between contingency factors, and performance researches.

Many recommendations have emerged from the studies deliberate efforts are still needed on the part of governments, through its series of efficient policies affecting Universities to nurture a climate that is conducive to successful operations of Universities (Dandago &Usman, 2011; Sobri Minai & Lucky, 2011; Harash,Al-Timimi et al. 2014). These studies brought attention to context-specific factors that impede opportunities for women that poses the qualities of leadership in the region to take on leadership roles. Moreover, Sperling, Marcati, and Rennie (2014) and Al-

Gamdi (2015) pointed out that very few studies are found on female leadership effectiveness.

Nguyen, et al. (2009), contended that government policy can have a key business role in the development of sustainable factors and in the developing infrastructure conditions that will assist universities leadership effectiveness. Government support comprises government policy, positions and guidelines, schemes and incentives for different sectors, and especially for the higher education sector (Shariff, Peou & Ali, 2011; Dandago & Usman, 2011; Shariff & Peou, 2008). Several recommendations were provided by studies in literature in an attempt to call for more government efforts through their policies that bring about universities nurturing climate that leads to successful operations (Binns & Kerfoot, 2011; Dandago & Usman, 2011; Lantz, 2008; Mandell & Pherwani, 2003; Sobri Minai & Lucky, 2011; White & Özkanli, 2011). From the above evidence and recommendations has shown that female future orientation, gender assertiveness, gender egalitarianism improve leadership effectiveness with the effective role of government. Therefore, this study investigates the relationship between cultural dimension (gender egalitarianism, gender assertiveness, future orientation) and leadership effectiveness of women in public Universities in Saudi Arabia's with the government support s as a moderator. The next section is research questions.

1.4 Research Questions

In line with background and problems statement above, the following questions have been rises:

1. Is there a relationship between gender egalitarianism and leadership effectiveness

of women in public universities in Saudi Arabia.?

2. Is there a relationship between assertiveness and leadership effectiveness of women in public universities in Saudi Arabia?

3. Is there a relationship between future orientation and leadership effectiveness of women in public universities in Saudi Arabia.?

4. Does government support moderate the relationship between cultural dimension (gender egalitarianism, assertiveness, and future orientation) and leadership effectiveness of women in public universities in Saudi Arabia?

1.5 Objectives of the Study

The objectives of this study are toinvestigate the moderating role of government support in the relationship between cultural dimension (gender egalitarianism, assertiveness, and future orientation) and leadership effectiveness of women in public universities in Saudi Arabia. Others specific objectives of the study are:

1. To examine the relationship between gender egalitarianism and leadership effectiveness of women in public universities in Saudi Arabia.

2. To examine the relationship between assertiveness and leadership effectiveness of women in public universities in Saudi Arabia.

3. To examine the relationship between future orientation and leadership effectiveness of women in public universities in Saudi Arabia.

4. To examine the moderating role of government support in the relationship between cultural dimension (gender egalitarianism, assertiveness, and future orientation) and leadership effectiveness of women in public universities in Saudi Arabia.

1.6 Scope of the Study

This study focuses on the relationship between the cultural dimensions as the independent variables, namely gender egalitarianism, assertiveness, and future orientation of women in public universities in the Saudi Arabia Kingdom, and their relationships with leadership effectiveness moderated by the government support. The study covers 5 public universities listed by the Ministry of Higher Education (MOHE) (Ministry of Higher Education, 2016). The targeted population of the study is 2,602 of the leaders (Dean, Deputy Dean, Directors, and Head of Departments) in public universities in Saudi Arabia (MOHE, 2016).

The study chooses all the public universities (East, West, Middle, North, and South) in Saudi Arabia because they are all registered university and guided by Ministry of Higher Education, Saudi Arabia, and due to focus on the research and availabilities of the perceived target respondents. This is also in line with the goals of the Ministry of Education in the Kingdom of Saudi, to produce effective academic leaders Information would be taken from various sources from public universities in the Kingdom of Saudi Arabia.

1.7 Significance of the Study

This study is important because it has addressed the issues of lack of effective leadership in Saudi Arabia by introducing gender egalitarianism, assertiveness and future orientation as independent variables that would influence leadership effectiveness via moderating of government support in Public universities of KSA. To date, the current study is one of the very few studies conducted in the Arab world to examine such relationships. Hence, the study has equally added to the existing knowledge, practical knowledge and theoretical by including the moderating effect of government support on the relationship between gender egalitarianism, assertiveness, future orientation and leadership effectiveness in Saudi Arabia public universities. This study has also contributed in term of practical and theoretical. The next sub-section is practical and theoretical contributions

1.7.1 Theoretical Contribution

This study has attempted in increasing the understanding of the relationship between gender egalitarianism, assertiveness, future orientation and leadership effectiveness via moderating government support in public universities of KSA. Based on previous studies, a research model was developed from which hypotheses were formulated and tested. Generally speaking, the model has received empirical support, which enhances our theoretical understanding. The study, in general, has made contributions as follows:

First and foremost contribution of this study to the literature is, it offers deep insight of compound relationship of various variables including gender egalitarianism, assertiveness and future orientation, government support and leadership effectiveness that have been discussed in different studies and in adifferent context have examined together in the context of higher education institutions of KSA.

Second, from the reviewed literature, it could be argued that the current study is the first to examine the moderating effect of government support on the relationship between gender egalitarianism, assertiveness, future orientation and leadership effectiveness in KSA. The results ascertained the positive relationship between gender egalitarianism, assertiveness, future orientation and leadership effectiveness in public universities of KSA. Furthermore, government support plays asignificant positive role in the relationship of assertiveness, future orientation, and leadership effectiveness. Therefore, in line with the above and findings, this current study has supported and contributed theoretically in the Saudi Arabia public universities context.

1.7.2 Practical Contributions

Lack of Leadership effectiveness in Saudi Arabia public universities has been amatter of quest and research. Lack of leadership segregation policies and government support in the public universities in Saudi Arabia's has caused leadership effective, women are underrepresented in leadership positions (Jamjoom & Kelly, 2013). (Al Ankari, 2013) argued that only 4% of college and university presidents are women (Jamjoom & Kelly, 2013; Ministry of Higher Education 2016). Moreover, despite college enrollment, competence, skills, retention and graduation rates of females Saudi Arabia (Hausman, Tyson & Zahi-di, 2012) females are underrepresented in terms of the number of academic professionals leadership position (Al Ankari, 2013; Al-Ohali & Al-Mehrej, 2012;Alomair, 2015;Indicators of the UAE Higher Education Sector (IUHES), 2013; MOHE, 2016). Hence, this study has contributed practically by recommending for government support and inclusion of women in the leadership position in Saudi Arabia public universities.

Therefore, the findings of this studies urge the female leaders to put their optimum effort to attain their objectives aligned with the objectives of the universities. As discussed previously in detail that assertiveness and gender egalitarianism play avitalrole to motivate the female leaders and create a fair competition with men leaders to reach leadership positions on the basis of the determination and continuity in the work reliance on the transparency of communication between functional levels which lead to freedom of expression for good ideas. It increases the effectiveness of women leadership in universities. So, higher education institutions of KSA and policy makers should formulate such policies that can satisfy the women leaders of public universitiesof KSA.

In this study, future orientation would play a vital role inleadership effectiveness. Public universitiescan glean better insight and importance of future orientation to enhance its leadership effectiveness. Public universitiesof KSA should find a future strategy in the universities to empowerment women in stages to be good leaders. In addition, attracting outstanding leadership leading through clear standards, Create favourable regulatory conditions to extract the best energies, in order to improve women living conditions. This study has demonstrated the importance of the study by introducing gender egalitarianism, assertiveness and future orientation in enhancing the leadership effectiveness.

Finally, the results of the current study emphasized the government support as amoderatorwould play significant influence the relation of gender egalitarianism, assertiveness, future orientation and leadership effectiveness in the Saudi Arabia public universities. The present study’s results will also play significant contributions to the practitioners, policy makers and leaders of public universitiesof KSA.

1.8 Term of Definitions

1.8.1 Leadership effectiveness

Ogbonnia (2007) defines an effective leader "as an individual with the capacity to consistently succeed in a given condition and be viewed as meeting the expectations of an organization or society" (p.567). Leaders are recognized by their capacity for caring for others, clear communication, and a commitment to persist. Siddique, Aslam, Khan, and Fatima (2011) define an effective academic leader as a person knowledgeable and competent enough to manage his or her subordinates effectively and a person who has motivating and influencing power to adapt to changes in the university and in the environment.

1.8.2 Gender Egalitarianism

Gender Egalitarianism is the strength to which an organization or a culture reduces gender role alterations while endorsing gender equivalence (House et al., 2004).

1.8.3 Assertiveness

Assertiveness refers to the extent to which persons in organizations or societies are self-confident, strong, leading, and hostile in their connections with other persons (House, Hanges, Javidan, Dorfman& Gupta, 2004).

1.8.4 Future orientation

Future orientation is the level to which a collectivity inspires and rewards future-oriented attitude such as planning and deferring delight. It has been recognized steadily as a core value orientation of entire cultures (Kluckhohn & Strodtbeck, 1961; House et al., 2004).

1.8.5 Government support policy

Rasha (2014) defines government support policy to include any assistance such as financial, training, advisory and regulatory. Based on this, the present study operationalized government policy as any form of government assistance given to developing women to be an effective leader.

1.9 Organization of Thesis

Chapter one presents the background of the study, the problem statement, the research questions and research objectives then contribution of the research. To end this chapter with presents the term of definitions. Chapter two provide the background of Saudi Arabia and leadership effectiveness for Saudi women universities then explains developing and sustaining female leadership in public universities. Chapter three explains the related literature of all independent and dependent variables. The definition of major concepts and research framework, then the chapter ends by underpinning theories. Chapter four presents the theoretical framework and hypothesis development, while chapter four explains the research methodology, sampling procedure, and analytical tools to be used in the present research. Chapter five presents thedemographic distribution of women leaders then presents the findings by confirming the validity and reliability of the instrument before examining the hypotheses ofthe study. Finally, a summary of the findings and suggestions for future research.

CHAPTER TWO

HISTORICAL BACKGROUND OF SAUDI ARABIA WOMEN AND PUBLIC UNIVERSITIES

2.1 An Overview of Women Development and Issues in Saudi Arabia

Saudi Arabia is located in the Middle East and occupies about 80% of the Arabian Peninsula. Saudi Arabia has a total of 4,431 kilometers of borders with Iraq and Jordan from the north; United Arab Emirates, Kuwait, Bahrain, and Qatar from the east; Oman and Yemen from the south; and the Red Sea from the west (see Figure 2.1) (Ministry of Economy and Planning, 2016).

Figure 2.1
Saudi Arabia Map

Saudi Arabia was established by King Abdulaziz Al-Saud in 1932. The official language is Arabic, but many Saudis speak English as a second language for educational and commercial purposes in several sectors of the country (Ministry of Economy and Planning, 2016). Saudi Arabia has a significant role in the entire Islamic world. It contains the two holy cities of Muslims, Makkah and Al Madina (Shoult, 2006). Therefore, Islam plays an important role in shaping the everyday life of the entire country (Fallatah, 2012). The population consists of 69% Saudi citizens and 31% foreigners and stands at 72,631,722. Male Saudis make up 50.9% of the Saudi population, while female Saudis equal 49.1%, The total number of government employee during the fiscal year 1432/1433 were 998,138 Saudi and non-Saudi male and female employees. Saudi employees represent 92.08%, non-Saudis represent 7.92%. Men represent 65.51% while women represent 34.49%, a survey results indicated the number of unemployed Saudis at (651,305) persons of which (258,880) are males and (392,425) is females, the education sector today represents the highest percentage of women's work, where 89.4% of employed women work in it, followed by a public employment by 6.2%, then the health sector by 4.8%.

Therefore, this study conducted among women leaders in theeducation sector. Unemployment % amounted to (11.7%) as compared to (11.8%) in an earlier report. Unemployment among male and female Saudis is (5.9%) and (32.8%) respectively, the survey results indicate that the highest unemployment % of (38.9%) is reported in the age range of (25-29) years. As for male Saudis, the age range of (20-24) years represents the highest rate. For unemployed Saudi females, the age range of (25-29) years represents the highest unemployment rate of (43.3%) from the total of unemployed Saudi females. In relation to this, the Ministry of Labor in Saudi Arabia has pursued its implementation of labor market reforms in order to realize a more general Saudization strategy. Such strategy's primary aim is to monitor and minimize the unemployment rate in the country and ultimately achieve a competitive advantage for the Saudi economy through its workforce. However, efforts that have been invested in achieving the short-term challenge of the above unemployment feat have so far been unfruitful. On the bright side, according to the data reported by the General Authority for Statistics, the overall rate of unemployment in the country showed a slight decline from 12% (2013) to 11.8% (2014). In the context of the private sector, Saudi employment growth rate registered an average of 26.7% in the years from 2011 to 2013 (Ministry of Economy and Planning, 2016).

2.2 Universities in Saudi Arabia

Recently in Saudi Arabia, there is a dynamically evolving political, economic and social interrelationship. According to Profanter (2014), the increasing economic wealth is assisting in the transformation of the different living aspects and is quite clear in the education field. Such transformation has been dubbed internationally as the aggressive investment of Saudi Arabia in the major pillar of theknowledge-based economy, which his education and learning, innovation and information technology (MOHE, 2016).

In Saudi Arabia, the pioneering University is King Saudi University located in Riyadh and set up in 1957, while Saudi Aramco, formerly known as ARAMCO, has played the role as a defacto university for many Saudis from all the cities in the Kingdom, from Najran to Hail and all the cities from 1963. Saudi Aramco has been consolidating its strength in the Kingdom for the last thirty years. Added to the above two universities, the University of Medina was established in 1961, the University of

Riyadh in 1957, and the Abd' al-Aziz University in 1967 in Jeddah. Over 12% of the fiscal budget in the Kingdom has been appropriated for education and the government has motivated the extension of private businesses in establishing new institutions of higher learning. In fact, higher education in the Kingdom in the current times has shown significant developments. When the first university opened in Riyadh in 1957, there were only 22 students and 7 faculties (Profanter, 2014). Presently, the number of private and public universities in Saudi Arabia are listed in Table 2.1, along with the number of faculty members, both male, and female (see Figure 2.2) (MOHE, 2016).

Table 2.1
A list of public and private universities in Saudi Arabia by Region,2016

Universities	**Year**	**City**
Saudi Electronic (Public)	2011	Riyadh
Shaqra University (Public)	2010	Shaqra
Al Majma'ah (Public)	2010	Majma'ah
Satam bin Abdulaziz (Public)	2010	Al Kharj
Najran University (Public)	2006	Najran
Tabuk University (Public)	2006	Tabuk
AlBaha University (Public)	2006	Al Baha
Jazan University(Public)	2006	Jazan
Prince Mohammad (Private)	2006	AlKhobar
Dar Al Uloom (Public)	2005	Riyadh
Alfaisal (Private)	2007	Riyadh
AlJouf University (Public)	2005	Al Jouf
University of Hail (Public)	2005	Ha'il
Qassim University (Public)	2004	Buraydah
Taibah University (Public)	2003	Al Madinah
Taif University (Public)	2003	Al Taif
Arab Open (Private)	2002	Riyadh

Universities	**Year**	**City**
Al Yamamah (Private)	2004	Riyadh
King Abdullah University of Science and Technology (Private)	2009	Thuwal
Northern Border University (public and women only)	2007	Arar
Prince Sultan (Private)	2000	Riyadh
Princess Nora BintAbdulRahman (Public)	2007	Riyadh
Islamic University (Public)	1961	Almedina
King Saud (Public)	1957	Riyadh
Al-lmam Mohammad ibn Saud Islamic (Public)	1974	Riyadh
King Saud bin Abdulaziz University for Health Sciences (Public)	2005	Riyadh
King Abdulaziz (Public)	1967	Jeddah
Effat University (Private)	1999	Jeddah
Umm Al-Qura (Public)	1949	Makkah
University of Dammam (Public)	2010	Dammam
King Faisal (Public)	1975	Al Ahsa
King Fahd University for Petroleum and Minerals (Public)	1963	AlDahran
King Khalid (Public)	1999	Abha

Source: (Saudi MOHE, 2016).

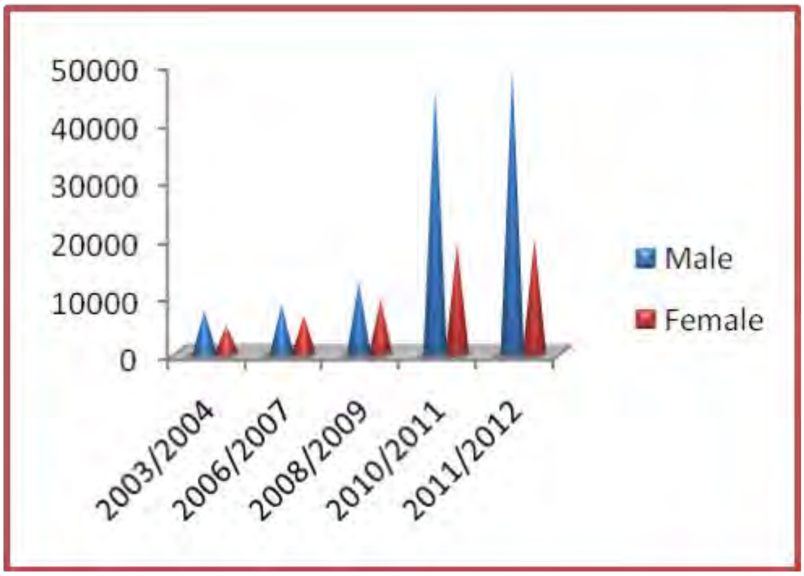

Figure 2.2 *Saudi Male and Female Academic Staff at theUniversity for the Years 2003 to 2012 (MOHE, 2014).*

2.3 Saudi Women

In Saudi Arabia, women face challenges in meeting their professional and career objectives because the gender is used to define responsibilities in the society. Among all the Islamic societies, the Kingdom of Saudi Arabia is special, in that the Kingdom hosts the world's holiest sites of the Islamic faith, and the largest pilgrimage destination in the world is located in Saudi Arabia. Further, Shari'ah law informs governance in Saudi Arabia (Rashwan, 2015).

Decisions affecting institutions in any country of the world are made and implemented from the perspective of national culture, prevailing economic conditions, trade unions, the government's political ideology, and the legal system. In both secular and religious nations, religion is a powerful force influencing national culture. For countries such as Saudi Arabia, which are powerfully modeled after religion, the effect of religion is extensive and inclusive. Institutions such as universities are modeled after Saudi culture, which is informed by Islam. Islam governs many aspects of life, including private, public, political, and economic, which implies that Islam has a bearing on a nation's leadership in any sector, including education (Tayeb, 1997).

In the Middle East, women have made less progress in closing the gender gap than in any region in the world, especially in Saudi Arabia (Alshamsi, 2011). Hofstede (1980) referred to culture as the human mind programming that differentiates between the members of one group from those of another (p.21). Culture exists in the entire social actions and, therefore, affects education levels, gender relations, thoughts, feelings, business, language, and industrial practices (Peterson, 2004; Wagner, 2008,). Manifestations of culture, which are highly social in nature, are realized when people interact.

The participation of Saudi women in various spheres of life, including leadership, is subject to cultural influences. Saudi culture demands a strict code of sex segregation in school, at prayers, in the home, and in public (Omair, 2008). Generally, Saudi culture strongly emphasizes patriarchy. The males in Saudi Arabia impose strict codes of conduct upon their female counterparts. These codes are implemented and protected by a male relative, and the women have an obligation to obey them. There are many examples of these cultural practices. For instance, they had long limited the woman's place in the house to that of housewife and mother, delegating to her the role of caring for the children and the husband (Omair, 2008). As observed in Saudi Arabian culture, women's submission to men is expected, where the movements of the former are not possible without the permission of the latter (Moaddel, 2007).

Most professional women in Saudi Arabia are in the teaching profession. This is because the courses are structured to teach awoman the importance of education and broadening their knowledge, this encourages women to become a part of the education system. It follows that the professions of women are determined as a result of Saudi's cultural influences (Omair, 2008).

Saudi culture and traditions segregate the sexes in almost all contexts. For instance, women are not allowed to drive. Additionally, Saudi culture bars men from talking directly to women, unless it is in very specific situations. As a result, Saudi women constitute a closed population, often hard to reach because of traditional culture (Al-Kahtani, Ryan, & Jefferson, 2006). This situation negatively affects the ability of women to pursue education and take up leadership positions.

These cultural issues further affect how women perceive themselves. Research carried out in Saudi Arabia demonstrated that these traditional cultural orientations determine significantly how women perceive themselves and their abilities. For instance, a study by Omair (2008), investigating Arab women in managerial positions, found that culture determined the working lives of women in Arab countries. The researcher asserted that the traditional role of a Muslim woman presents conflicts to a Muslim woman who is educated and who hopes to strike a balance between modernity and tradition. The Muslim world tends to accept only cultural changes that are consistent with the teachings and traditions of Islam, and most of them are biased against women (Omair, 2008).This considerably confines the level to which women can work and leads to their non-execution of roles in leadership positions. This is attributed to the Saudi culture that considers women in leadership roles to be women of abad reputation.

2.4 Chapter Summary

This chapter discusses background and overview of women in Saudi Arabia and the public universities and their locations.

CHAPTER THREE
LITERATURE REVIEW

3.1 Introduction

This chapter evaluates the literature relevant to the study. The basic purpose of the study is to explore leadership effectiveness by examining the impact of gender egalitarianism, assertiveness, and future orientation as the independent variables and government support as a mediator variable.

3.2 Leadership Concept

Leadership has been a topic of research interest for many years. Pioneers in this research were psychology scholars, such as Stogdill and Shartle (1948), House, Spangler, and Woycke (1991) and sociology scholars, such as Tannenbaum and Massarik (1957), Murphy (1941), Abu-Jarad, Yusof, & Nikbin (2010); Alajmi, Ahmad, Al-Ansi, & Gorondutse (2017) and Stogdill (1950). By the 1960s, leadership researchers started to focus on the study of effective leadership. For example, Bass (1961) dedicated himself to the study of transformational leadership and transactional leadership with other scholars, such as Avolio, Bowers, and Seashore (1966). In the 1980s and 1990s, researchers, such as Bass (1985, 1990, 1997), and Hollander and Offermann (1990) noted leadership should empower followers more and call for more follower participation in leadership. What follows is an overview of the seminal research in the study of leadership (Abu-Jarad, Yusof, & Nikbin 2010; Alajmi, Ahmad, Al-Ansi, & Gorondutse 2017; Alhourani, 2013).

Shartle (1948) asserted that leadership is an interaction between leaders and followers, not an individual characteristic in the leader. He assumed that leadership is an interaction between people who undertake activities to move them towards a shared goal. From the earliest study on leadership, Murphy (1941) called for a situational approach to studying leadership. He asserted that leadership emerges from a situation, not from the qualities of a person. Murphy added that leaders can be selected according to the needs of the organization and according to their responses to those needs. He considered the personality of the leader can change according to the situation. Furthermore, Murphy defined leadership as the group situation element that when consciously made and controlled, results in a new circumstance that is more able to meet the satisfaction of the whole group (Murphy, 1941, p.678). Stogdill et al. (1948) argued that all the individuals in an organization, leaders, and followers, are responsible for the good of the company and must do their best for the organization to be effective. Thus, leaders should encourage their followers to participate in the success of the organization (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Li, 2010).

According to Stogdill (1950), leadership could be studied in an organization by examining the relationships between leaders and followers and the activities executed to achieve the organization's goals. He related leadership to the organized group and its goal by defining refers to the influencing process of the organized group’s activities in its attempt to establish goals and to achieve them (Stogdill, 1950, p.6). Moreover, he asserted that the leader has a responsibility to make all followers perform their best to attain the goals of the organization (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Owusu, 2012; Stogdill, 1950).

Tannenbaum and Massarik (1957) described leadership as "relational influence, applied in a state and focused through the declaration process, for the accomplishment of specific goals". Thus, they considered the leader an influencer who affects the behaviour of the follower in a situation. They also assumed that the roles of influence may change between the leader and the followers. Bowers and Seashore (1966) stated that a supportive manager satisfies his or her staff and staff satisfaction positively affects the satisfaction of the company's clients. Moreover, they stated that when effective managers make good communication with agents they will attain the goals of the company and the needs of the personnel. Consequently, by meeting the goals of the company and personnel, leaders will acquire the best income for the company.

3.2.1 Definition of Leadership

To enhance the efficiency and to attain the goals of a firm, leadership is considered a key role of management. According to the Management Study Guide MSG (2015), the importance of leadership is reflected in the leader's functions. A leader initiates an action when he or she takes the initiative to start work and communicate the real goals and policies of the firm to the employees to achieve these goals and also provide assistance to start work. In terms of the motivational function, a leader demonstrates a motivated role in the relative operations (Alajmi & Ahmad, 2016; Puppatz et al., 2017). He encourages the workers with monetary and non-monetary outcomes and thereby grows the work from the workers. In addition, a leader is also someone who provides guidance where the responsibility of a leader is not only to organize the employees but also perform a supervisory role for the workers. Guidance means coaching the juniors about techniques they have to accomplish their assignment efficiently and competently.

Also, a leader is someone who creates confidence. Confidence is a chief factor that can be attained by communicating the work determinations to the assistants, clarifying their role, and providing the guiding principle to achieve the organizational goals. It is important to listen from the employees with respect to their grievances and difficulties. A leader is also someone who builds morale. Morale represents the collaboration of the workforces concerning their work, building of their self-confidence, and winning their belief. A leader can also perform a morale promoter by promoting work cooperation so that the performance of employees is improved and they can utilize their skills to attain the organizational goals (Alajmi & Ahmad, 2016; Puppatz et al., 2017). Lastly, a leader builds the work environment. A sound growth of an organization requires a well-organizedwork environment. So, a leader should promote and preserve human associations. He or she must maintain personal contacts with the workers and should pay attention to their complications and try to resolve them. He or she has to deal with the employees in a caring manner. To promote a conducive work environment, a leader should reconcile the employees' personal interests with the managerial goals. All these are important functions of a leader (Alajmi & Ahmad, 2016; Puppatz et al., 2017; MSG, 2015).

3.2.2 Types of Leadership

Various leadership typologies have been identified in the literature. However, the transactional and transformational models of leadership dominate the leadership literature. Transactional leadership is defined as themanagement of rewards (and punishment) to employees by a leader. In comparison, transformational leadership involves a stimulus and the conversion of an employee's motivational condition. Past studies showed that charismatic leadership is part of transformational leadership.

Pearce et al. (2003) identified five key types of leadership. They are aversive, empowering, directive, transformational/charismatic, and transactional. The chief benefit of using this typology is its inclusion of traditional interpretations of leadership (directive and transactional) with transformational leadership. The aversive leadership comprises fear, pressure, reprimand, and penalty. If the work is not done as directed, some forms of penalty are imposed. However, a directive leader is highly gentle; but, he or she focuses more on instruction rather than appreciation (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017; Sims, et al. 2009). On the other hand, transactional leaders use the privilege of rewards for acquiescence. Employees are rewarded in return for good work and performance. The transformational leader denotes the present thinking of leadership. This leader is categorized by his or her capability to inspire the employees and has the ability to motivate others to be creative and innovative. Apple's Steve Job represents such leadership. This type of leadership is also a top-down category of leadership, where the leader is the representative of intelligence and wisdom. The power of the leaders is grounded on his or her capability to produce promises from the workers or followers. When formulating and communicating the vision, policies, and challenges to the employees, most leaders use such type of style. Such leader tends to be perceived as charismatic. Finally, the empowering leader inspires creativity, self-accountability, self-assurance, self-objective setting, optimistic thoughts of opportunity, and self-problem resolving. The empowering leader does not provide guidelines but inspires accountability.

In many situations, leaders frequently have to make judgments on how to lead a group. Manz and Sims (2001) designated this kind of leader as a "Super Leader". In this kind of leader, the emphasis is principally on the supporters. The leader's job is to provide assistance to the supporters to develop their own self-leadership abilities for the benefit of the organization (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

3.2.3 Leadership Effectiveness

Leadership effectiveness is a complex concept that is very challenging to describe as it encapsulates varying components including several organizational contingencies interspersed with personal and interpersonal behaviours. Several researchers have attempted to define the concept in different ways. For instance, Stogdill (1974) and Bass and Stogdill (1990) listed and interpreted approximately five thousand studies concerning the concept with great variations in its definitions. Meanwhile, Burns (1978) described leadership as one of the most examined and at the same time, least examined phenomenon on the plant as individuals appear to acknowledge a default position that leadership is generally what leaders do and leaders are those that hold power over others.

A notable leadership effectiveness definition that is all inclusive refers to the term as the successful exercise of personal influence by an individual or more that leads to the achievement of shared objectives in such a way that satisfies all the involved individuals. Leadership effectiveness cannot be described on its own but there is a need to understand its three domains to answer the question as to how the leader, the followers and the situation interact in the leadership process (Gazzaz, 2017; Kalafatoglu et al., 2017; Hughes, Ginnett & Curphy, 2009; Melin, 2017. In other words, when a leader behaves in a certain manner that is effective or otherwise, it is not logical to judge such a leader to be right or wrong. It is only logical to think about the behaviour's effectiveness in the context of the followers. It can, therefore, be inferred that leadership effectiveness depends on the follower, the situation and the environment. This is why Hoy and Miskel (2008) described leadership effectiveness as complicated, multifaceted and a subtle topic.

In a similar study, March (2005) explained that the levels of effectiveness and efficiency are deemed to be the highest when leadership roles are carried out by individuals that are characterized by competence, enterprising and committed to the institution, and are autonomous in their jobs. He added that competence, initiative, identification and unobtrusive coordination and decisions form the leadership core.

Moreover, effective leadership is what a leader does to achieve staff efficiency and effectiveness, and the desired outcomes for the organization (Fiedler, 1967) whereas Daft (2008) described the term as the level to which the leader is successful in achieving the goals of the organization and his personal goals. The above definitions all agree that effectiveness is what a leader attempts to do in the organization through the use of his ability, capability, and available resources (human and non-human).

In another take on leadership effectiveness, Stronge, Richard, and Catano (2008) described it as achieving high production, where an effective leader is desirous of input from his lecturers to assist in his decision making and policy-creation. The lecturers are the front-liners and a leader who promotes the involvement of his lecturers will clearly understand the issues and issues that are faced by them, individually and as a group. These issues may cover the development of curricula, technology use in theclassroom, or disciplining of students.

Similarly, Marzano (2008) described effective leaders as those that are honest, fair and integrous – traits that are acknowledged by teachers as well as students. The perception of being treated with fairness and provided with honest answers to the queries makes for a happier, more confident individual. It is also important for the leader to hold himself to the highest ethical standards because if the leader falls short of meeting such standards, then this may lead to the failure of the university.

According to Daft (2008), organizational effectiveness is the level to which the organization realizes its aim, or what it attempts to do. It could also mean the provision of a valued result. Perceived leadership effectiveness is the way the leader influences the institution and it is dependent on the satisfaction and well-being of the subordinates, as the latter join the organization in order to meet their personal needs (Anaya 2016; Mokhele, 2016; Hughes, Ginnett & Curphy, 2009: McShane & Glinow, 2005), indicating that effectiveness is measured in part by the fulfilment need. Leaders' effectiveness covers the viability of the leader and his survival ability, his ability to maintain members' commitment, especially in the turbulent team development process. Leaders' effectiveness may also be gauged through the ability to ensure sufficient resources and to determine an environment that is feasible to operations.

Furthermore, a leader's skills could assist in the measurement of his effectiveness and these skills include creativity, persuasiveness, diplomacy and tactfulness, task knowledge and speaking ability (Yukl, 1981). To this end, Cinderella (2002) noted that research has identified the many competencies of the leader and they are connected to the effectiveness of the leader – they are the drive to achieve goals, motivation, integrity, self-confidence, intelligence, work knowledge and emotional intelligence.

It is crucial for the leader to possess a systematic understanding of the culture in the organization and its effects so that he can instill inspiration in his followers to achieve the vision (Anaya 2016; Mokhele, 2016; Schein, 1992). In fact, leaders are the individuals that determine and maintain the culture in the organization as a result of which they can develop culture to drive subordinates' efforts towards activities and tasks that are beneficial to the organization (Anaya 2016; Mokhele, 2016; Fobrun et al., 1984; Komin, 2000; Sharma & Sharma, 2010). According to Ashkanasy, Gupta, Mayfield, and Trevor-Roberts, (2004), to be effective in the midst of ever-changing attitudes and behaviour of employees, a culture that is relayed throughout the organization is needed (Ashkanasy et al., 2004) and this is the responsibility of the leader.

Cultural groups are widely accepted to differ based on their perceptions of the most important effective leadership characteristics (Bass, 1990; Hofstede, 1994). Based on this, different leadership models can arise in societies having adifferent culture; for example, in an authoritarian culture, leaders will obtain subordinates' respect through their strong and decisive actions whereas, in consensus culture, the authoritarian style will likely be rejected.

In literature, studies like Hofstede (1980), Ronen and Shenkar (1986) and Smith, Dugan, and Trompenaars. (1996) have been dedicated to the nature of the leadership-culture relationship, with some indicators employed to describe culture being geography, history, language, religion, economic, political, educational, social and technological development, and personal values as well as behavioural intentions. In relation to this, House and Aditya (1997) claimed that culture affects acceptable leader behaviour indicating the level to which the leader can be changed-oriented, risk-oriented, visionary, directive and proactive in lieu of being reactive or advocates of the status quo (Owusu, 2012).

Moreover, leadership in terms of culture is referred to as the pre-requisite conditions and attitudes needed for the purpose of governance and to this, Schein (1992) explained that the top activity for a leader to do is culture creation and management – in other words, the endorsed leadership traits reflects the values of the organization. Schein (1994) further provided a description of the culture-leadership relationship and called it a symbiotic relationship, where leaders create and change theculture, and culture affects leadership. Nevertheless, based on the differences of the beliefs concerning implicit leadership, the significant implication is the way such symbiotic relationship is translated into the leadership style (Alajmi et al., 2017; Fischer, 2016; Javidan, Dorfman, DeLuque & House, 2006).

In Hofstede's (1991) study, he provided a description of the way culture is able to program the individuals' minds in order to take or reject distinct values and display distinct behaviours. He highlighted five national cultures dimensions namely power distance, uncertainty avoidance, individualism-collectivism, gender egalitarianism, and institutional collectivism. His model has been extensively adopted to investigate the culture's effect on leadership style. In addition, Zagorsek, Jaklic, and Stough (2003) examined the effect of culture on leadership styles in three countries having differing cultures and they are the U.S., Slovenia, and Nigeria. They revealed differences in leadership practices that are based on gender in the three countries and reached to the conclusion that culture does have an effect on leadership styles of both gender leaders.

In relation to that, Hofstede's (1991) work updated by Global Leadership Organizational Behavior Effectiveness (GLOBE) Research Program (1992-2000). The GLOBE research has the nine dimensions, which included those five dimensions proposed earlier by Hofstde's (1991). The four new dimensions added to Hofstede's four dimensions were future orientation, performance orientation, humane orientation and assertiveness (Abu-Jarad, Yusof & Nikbin, 2010; Alajmi et al., 2017; Fischer, 2016).Therefore, the researcher is looking forexamine the effect of independent variables (gender egalitarianism, assertiveness, and future orientation) as individual level on leadership effectiveness.

3.3 Saudi Women, Education and Leadership Effectiveness

In the past ten years, information concerning women and education in the Kingdom of Saudi Arabia has been amply gathered in theliterature (Alajmi et al., 2017; Fischer, 2016; Hamdan, 2005; Jamjoom & Kelly, 2013; Parveen, 2014; Stefani, 2014; Taleb, 2010). More specifically, Hamdan (2005) conducted an analysis of women's education in Saudi Arabia in light of the social, economic and political conditions in the country and to shed insight on the women's societal roles. She examined the women's education in terms of its challenges and achievements and proposed that cultural practices, as opposed to the Islamic religion, have prevented women equality.

Moreover, Muslim societies' practices and customers restrict women's career choice and educational interests and are assumed as Islamic although nothing in Islamic texts substantiate these assumptions. The author also referred to Islamic history to provide instances highlighting Women's advancement in politics, economy, science, and social fields. She illustrated how the Prophet Mohammed's first wife Khadijah was a well-known businesswoman, his daughter Fatimah was active in politics while his granddaughter Sukainah was a mathematician. The author primarily refuted the conservation of women's education in the Islamic religion by indicating evidence from the Quran and from the teachings of the Prophet Mohammed that emphasizes women's education in the entire fields.

Moreover, Hamdan (2005) also evidenced that gender segregation while considered as preventing women's education, offers Saudi women the opportunities to lead. Contrastingly, in Jamjoom and Kelly's (2013) study, the authors highlighted that segregation in thehigher education bars female development and that campuses that segregate between genders do not permit conservative academic leaders to communicate directly with female academics. They stressed that female deans and faculty members do not have a say in the process of decision-making. This clearly indicates structural challenges that support gender hierarchical echelons in the educational institutions.

Meanwhile, Hamdan (2005) elaborated that women's education and gender inequalities in the country are embedded in the social structure and institutions in the country's education system that cannot be eliminated without combined political efforts. Moreover, the authors stated that Saudi women face challenges in the form of traditional attitudes that go against their leadership status. Furthermore, theprior literature on Saudi women's education evidenced the complex social and cultural aspects that fall short of preparing women for higher education for leadership positions (Hamdan, 2005; Jamjoom & Kelly, 2013; Parveen, 2014). Hamdan's (2005) study primarily addressed the debate between feminist and religious scholars' viewpoints on women's leadership roles in the society, while Jamjoom and Kelly (2013) failed to provide recommendations that are future-driven and that strategically matches the global education trends. As for Parveen (2014), her work provided ample information but it failed to acknowledge leadership issues in Saudi Arabia's higher education in light of bureaucracy and centralization.

The leadership roles of women in Saudi Arabia have been increasing over time because of government intervention, globalization, education, and a changing social structure. Changes are also being wrought because of the assertiveness of Saudi women to overcome their limitations (Alajmi et al., 2017; Fischer, 2016; Alshamsi, 2011).In recent times, women have taken up many leadership roles and influence other spheres of Saudi society. Still, women leaders are held back by their cultural roles. This means that women are not able to explore and execute their full potential. Sasson (1992) suggested that women might not get the same opportunities and accreditations as men when it comes to taking up leadership roles. He further noted that the same attitude is at play when it comes to job placement. This means that even though sometimes a woman is more qualified than a man, she may not get a chance to lead because of rigid gender roles.

Because of the high rates at which women have been denied leadership opportunities in Saudi Arabia, the government has developed interventions that have endeavored to provide customized opportunities to accommodate women and provide chances for leadership development. These measures have been taken to counteract the cultural norms that have long limited the role of women in leadership. Such assistance has helped women to compete favorably with men. Nevertheless, despite substantial progress having been made in this area, numerous hurdles must be jumped before women are considered for leadership roles Saudi social and cultural norms are yet another barrier that exists between Saudi Arabian women and their right to help lead society. According to these norms, a woman is not supposed to appear alone in public.

This limits the role of a woman to family responsibilities. This tradition has clearly restricted the participation of women in leadership positions (Alajmi et al., 2017; Fischer, 2016; Rashwan, 2015).

Education is one sphere wherein women have been allowed to participate. Women have excelled in education; it has placed them in a better position to participate in leadership development and exposed them to numerous opportunities to seek leadership positions. The government also supports women's education and encourages them to venture into business and to take up managerial and leadership positions within organizations. The government's efforts have, however, not been extensively endorsed because the ancient cultural practices and beliefs are still enforced (Rashwan, 2015).

2.5 Female Leadership Effectiveness in Saudi Arabia Higher Education

Scholarly studies dedicated to the development of female leadership are still few and far between (Madsen, 2012). In fact, female leaders in education have to decide on a leadership style that keeps its feminine origins into consideration in order to promote its effectiveness (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012; Trinidad & Normore, 2005). According to Madsen (2011), the top issue relating to leadership in higher education suggests the world is in need of individuals that are prepared to take hold of the leadership banner within organizations all over the globe. An area that requires examination is the development of women leaders (p.134). The development of leadership has a key role in human resource development and therefore, it has implications for career development, training and development and organizational development (Madsen, 2011). Hence, leadership development, particularly women leaders in the field of higher education is important for the whole field. This notion is supported by Baltodano, Carlson, Jackson, and Mitchell (2012) who urged for the need of female leadership development programs.

In related studies, Madsen (2012) and Madsen, Longman, and Daniels (2012) underlined the lack of scholarly articles discussing higher education in terms of designing leadership skills programs that could serve as guidance to female leaders. Therefore, in this study, the research questions are expected to help minimize the gap in theliterature and work as a guide for future studies in the development of female leadership skills in higher education and in developing programs created for the same purpose. This study answers the call for more studies required in the area as indicated by Madsen (2011) who stated that HRD, higher education, and leading scholars and practitioners are of the consensus that more work and development are called for in the preparation of women for leadership positions in academia (p.135).

In relation to this, Arini et al. (2011) explained that so long as women lack representation as role models in teaching, researching and managing positions at the higher academic levels, higher education institutions could face the loss of women in positions and consequently, their competitiveness as they pass over potential leaders who will not succeed in tertiary education or will join other sectors (p.45). He added that upon viewing women's position in academic leadership ranks, women who have reached the top have so much at stake as the presence or lack of female leadership in academia has significant influence in the institutions as well as the educational field as a whole.

In the study conducted by Nevarez and Keyes (2007), they carried out a survey involving 88 higher education leaders to identify the influence of professional development on the development/maintenance of leadership skills. From the 88 leaders, 74 perceived that the committees had a hand in their positions and 73 perceived that institutions should provide assistance in the form of financial resource and otherwise for their leadership training. On the whole, 61-66 of the participants provided that leadership institutions, workshops, and training at conferences provide more advantage over leadership certificate programs. Also, from the 88 leaders, 43 were convinced that institutional leadership workshops benefited them, indicating some leadership training methods that benefit higher education employees. Not the entire educational fields require leadership training, but universities providing leadership training to all their employees could provide benefits to their employees and the education system as a whole.

In the same caliber of study, Nevarez and Keyes (2007) reached the conclusion that efficient planning should be adopted to provide training to higher education leaders and they urged for the establishment of a global framework of leadership training plan (p.89) give each person a chance to adjust to the plan as required. They also suggested the development of leadership programs that integrate updated topics related to new trends, and those that are rarely included in training (e.g., finance and budgeting). These recommendations from the authors are directed towards higher education levels.

Owing to the changes evident in GCC states concerning women's role in the society, it has become necessary to examine the efforts and results of female leadership development and training within the field of higher education. In the context of Saudi Arabia, the government has, since 2010, acknowledged the need to invest in developing the leadership capacity of both genders as a strategy towards the country's development (Alomair, 2015). Literature also relates that Saudi women have been in pursuit of graduate and post-graduate degrees and professional success (Hamdan, 2005; Islam, 2014; Khan & Varshney, 2013; Parveen, 2014; (Alomair, 2015). Despite the gender segregation in college and university campuses and their contribution to Saudi female leadership opportunities, there have been limited studies on the development of Saudi women in the field of higher education (Stefani, 2014; Taleb, 2010).

In another related study, Stefani (2014) delved into the challenges relating to theacademic environment and the strategies employed for female academic leaders development in a span of 6 months during which a training project was employed. The study demonstrated the need for developing leadership capacity effectiveness in an all-women Saudi public university. It provided a description of one of the largest universities in the world educating around 40,000 female students, employing 12,000 female employees and housing over 20 colleges. Owing to the amalgamation of colleges, the university faces challenges that relate to the transition from a college to a scholarly culture.

Stefani (2014) further categorized the challenges into the following divisions; misperceptions and misunderstanding of the leadership essence, thesocial division between tradition and progression, lack of systematic processes and procedures, ahierarchical organizational structure characterized by complexity but maintains bureaucracy and centralization, and ineffective communication of vision and a strategic plan that lacks definition. With the help of Kouzes and Posner's (2012) transformational leadership model, the participants came up with exercises where they used their leadership capacity through mentoring and coaching, empowerment, trust establishment and transparency. Stefani (2014) referred to this method as an effective leadership development approach that is characterized by its collaboration, inspiration, vision, and its authentic aspects in an academic culture that is rife with complexity. He revealed that the leadership development project positively influenced the participants' morale although issues arose from it. According to him, the participants had not been exposed to ongoing practice as minimal changes were noticed, and the challenges were noted in modifying the status quo.

On the basis of the circumstances, Stefani (2014) revealed that leadership capacity and effectiveness sustenance required female leaders to be role models, implement a value-driven leadership technique, engage with their co-workers, inspire, motivate and acknowledge performance. To this end, the case study highlighted the complex hierarchical structure in the academic institutions. Nevertheless, one of the weaknesses lies in the lack of additional information concerning the participants (e.g., age, work experience, and specialization). The study would have been a significant contribution had the author included the relationship between demographic variables and organizational commitment in the case of Saudi female academic leaders.

The second weakness of Stefani's (2014) case study is the lack of information concerning the number of training hours per week of the program and the rate of dropout from the program. Added to this, the study also lacked the integration between the empirical results from the evaluations of the program. The findings might have increased in value had the author incorporated data from interviews or self-administered questionnaire. Through the collection of empirical data concerning challenges and outcomes of the leadership development training, the author would have been able to recommend how to develop female leadership in terms of capacity and effectiveness, particularly in the higher education of Saudi Arabia.

In relation to the above study, Taleb (2010) conducted a qualitative case study on female leadership style in the context of academic institutions to shed insight into the leadership styles adopted in an all-girls Saudi college. The case study involved in-depth semi-structured interviews with seven female college leaders to gain their perceptions on the effectiveness of female leadership in the case of Saudi higher education, and on the leaders' adopted leadership styles. The study sample was chosen based on the participants' contribution to the promotion of a shared vision, teamwork and collaboration, engagement with others, ensuring transparency, and their commitment, confidence, and trustworthiness. The findings revealed that the participants adopted Bass and Riggio's (2006) transformational leadership style that stressed on idealized influence (leadership by example and dedication), individualized consideration (provision of support, encouragement, and coaching), and inspirational motivation (using shared vision).

On the basis of the obtained results in Taleb's (2010) case study, effective leadership is adopted in Saudi academic institution indicating the possibility of the development and maintenance of transformational leadership behavior within Saudi colleges and universities. However, the author highlighted the limitation of the study in terms of ageneralization of findings, which was the adoption of a semi-structured study approach. This necessitates an in-depth interview process among senior managers and leaders hailing from varying backgrounds and adopting different leadership views. Taleb (2010) also failed to examine the potential influence of the diverse backgrounds of the participants that could have led to the results. She related that transformational leadership feminine qualities include care, intuition, and self-awareness and they correlate to the participants' leadership styles, she failed to take culture and environment into consideration, which may have influenced the perceptions of the participants of the effective leadership.

3.4 Culture Dimension

3.4.1 Gender egalitarianism

The concept of gender egalitarianism and related constructs can be very complex. There are many antecedents that drive cross-cultural differences in the division of roles between the sexes (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012; House et al., 2004). The antecedents include attitudes, stereotypes, parental investment, religion, economic development, and even climate and geographical latitude. To add to the complexity, some studies within a particular area sometimes yield contradictory findings. Even though promoting gender equality, the GLOBE study states that the strength of an organization or a culture reduces gender role alterations while endorsing gender equivalence (Alajmi & Ahmad, 2016; Puppatz et al., 2017; House et al., 2004).

Hofstede (1980, 1998, and 2001) studied the concept of gender egalitarianism in terms of the emphasis that societies place on masculinity and femininity. Masculine values are related to assertiveness, success, and competitiveness, while feminine values are linked to nurturance and solidarity. In addition, he studied the differences among societies in terms of what they view as appropriate behaviors for males versus females.

Ely and Rhode (2010) reviewed research focusing on structural and attitudinal obstacles to women's advancement into leadership positions. These barriers include the lack of information and support that men traditionally receive due to their predominance in the positions of organizational power. The blame for these barriers and attitudinal biases have largely been placed on women and justified as being part of a women's choice not to advance or lead. Claims that women have the same opportunities as men and chose not to accept them has become one of the assumptions of individual preference over social inequalities. Adler (1986) tried to show a general perspective about the situation of female leaders and the barriers that hinder them from advancement. Adler showed the difference in the women's participation in the labor force between different countries in the world and found that womenfacing more and severe barriers to their career advancement and thereby, having less participation as compared to their counterparts.

3.4.2 Gender assertiveness

Assertiveness refers to the degree to which people are assertive or non-assertive, aggressive or nonaggressive, and tough or tender in a social relationship (House et al., 2004). The concept of assertiveness originates in part from Hofstede's (1980, 1998, 2001) culture dimension of masculinity versus femininity. In masculine cultures, men are imagined to be self-assured and strong whereas females are shy and affectionate. Hofstede (1980, 2001) explicitly linked his tough-tender dimension in terms of values to sex roles and gender equality even if this index has no items mentioning assertive attributes or behaviours.

Consistently, assertiveness in the GLOBE project is defined as the extent to which persons in organizations or societies are self-confident, strong, leading, and hostile in their connections with other persons (Alajmi & Ahmad, 2016; Puppatz et al., 2017; House et al., 2004). The means for the assertiveness values scale were found to range from 2.66 to 5.56 with a mean of 3.82, which means that people's assertiveness in the society is modest (Alajmi & Ahmad, 2016; Puppatz et al., 2017; House et al., 2004).

According to NiCarthy, Gottlieb, and Coffman (1993), assertiveness means giving respect to others by asserting one's attitude and recognizes the emotions, needs, and wants of the individual. Twenge (2001) likened it to protecting and advocating one's personal liberty and relaying ideas, spirits as well as attitudes. Assertiveness refers to the individual's effort to confirm his rights and to achieve a view of self via interaction with others. In other words, assertive person displays give and take in conversation, listens and talk, speaks in a moderately toned and voice, looks people in the eye, steer clear of intruding into another's space, and does not shrink away.

Assertive individuals communicate with confidence and can diffuse situations (Puppatz et al., 2017; Telsey, 1988), while assertive speech serves as a platform for conflict management as it puts a stop to victimization and corruptive power dynamics that are present in social and personal relationships (Strain, 2001). Also, assertive verbalizations call for the individual to thestate instead of asking other individuals to change his behaviour, and they are devoid of excuses, apologies, and explanations (Telsey, 1988). Cassel and Blackwell. (2002) suggested that there exists positive, negative, and the absence of assertiveness with positive assertiveness benefiting the individual most by aiding in decision making. Previous research suggested that assertiveness is made up of four relatively independent response types including defense of interests, social assertiveness, independence, and defectiveness, of these four response types, defectiveness and independence were the best predictors of assertiveness in group performance tasks (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Smith-Jentsch, Salas, & Baker, 1996).

Studies have distinguished assertive behaviour from aggressive and dominant behaviors. For example, assertive behavior does not extend to the disparagement of others, the hurting of others (O'Leary & Wilson, 1987), or the making of threats to others (Lee et al., 2017; Scott-Jackson, & Michie, 2017; Gay, Hollandsworth

&Galassi, 1975). Rathus, Fox, and DeCristofaro (1979) highlighted that the literature deals with assertiveness and aggressiveness as two different constructs. They suggested that in the business world, what used to be called “aggressiveness” is now either assertive, and, therefore, acceptable, or aggressive, and thus inappropriate. To clarify this distinction, Ray (1981) distinguished among authoritarianism, dominance, aggressiveness, and assertiveness. He noted that assertiveness is expressing oneself without attacking others, whereas aggressiveness (actually attacking others) is actually an inferior form of assertiveness. He then postulated a scheme that included considered dominance as a neutral behavior, and authoritarianism and assertiveness as respectively possessing socially undesirable and socially desirable attributes (Lee et al., 2017; Scott-Jackson, & Michie, 2017). It is therefore expected that describingthe behavior as dominant is no judgment of the behavior but describing it as assertive or authoritarian judges it as approved and disapproved behavior.

Moreover, assertiveness has been evidenced to correlate with academic self-efficacy, adjustment, and minimized thelevel of loneliness among international graduate students in universities in a study conducted by Poyrazli, Arbona, Nora, McPherson & Pisecco (2002). Despite the fact that assertiveness is not a characteristic that is looked positively upon by all the cultures, it seems that its existence in both men and women in the U.S. has personal, social, academic and health advantages. For instance, highly assertive individuals are known to have higher degrees of internal locus of control and they suffer from fewer health problems compared to their lower assertive counterparts (Lee et al., 2017; Scott-Jackson, & Michie, 2017; Williams & Stout, 1985).

3.4.3 Future orientation

Future orientation refers to the level to which the collective group is inclined towards future-oriented attitudes such as planning and deferring delight. It has been recognized steadily as a core value orientation of entire cultures (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017; Kluckhohn&Strodtbeck, 1961). The literature on future orientation can be divided into three perspectives. The first is using a cross-cultural perspective at the societal level which closely ties time perceptions and attitudes to important outcomes, such as economic success or overcoming other health or socioeconomic societal barriers. Future orientation appears to be developed during childhood and adolescence and is linked to the process of socialization (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017; Trommsdorff, 1983; House et al., 2004). The majority of societies were found to have moderate levels of future orientation practices, where they gave approximately equal priorities to both present and future concerns (House et al, 2004).

Steinberg, Graham, O'Brien, Woolard, Cauffman, and Banich. (2009) scrutinized age variances on the future direction of 935 individuals between 10 and 30 years old. A 15-item self-report degree of the future orientation that consists of three subscales was used. The results showed that youths were steadily weaker than people of 16 years old and older with significant differences in planning ahead and time orientation. They were also less apprehensive about the future and less likely to anticipate the consequences of their decisions.

3.4 4 Government Support

Government support comprises government policy, positions and guidelines, schemes and incentives for different sectors, and especially for the higher education sector (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Shariff, Peou & Ali, 2011; Dandago & Usman, 2011; Shariff & Peou, 2008).Several recommendations were provided by studies in literature in an attempt to call for more government efforts through their policies that bring about universities nurturing aclimate that leads to successful operations (Dandago & Usman, 2011; Sobri Minai & Lucky, 2011).

3.4 Relationship between Cultural Dimension and Leadership Effectiveness

In line with the suggestion and recommendations of this study variables by previous researchers, this study hasreviewscultural dimension (gender egalitarianism, gender assertiveness, and future orientation)in line with prior researchers (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Bass, Avolio& Atwater, 1996; Binns&Kerfoot, 2011; Due-Billing&Alvesson, 2000; Eagly& Johnson, 1990; Eagly, Makhijani, &Klonsky, 1992; Eagly, Karau, &Makhijani, 1995; Højgaard, 2002; Lantz, 2008; Lee et al., 2017; Scott-Jackson, & Michie, 2017; Mandell&Pherwani, 2003; White &Özkanli, 2010). While gender and culture are two variables that have received much attention in studies of leadership effectiveness, research is still lacking in providing anunderstanding of leadership effectiveness with respect to gender differences and administrative constraints facing women leaders, particularly within the culture of the Middle East (Alhourani, 2013). Moreover, Sperling, Marcati, and Rennie (2014) and Al-Gamdi (2015) pointed out that very studies are found on female leadership effectiveness. In addition, Harash et al. (2014) recommended investigating the role of the government support for universities.

Several recommendations have been provided by studies that concern the need for the governments to exert efforts through efficient policies in Universities catering to a more nurturing culture that is adaptable to the universities successful operations (Dandago&Usman,2011; Lee et al., 2017; Scott-Jackson, & Michie, 2017; Sobri Minai&Lucky, 2011). Ultimately, after reviewing the Saudi context literature, theresearcher found that no studies have been studies the cultural factors as individual level.

The researcher is seeking for bridging the gap by studying the effect of gender egalitarianism, assertiveness, and future orientation on leadership effectiveness. In recent years, researchers have considered effects of government support as a key area of concern.However, only a few studies have investigated the effect of government support (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Nguyen, et al.,2009) especially in the context of Saudi universities. On the other hand, previous studies did not investigate the government support as moderating by the role of theSaudi government to develop the position leader for women in universities. As well as, globally, no studies have been done to integrate framework including these factors in this study and examine the government support as a moderating variable.

3.4.1.1 Gender Egalitarianism and Leadership Effectiveness

In this section, this study reviews previous literature on the relationship between gender egalitarianism and leadership effectiveness. Pampel (2011) conducted a study of socio-demographic determinants of gender egalitarianism. Using 20,985 cases from documented in the General Social Survey from the year 1977 to 2006 and conducting a comparison between the gender egalitarianism determinants among 86 cohorts whose birthdates fall in 1900-1985, the findings support the diffusion assumptions and revealed that generally, higher socioeconomic status (SES) men and women, having lower involvement in both family and religion possess greater gender egalitarian attitudes.

In relation to the above, Eagly and Johnson (1990) conducted a review of research and a comparison between the genders in leadership style. They also conducted a study utilizing a questionnaire in Purdue University to obtain participants' judgments about leadership roles in the study to find out whether leader's gender-stereotypic qualities of leaders were related to the differences in leadership styles between the two sexes. They found that gender differences were more stereotypic in the more recent studies. Moreover, they found that stereotypic gender differences were less in organizational studies than in laboratory studies.

Eagly and Johnson (1990) further found that women were democratic and participative and that men were autocratic and directive in their leadership style. They argued that women have the social skills that make them practice their leadership role differently.However, the results from the questionnaire showed that the differences between females and males in leadership style were clearer in a male-dominated organization where women tended to use a masculine leadership style. Eagly and Johannesen-Schmidt (2001) revealed that men displayed more laid-back attitude in times of distress, and they focus more on their subordinates' errors and issues and waited until dilemmas were critical before acting. In contrast, women exceeded men on the transactional scale of the contingent award, which suggested that women leaders gave more rewards for good performances to their subordinates than men leaders.

Furthermore, they indicated that women leaders surpassed men leaders on transformational scales which measured the attributes that boosted their subordinates feeling of being respected and their pride through interactions and development of thementor-follower relationship, attended to their needs and displayed optimism and look forward to future goals. Even though this study does not specifically point out whether women make better leaders than men, it does show that women can outshine their male counterparts in some measures of leadership. This study further implies that there are benefits to having women managers. A later study conducted by Eagly and Carli (2003) further investigated the benefits of having women in leadership roles.

Conducting a meta-analysis, Eagly and Carli (2003) evaluated the current evidence on the advantage of female leadership. In their study, the authors compared Dobbins and Platz‘s (1986) meta-analysis of sex differences in leadership, Eagly and Johnsons' (1990) meta-analysis on leadership style, Eagly and Makhijani’s (1995) meta-analysis on leader effectiveness, yielding 265 documents and 266 studies. What Eagly and Carli (2003) found as a result of their analysis was that in comparison to male leaders, women were more transformational in their leadership style and engaged in more contingent reward behaviors. In light of these findings, the authors indicated that transactional, transformational, and laissez-faire leadership styles suggested a small female advantage.

According to Eagly and Carli (2003), the significance of these findings is that they are what has been publicized as being effective leadership style in research on different leadership styles. Additionally, while there are no implications for women in academic leadership in these findings, they are in line with what the experts consider to be effective (Eagly & Carli, 2003).

Adler (1986) tried to show a general perspective about the situation of female leaders and the barriers that hinder them from advancement. Adler found the difference in the women's contribution in the employment between various countries around the globe. The author noticed that women's participation in the labor force was lower in the Middle East than that was in the Western world. Adler explained that the difference in the rate of women's participation in the labor force was because of social, educational, and legal reasons (Al-Hourani, 2013; Alajmi & Ahmad, 2016; Puppatz et al., 2017).

Moreover, Adler (1986) stated that in spite of the high rate of women's participation in thelaborforce in many countries, there was under-representation in top management for women. This under-representation of women in management positions was recognized in all cultures. Adler also asserted that there was an increase in the number of women managers, but it was a slow increase, because of recognition that women in management were perceived differently in management, and because they were perceived as that they contribute less than men to the field of management. Those perceptions cause women face struggles to take their right to advance to leadership positions as Burns (1987) discussed in his study.

Burns (1987) stated that top management should convince their employees that women managers can be effective in men. He added that successful leaders should convince their followers that women are equal to men in the organization that a work/family balance could be achieved, and that women should advance in the organization. He felt that if women were not advanced, they will leave the company and their knowledge and skills might go to a competitor. He concluded that successful organizations should accept the inevitable conflict between men and women as it would raise the expectations and solve managerial problems.

Burns (1987) stated that women faced three important struggles in the previous two centuries. The first one was the struggle for political rights, the second one was the struggle for socio-economic rights, and the third one was the struggle for industrial and managerial rights. Burns asserted that the third struggle was the most complex one, and the solution was that women should work as mentors with the assistance of men. Burns argued that women should fight for their right to advancement and promotion.

Bass and Avolio (1994) stated that women should exert more effort and perform their best to be able to shatter the glass ceiling to reach top management. They criticized the past research comparing between male and female leaders because most of the studies discussed a limited number of leadership styles. They also tried to compare men and women managers' transformational leadership because it was proved that transformational leadership was the most effective leadership style. Results of the study showed that women managers were considered more effective and they were rated as more transformational leaders than men.

Men and women were also different in transactional and laissez-faire leadership styles. Bass and Avolio (1994) explained the reasons for the results. They found that the differences were due to affirmative action, expectations, and stereotypes. Bass and Avolio (1994) also concluded that women leaders were considered more effective by their followers because they were more socially sensitive, which more was satisfying to the followers. These results are compatible with the results of Bass et al. (1996), who added more qualities about women leadership style.

Gardiner and Tiggemann (1999) asserted that the domination of men in organizations impacted the leadership style of women. They theorized that women managers use the masculine leadership styles to be successful because there was a belief that when women used the feminine leadership styles, they would be less successful. Thus, Gardiner and Tiggemann compared women and men leadership styles in both male and female-dominated fields. They found that the leadership style of women in organizations that were dominated by males was similar to the men's style of leadership. The authors asserted that women faced pressures in organizations that were dominated by males more than in organizations that were dominated by females because of the existence of discrimination.

Bass et al. (1996) examined the differences in leadership styles between men and women in both transformational and transactional leadership types using the MLQ.

They found that women leaders were appraised as additional transformational leaders compared to men. Women leaders are more democratic and participative than men. Women used more transformational leadership behaviors than men when developing their followers and when using their authority. The authors thought that women are more nurturing than men, which is a characteristic of transformational leadership. They concluded organizations should hire and promote women for leadership positions to get the most benefit from their staff. But, those women should use the feminine leadership style in order to be more successful leaders (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gardiner & Tiggemann 1999).

Seeing feminine leadership as problematic, Due-Billing and Alvesson (2000) discussed it critically by trying to find their positive and negative aspects of its use. According to the authors, masculine and feminine traits should not be considered separate characteristics for men and women, respectively. There can be a combination of the two qualities in a man or a woman leader and the combination of the traits was thought to lead to better leadership. The authors argued that there is a need to change the perceptions towards women leadership style as stereotypical feminine leadership, which is created by cultural beliefs about women and men. To facilitate the entrance of women into leadership positions, there should not be gender labeling for values and leadership style. In other words, women leadership style should not be labeled as feminine because feminine leadership may have positive and negative aspects and because women can use masculine leadership or a combination of the two styles in most cases.

Højgaard (2002) asserted that there was a need for cross-national studies to discuss the differences between countries regarding gendered leadership. Thus, the author analyzed gender and leadership in Denmark, which is considered an egalitarian country. He discussed cultural norms about gender and leadership by considering two dimensions of the structural conditions of the country: access conditions and gender positioning conditions. He concluded that the egalitarian culture of females and males in Denmark affected the representation of women in leadership positions in the three fields.

The issue of representation of women in leadership positions is not only in politics, business, and public administration but it also in the higher education. The under-representation of women in higher education was discussed by Hopkins (2004), and White and Ozkanli (2011).Hopkins (2004) presented the problem of under-representation of women in universities by discussing the problem in the economics departments in Australia. The authors used data from the Department of Employment, Science, and Training (DEST) to obtain information about the numbers of men and women within a specific classification for several years in all departments of the university. He collected other data about the economics departments in Australia from their web sites. Hopkins found that there are more male senior professors in the economics departments than in other university departments. He noted that the number of women in senior professor positions became fewer after four years and that the number of academic economists, in general, declined after three years. He also found that the number of women academics decreased for several reasons, such as the low number of women involved in PhD programs, the decline in women enrollment in economics departments, and the fact that research about women in the field did not interest some men in the field.

Recently, there has been more research about the differences in perceptions towards women and their right to leadership between cultures. White and Ozkanli (2011) compared those perceptions between Turkey and Australia. They analyzed the differences in perceptions of gender and leadership in Turkey and Australia by collecting data from university senior managers. There are big differences between Turkey and Australia in the gender gap index, pay equity, and equal opportunities. Those differences impact the perceptions of men and women in universities towards women and their right to take leadership positions. Although there are more women professors in Turkey relative to Australia, there are more women leaders in Australia relative to Turkey. They interviewed 45 senior managers in the two countries to explore whether they perceived differences in leadership between men and women. They found that Turkish respondents held a traditional view of gender and leadership, while Australian respondents held a boarder view about leadership styles of senior managers regardless of gender because there were women in senior management teams in their universities (Alajmi & Ahmad, 2016; Puppatz et al., 2017).

The different cultures affected the perceptions of respondents in the two countries towards gender and leadership. In Turkey, professors wanted to be in senior management to get more respect and better salaries, whereas, in Australia, professors liked to be with senior management to provide anadvantage to the university. Turkish respondents did not consider that there was gender discrimination in the leadership positions and they did not consider that there were barriers to women advancement in universities.

White and Ozkanli (2011) found that culture affected the perceptions towards women in general and it affected the existence of role conflict of women in Turkey. Role conflict means that there is a clash between women leaders' roles and their traditional gender roles that women should be at home taking care of their children. Culture also affected respondent's perceptions towards leadership. Turkish respondents tended to use the masculine transactional leadership style, whereas Australian respondents tended to use the transformational leadership style as being more inclusive and more effective. In sum, the above literature has been found a positive association between gender egalitarianism and leadership effectiveness. Therefore, this research hypothesizes that:

H1: There is a positive relationship between gender egalitarianism and leadership effectiveness.

3.4.1.2 Assertiveness and leadership effectiveness

In this section, this study reviews previous literature on the relationship between gender assertiveness and leadership effectiveness. Gough and Heilbrun (1983) noted that assertiveness correlated with certain Q-sort descriptions that are a ranking of variables typically presented as statements printed on small. Among the descriptions with the highest correlations were "behaves in an assertive fashion," "initiates humor," and avails of sensuous experiences covering their touch, taste, smell and physical interactions but it is also noted to negative descriptions like the tendency to over-control needs and impulses, excessively bind tensions, unnecessarily delay gratification, and giving up when encountering frustration and adversity.

Being assertive has been shown to be a desirable personality trait for certain occupations. For example, assertive state police officers were found by their supervisors to be more effective in their duties than non-assertive police officers (Mills & Bohannon, 1980). Likewise, assertive military officers in training were perceived by their instructors more often as leaders than the non-assertive officers (Boldry, Wood & Kashy. 2001). Students graduating from military training were found to be more assertive, more likely to be persuasive leaders, and more prone to like supervisory activities than individuals just entering the same training program (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017; Petersen &Lippitt, 1968).

On the other hand, subordinates in some occupations, such as nursing, may view assertiveness as an undesirable quality. For example, assertiveness by nurse managers had a negative effect on their efforts to gain their subordinates cooperation (Brennan, Miller, & Seltzer, 1993). In spite of some of these differences, a common theme in these findings is the idea that assertive individuals make things happen. Assertive individuals clearly are not passive. As such, a key concept of leadership is assertiveness, which means that some personal action is always taken that serves to provide a strategy to achieve a defined goal (Cassel &Blackwell, 2002; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

Assertive individuals are not only perceived as leaders, but they also get things done, implying effectiveness. This assertion is supported by a study of mid-level managers from various industries who reported themselves as assertive and were subsequently found to be more effective by their raters than those reporting themselves as cooperative, self-disciplined, and tactful (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017; Hills, 1984). Perhaps, this increased efficiency is due to the fact that assertive individuals are active and they use various influencing tactics to achieve their goals. This is supported by the fact that goal setting as an influence tactic has been established in the literature as a component of assertiveness (Brass &Burkhardt, 1993; Locke, 1976; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

In light of the discussion above, assertiveness has been found to have both a positive and a negative relationship with the leader; hence, it is posited that assertiveness should also predict leadership effectiveness.In sum, the above literature has been found a positive association between assertiveness and leadership effectiveness.Therefore, this research hypothesizes that:

H2: There is a positive relationship between assertiveness and leadership effectiveness.

3.4.1.3 Future Orientation and Leadership Effectiveness

In this section, this study reviews previous literature on the relationship between future Orientation and leadership effectiveness. Kerpelman and Moshner (2004) explored the effects of self- efficacy, control and responsibility, and identity development on rural African American adolescents' future orientation. A group of 267 African American students (99 boys and 168 girls) in grades 7th through 12th completed a two-part survey. Grade level was dichotomized as 7th and 8th labeled “lower grade level” and 9th through 12th as “higher grade level.” The 18-item Future Orientation Questionnaire (Seginer, Nurmi, & Poole, 1991) was used to measure future education and future career orientation. It was found that all the variables were predictive of future orientation to some extent. T-test results showed that girls scored significantly higher than boys for identity commitment, future education, and future career orientation.

The second perspective of future orientation is at the managerial or organizational level, such as long-term orientation and its effect on organizations adaptability, flexibility, and ethics, strategizing, planning, and coping in turbulent competitive environments (Lee et al., 2017; Scott-Jackson, & Michie, 2017; Saltzman et al, 2010). A study by Alas, Gao, and Carneiro (2015) looked at connections between organizational ethics and the different cultural dimensions in the original globe study. Questionnaires were answered by a total of 356 individuals (59 from Brazil, 236 from China, and 61 from Estonia) with 39.89% male and 59.27% female. The results showed a statistically significant difference in ethical consideration between the Estonian, Chinese respondents, and the Brazilian respondents. Ethical relativism was positively correlated with afuture orientation. Future orientation was positively related to ethical relativism with Estonia having the highest score, followed by Brazil and China with the lowest score.

The third perspective of future orientation is that of the psychological or individual level associated with financial and other social behaviors and individual psychological attitudes and well-being. Although future orientation seems to be developed during childhood and adolescence, the impact of various societal, cultural, and demographic factors interact to determine adult attitudes. A study by Howlett, Keyes, and Kemp (2008) looked at how individual's long-term financial decisions, such as investing in a retirement plan are affected by self-regulation, future orientation, as indicated by consideration for future consequence (CFC), and financial knowledge. A total of 89 graduating seniors at a public university participated in an experimental design study. The findings suggest that consumers who expressed higher levels of future orientation with high consideration for future consequence (CFC) were more probable to contribute in a superannuation idea than low CFC consumers, were more concerned with the self-regulatory state, and also had less progressive behavior to the high risk/ modest return investments.

The GLOBE investigation determined the propensity of organizations with reference to the culture of high future bearings to be persuaded to hold assured leadership styles: participative, team-oriented, human-oriented, and charismatic/value-based (Dorfman et al., 2004; Lee et al., 2017; Scott-Jackson, & Michie, 2017). The GLOBE's leadership theory categories "other leadership orientation" with a distinct servant leadership trait. GLOBE indicates the leadership traits that would be desired by groups in highly future oriented cultures, numerous of which have been discovered as part of the servant leadership concept. This study discusses servant leadership and how it is related to the future orientated culture.

Greenleaf (1977) explained that servant leaders seek to help employees to develop to their prospect including future leadership capabilities. Correspondingly, Liden,Wayne, Zhao, and Henderson. (2008) specified that servant leadership is different from traditional methods to leadership in that it strains personal reliability and emphasizes on developing strong long-term relations with employees. In cultures with complex levels of future orientation, where business planning and individual development are recognized appreciated, groups react positively to servant leadership for long-term professional success (Lee et al., 2017; Scott-Jackson, & Michie, 2017).

In a study on Japanese organizations, Ofer (2008) found that because of the future orientation, top management's sole dire for success is translated in a project management exercise. He observed that Japanese project managers frequently make conclusions with theattention of what will support them in the long term; so, in order to certify victory in the future, they provide training support.In sum, the above literature has been found a positive association between future orientation and leadership effectiveness. Therefore, this research hypothesizes that:

H3: There is a positive relationship between future orientation and leadership effectiveness.

3.4.1.4 Government Support as a Moderator

Past empirical researchers dedicated to examining the relationship between government policy and performance have primarily been conducted in developed organizations. They serve as significant evidence that indicates the relationship between government policies and performance.Despite the fact that majority of the findings have been dedicated to developed organizations, they have suggested that government policy does affect performance in developing organizations as well (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Shariff, Peou & Ali, 2011; Dandago & Usman, 2011; Shariff & Peou, 2008).

More specifically, according to Nguyen, et al.,(2009), government policy can have a key business role in the development of sustainable factors and in the development of land infrastructure conditions to assist universities. Also, Sana and Abbas (2005) and United States Agency for International Development(USAID)(2010) revealed that Iraq, as a country in transition, needs to adopt measures to set up the conditions for the promotion of activities in universities. Prior studies also highlighted that government support, which should play a key role in creating conducive conditions in terms of cooperation and resources use (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Brimble, Oldfield & Monsakul, 2002; Tambunan, 2005). Theoretical and empirical researchers by Shariff and Peou (2008), Herri (2002) and Opara (2010) evidenced that government support has a consistent influence on performance.

Furthermore, Nguyen et al. (2009) revealed that government policies provide support for activities in both developed and developing countries and such policies are referred to as critical factors.Regardless of the lack of empirical testing of the moderating role of government supportfor performance in literature, empirical evidence indicates such moderation in the turbulent environment. This shows that government support can be considered as a distinct resource in achieving high performance in universities. With regards to the direction of the relationship as to whether or not government support results in better performance, according to evidence, the development of government support contributes to the performance in universities. In this background, prior studies showed that perceived government support moderates the relationship between independent factors and performance (Harash et al., 2014) and this provides a solid basis to support the existence of the government support's moderating effect (Harash et al., 2014).

This study has examined the relationships between assertiveness, gender egalitarianism and future orientation and leadership effectiveness by using the government support as a moderating. The hypothesis is, as follow:

H4.A: Government supports significantly moderating the relationship between gender egalitarianism and leadership effectiveness.

H4.B: Government supports significantly moderating the relationship between assertiveness and leadership effectiveness.

H4.C: Government supports significantly moderating the relationship between future orientation and leadership effectiveness.

3.5 Underpinning theories

3.5.1 Organizational Justice Theory

The main underpinning theory is organizational justice. This theory looks into the perceptions of individuals regarding the employment relationship in terms of fairness (Anaya 2016; Mokhele, 2016; Colquitt, Greenberg & Zapata-Phelan, 2005). The premise behind the theory is one of the most well-known and well-researched topics in organization and management field. In fact, the terms justice and fairness are two of the most frequently used interchangeable terms when describing organizational justice and organizational fairness perceptions. Discussions about the number of various types of justice that are significant in fairness perceptions abound. While some researchers concentrated on a single type of fairness (overall perception), others discussed two types (distributive justice and procedural justice), three types (distributive justice, procedural justice, and interactional justice), and four types (distributive justice, procedural justice, interpersonal justice and informational justice).

Distributive justice is the first category of fairness in thesocial science field that examines the perceptions of people of the outcomes of the fairness they are therecipient of. The equity theory is one of the pioneering theories that posited that the fairest allocation is those rewarding people in proportion to what they contribute (Anaya 2016; Mokhele, 2016; Adams, 1963; 1965). In this regard, allocation rules were indicated to be fair on the basis of equality and need.

This is followed by procedural justice and it examines the perceptions of people concerning the fairness of the procedures determining the outcomes that they are recipients of (Greenberg, 2009). In related studies by Thibaut and Walker (1975; 1978), it was revealed that individuals are more accepting of the negative outcomes so long as the process of allocation was fair. For instance, when people are involved in the process, they have a higher tendency to believe its fairness even if they are not recipients of the fairest outcomes stemming from the process (Shapiro, 1993). Folger and Cropanzano (1998) explained that the fair process effect occurs under fair process conditions characterized by consistency, representativeness, and unbiased procedures after which even unfavourable outcomes can be perceived as fair.

Moving on to interactional justice, which is the third category of justice proposed by the researchers; in Bies (2005), Bies and Moag (1986) and Bies and Shapiro (1988), the authors found that individuals appraise the fairness concerning interpersonal treatment received during decision making and outcome distributions. In this, fairness perceptions were found to be greater when individuals are convinced that they are treated with dignity and respect, and when shared information and explanations are provided when allocating resources (Anaya 2016; Mokhele, 2016; Bies, 1987). At the onset, debates abound as to whether or not interactional justice was different from procedural justice but themajority of the current researchers are of the belief that they are two separate concepts (Ambrose & Arnaud, 2005; Anaya 2016; Mokhele, 2016).

In Colquitt's (2001) study, he sub-categorized interactional justice into two namely informational justice and interpersonal justice, after which Conquitt, Conlon, Wesson, Porter, and Ng (2001) evidenced the validity of this sub-categorization. According to them, informational justice is the perceptions of fairness concerning the truthfulness of the decision maker and the sufficient justifications behind the decisions. In other words, individuals are convinced that they are a crucial part of the organization when the officials make clear the reasons behind justice decisions to them. This sub-category of justice is described as treating people with dignity and respect as they believe that they are deserving of it.

Added to the above, organizational justice is a core element of interpersonal relationships among workplace employees as they monitor the fairness of processes, outcomes and interpersonal treatment that they receive. Upon being convinced of the organization's fairness, then four important individual needs are achieved in their perceptions; the need to belong, the need for meaning, the need for positive self-regard and the need for control (Anaya 2016; Mokhele, 2016; Cropanzano, Byrne, Bobocel & Rupp, 2001). In sum, organizational justice assists in the meeting of needs for important attachments to others in the workplace, the need to be brought closer together and to have a sense of pride in the organization, the need for things to be done right coupled with a sense of morality, and the need to have a more positive view of one's self and others in the organization.

Research conducted on organizational justice looks into the assessment of individuals when they make judgments concerning fairness. There are two methods that have been utilized by researchers to determine employees' fairness assessment in organizational justice namely the event paradigm and the social entity paradigm (Choi, 2008). In the former, the employees evaluate the fairness of a distinct happening like a raise in pay, an appraisal of performance or banning of smoking (Folger, 2001). Based on this approach, the assessment of fairness is confined to a distinct event based on what should, would or could have occurred. Contrastingly, the latter claims that employees conduct assessments of the organization as a whole - for instance, the fairness of supervisors (Lind, 2001).

Under this approach, people come up with ideas concerning the fairness level that they expect from their supervisors or from the organization, and such ideas direct how they behave and feel in the future. It holds that people establish a base level of fairness that they expect from another individual or from the organization and this may be revised up or down with the unfolding of events. For the most part, organizational justice has examined these two paradigms separately, without attempts at integration. Some researchers have suggested weaknesses in examining each of the three or four types of organizational justice separately (Anaya 2016; Mokhele, 2016; Ambrose &Schminke, 2009). Instead, they argue for the use of one general justice construct. Their view is that an employee's overall justice perception may be more important in influencing subsequent attitudes and performances than would any one of the three or four types of justice alone.

Moreover, organizational justice theory underpins the current study as if there is justice prevailing in the organization; leaders would be more eager to execute their skills and abilities to accomplish organizational objectives as they trust to glean fare rewards in return. Due to theprevalence of justice, the role of gender would be less important, rather, theoutcome would be considered more important. Furthermore, leaders would be more assertive in their roles as they know that they would be granted fair reward in return.

3.5.2 Role Congruity Theory

The supporting theory is role congruity theory. The social role theory posits that men and women hold adifferent career and social roles based on their expectations from

society (Abu-Jarad et al., 2010; Eagly, 1987; Galanaki & Papalexandris, 2017; Ozgen, 2012). In relation to this, Eagly and Karau (2002) revealed that on the basis of the social role theory, individuals who perceive expect correspondence occurs between different people's actions and their inner dispositions (2002, p.574). Within organizations, stereotypes concerning genders stem from notable attribution differences between men and women in their previous workplace roles.
Eagly and Karau (2002) also added that in role congruity theory, relationships between gender roles and leadership roles are established and that the theory underpins that prejudice against female leaders and potential leaders exist in two forms; the not so positive evaluation of women's potential for leadership as leadership ability is more characteristic of men, and not so positive evaluation of the actual leadership behavior of women as such behavior is perceived to be less desirable in this gender (p.576).

The above prejudice noted against women leads to the disadvantage of this gender in becoming a leader in an environment that is dominated by the male gender. In regards to this, the gender of the perceivers is a condition that adds to the prejudicial perceptions towards women employed in a male-dominated workplace like aneducational field. In fact, several studies concerning sex and perceptions towards them in leadership roles were highlighted by Eagly and Karau (2002). Among them, Schein (2001) revealed that women cited lower gender-stereotypic leadership characteristics compared to their male counterparts and Schein (2001) noted that women perceived leadership or managerial roles as attributed to both sexes. Meanwhile, Reskin and Ross (1995) stated that women were more likely to be appointed under women managers. On the whole, men were shown to have a tendency to view leadership roles as masculine. According to Heilman (2001), owing to gender bias in the workplace evaluations, women are lagging behind when it comes to comparable performance outcomes compared to men. Throughout different disciplines and fields, studies showed that gender-stereotyping was a factor that limits women from attaining senior leadership positions (Agars, 2004). Such limitations have maintained the glass ceiling that women encounter in almost all organizations (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012; Ridgeway, 2001).

So, role congruity theory sufficiently explaining the gender egalitarianism in the current study, It defines that there is a perception that difference prevails in female and male roles as leaders in the organization. It further adds that male is more dominant and perceived more productive in the organizations as female and this perception hinders female to become effective leaders. Moreover, it also undermines the female leadership role in the organization as an effective leader.

3.6 Chapter Summary

This chapter has areview prior literature, the concept of leadership, leadership effectiveness as well as review of the relationship between gender egalitarianism, assertiveness, and future orientation as the independent variables and leadership effectiveness as thedependent variable.Whilereview of government support as a mediator variable follow up and concluded with study underpinning theory.

CHAPTER FOUR
RESEARCH METHODOLOGY

4.1 Introduction

The methods and procedures adopted are crucial for achieving the desired objectives. Therefore, this chapter discussed methodological perspective and process which took place in this study. It begins with ademonstration of research design, which elaborates purpose of thestudy, nature of study and unit of analysis. It also describes thepopulation, sample size, and sampling technique. In addition, this chapter also describes data collection procedures, measurement of instrument, questionnaire design, pilot study and data analysis procedures.

4.2 Theoretical Framework

As discussed in chapter three above, this study is guided (Underpin) by organizational justice theory and supported by role congruity theory. Figure 3.1 is the study research framework.

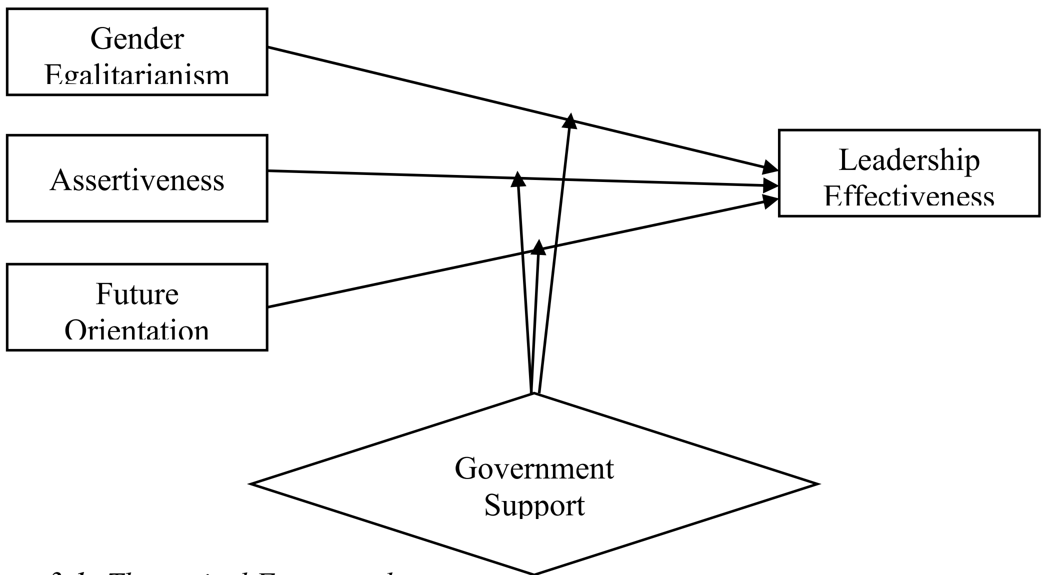

Figure 3.1: Theoretical Framework

Figure 3.1 shows the theoretical framework of the relationship between the variables that are hypotheses in line with the objectives of the study. Recall chapter two, these are the hypotheses develop for the study:

Hypothesis One:

There is a positive relationship between gender egalitarianism and leadership effectiveness.

Hypothesis Two:

There is a positive relationship between assertiveness and leadership effectiveness.

Hypothesis Three:

There is a positive relationship between future orientation and leadership effectiveness.

Hypothesis Four:

4A: Government supports significantly moderators the relationship between gender egalitarianism and leadership effectiveness.

4B: Government supports significantly moderators the relationship between assertiveness and leadership effectiveness.

4C: Government supports significantly moderators the relationship between future orientation and leadership effectiveness.

4.3 Research Design

A research design can be defined as an action plan for getting from here to there, where here may be the initial set of questions to be answered, and "there" is the set of answers or conclusions about these questions (Babbie, 2003). This study adopted thequantitative method. Hence, it's important to justify why this study choosesquantitative research. Quantitative research is carried out through questionnaires, mail, telephone, or Internet among others (Sellers, 1998). Quantitative research also is seen as a numerical representation and or manipulation of observations so as to describing and explaining the important phenomena that those survey or observations reflect (Sukamolson, 2007). Cohen (1980) contended that quantitative research is described as social research that “employs or apply empirical methods and statements (descriptive statement) about what “is” the case in the “real world” rather than what “ought” to be the case”.

Moreover, Creswell (1994) defined quantitative research defined it as `explaining phenomena by or collecting data that would be analyzed using mathematically instruments or based methods (in particular statistics). In view of the above, this study adopted quantitative study.The quantitative survey type research design is particularly chosen for this study because it allows for a wide scope of information to be gathered fast at one time. The present study employed a quantitative survey method to gather data. A survey design can also offer a quantitative or a numeric description of a sample of the population through the data collection process of inquiring chosen individuals (Fowler, 1988). In turn, this data collection allows the researcher to generalize the findings from a sample of responses to population (Fowler, 1988). Therefore, this study uses the survey method as it was considered constant. The following section provides the population and sampling.

4.4 Population and Sample Size

4.4.1 Population of the Study

A population is defined as all members of any well-defined class of people, events or objects (Ary, Jacobs & Razavieh, 2002).The population is all female leaders in the public universities in Kingdom of Saudi Arabia which were defined from the ministry official website. Generally, there are 26 public universities listed by the Ministry of Higher Education MOHE website (www.mohe.org.sa). The targeted population in this study is female leaders such as dean, deputy dean, directors, and head of departments in public universities. The whole population number is 2800 female leaders in all public sector universities in KSA.Therefore, this study population is from public universities that arefromfive geopoliticalzones(East, West, Middle, North, and South) in Saudi Arabia. The next section is sample size.

4.4.2 Sample Size

Preferably, in order to achieve the most desirable balance between the chances of making errors, the cost of these errors and the cost of sampling; a sample size should be chosen. The idea is to find the most favourable sample size, which minimizes the total cost of sampling error. A large sample is much more likely to be representative of the population (Ary et al., 2002). The following pointers are recommended by Malhotra (2002) in considering a study sample size: (1) importance of the decision, (2) nature of the research, (3) number of variables, (3) nature of the analysis, (5) size of the sample, (6) incidence rates, (7) completion rates, and (8) resource constraints.

In addition, the expected population is referred to as the effect size, must also be specified. According to Cohen (1988) the larger the sample size, the smaller the error and the greater the precision of the results. Therefore, strengthen the probability of detecting the phenomena under test. Additionally, the author also opined that it is better to select a representative sample of the population than to have a large but biased sample leading to erroneous statements about the population.

In order to ensure that the result obtained from studying the samples can truly represent the population and can be generalized, it is important to determine the correct sample size. Therefore, there are 2800 female leaders in all public sector universities in KSA.The study adopted Krejcie & Morgan, (1970) sample techniques. Hence, using 2800 of thepopulation of study, the sample is 338 according to Krejcie & Morgan, 1970).

Moreover, Roscoe (1975) had also suggested that generally, a sample size should fall between 30 to 500 samples. In most researchers and about multiple regression analyses, Roscoe (1975) had also suggested that the sample size should be several times (preferably ten times or more) as large as the number of variables in the study.

Therefore, as suggested by prior studies, to recorded high response rate, the sample size should be increased to between 40-60% (Line, Sneed, 2007; Kosugi, Hamanaka, Hori & Nakajima, 2007). Thus, this research fulfills the rule of thumb as proposed by Roscoe (1975); therefore, this study increases the number of sample size by 48% (338*1.48=500). Hence, the final sample size of the study is 500.

4.4.3 **Sampling Technique**

The area sampling design constitutes geographical clusters. That is, when the research pertains to populations within identifiable geographical areas such as counties, city blocks, or particular boundaries within a locality, area sampling can be done. Thus, area sampling is a form of cluster sampling within an area (Sekaran, 2014).The adoption of geographical clusters sampling because geographical clusters are less expensive than most other probability sampling designs, and it is not dependent on a population frame. A city map showing the blocks of the city would be adequate information to allow a researcher to take a sample of the blocks and obtain data from the residents therein.

In addition, each of these geographical clusters contains a heterogeneous collection of members with different interests, orientations, values, philosophy, and vested interests, drawn from different departments to offer a variety of perspectives (Sekaran, 2014). Therefore, this study divided the number of public universities into five geographical clusters (East, West, Middle, North, and South) in each region one university has been selected based on the high number ofleaders in the university. There are 1, 261 leaders (sampling frame) in five main public sector universities in KSA as shown in Table 4.1, the total female leaders of all five geographical clusters are 1261. This study adopted geographical clusters sampling in other to distribute questionnaires to the public universities in all East, West, Middle, North, and South of the countries (Saudi Arabia).

The number of leaders for each university was divided by total of all five universities to get the proportion of sampling for example, the number of leaders in Princess Nora bint Abdulrahman University (698) was divided by total number of all five universities (1261) to get the proportion of sampling which was 55.4% (698/1261 =0.554). Theproportion of sampling for each university multiplies by 500 distributed questionnaires (see the next following section of sample size) in order to get the probability sampling of female leaders (0.554*500=277). So, 408 questionnaires were distributed to the Princess Nora bint Abdulrahman University. See the following Table 4.1 which provides the probability sampling of employees for each university.

Table 4.1
Probability Sampling by Geographical Clusters Sampling of Female Leaders in each University

Area	Sampling Frame of Female Leaders	% of total sampling	Probability sampling of female leaders
Middle (Princess Nora bint Abdulrahman University)	698	55.4%	277
West (King Abdulaziz University)	197	15.6%	78
North (University of Ha'il)	98	7.7%	39
East (King Faisal University)	72	5.7%	29
South (King Khalid University)	196	15.5%	78
Total	**1261**	**100%**	**500**

Source: Ministry of Higher Education (2015)

Next step a random sample was then drawn from each of the clusters to reduce the potential for human bias in the selection of cases to be involved in the sample (Sampath & Ammani, 2010). As a consequence, the study adopted cluster random sampling so that all500sample will go across the female leaders in public universities as shown in Table 4.1. This female leaderrepresents each cluster that was used toobtaindataprocedure(Sekaran, 2014).

The number of questionnaires distributed for each region which displayed in Table 4.1. For the east region, 29 questionnaires (5.7%*500=29) were distributed at King Faisal University. In the west, 78 questionnaires (15.6%*500=78) were distributed at the King Abdulaziz University. For the middle region, 277 questionnaires were distributed in Princess Nora bint Abdulrahman University. In the North, 39 questionnaireswere distributed at theUniversity of Ha'il. Finally, for the South region, 78 questionnaires were distributed to King Khalid University.In addition, Tabachnick and Fidell, (2001) categorized and grouped the sampling of SEM as per the following Table 4.2:

Table 4.2
Categorizations of Sampling

Poor Sampling	Fair Sampling	Good Sampling	Very good Sampling	Excellent Sampling
100	200	300	500	1000

According to the above Table 4.2, the selected sample for this research is considered as a good number to judge. The following section comes up with the questionnaire design.

4.5 Questionnaire Design

In developing the research instrument, close attention was given to the purpose of the study, the research questions, and the plan for data analysis. In an attempt to answer the research questions posed in Chapter 1, a quantitative survey method was selected. Therefore, a questionnaire was developed for this purpose. According to Gray (2014) Questionnaires is the method which followed to gather the data since it is the most famous approach for such kind of studies (examine people feedback and perceptions). In addition, questionnaires are time and money consuming, reaching to the majority of the people which need to be examined and questions coding can be done easily which leads to easy analysis.

The questionnaire was adapted from many studies and scholars of this area, the independent variables such as; future orientation was derived from Kluckhohn and Strodtbeck (1961) and Hofstede's (1988), and the other variables such as assertiveness and gender egalitarianism originated from Hofstede's (1988) and (House et al., 2004).

The questionnaire included four sections, section A for the general information, section B for the independent variables, section C for the moderating variable, and section D for the dependent variable. Section B indicated includes three parts of the questionnaire, the part one includes independent variable future orientation, part two includes assertiveness, and last part includes gender egalitarianism.The following section covers the measurement and operational definitions of thevariable.

4.6 Variable Measurement and Operational Definitions

The measurement of all variable was adapted which were discussed in this section. A total of five main variables were involved. A Likert scale continuum from 1-7, A Likert scale is used to rate the responses from the survey. It is an efficient way to assess the judgment of the participants (Franklin, 2011).Suitable for this study, the seven- point scale was selected because, according to Allen and Rao (2000), the wider distribution of scores around the mean gives more discriminating power and furthermore, it is easier to establish covariance between two variables with greater dispersion (that is, variance) around their means. The authors also argue further that the 7- point scale measures are well received in both the academic and institutional research settings, especially for the dependent measures. In other words, those concerned with model development, advocating more points. This is due to the increased variance and better chances of demonstrating covariance among the key variable which is explained (operational) as follow:

4.6.1 Future Orientation

Future orientation operationally defined as the level to which a collectivity inspires and rewards future-oriented attitude like as planning and deferring delight. It has been recognized steadily as a core value orientation of entire cultures (Kluckhohn & Strodtbeck, 1961; House et al., 2004). Six items adapted from Abu-Jarad, Yusof and Nikbin (2010) with Cronbach' Alpha were used to measure the Future Orientation. Some examples of the items include "High future orientation tends to have individuals who are more intrinsically motivated" and "high future orientation tends to have organizations with a longer strategic orientation". The items were measured on a seven-point Likert scale, ranging from '1' " extremely very disagree" to '7' "extremely very agree ".

4.6.2 Assertiveness

Assertiveness operationally defined as the extent to which persons in organizations or societies are self-confident, strong, leading, and hostile in their connections with other persons (House et al., 2004). Eighteen items adapted from House et al., (2004) with Cronbach' Alpha were used to measure the Assertiveness. Some examples of the items include "high assertiveness tends to believe that anyone can succeed if he or she tries hard enough" and "high assertiveness tends to try having control over the environment". The items were measured on a seven-point Likert scale, ranging from '1' "extremely very disagree" to '7' "extremely very agree".

4.6.3 Gender Egalitarianism

Gender Egalitarianism operationally defined as the strength to which an organization or a culture reduces gender role alterations while endorsing gender equivalence (House et al., 2004). This study adapted five items from House et al., (2004) and Grove (2005) with Cronbach Alpha were used to measure the gender egalitarianism. Some examples of the items include “there are women leaders in qualified jobs” and “the work is valued as a central life interest”. The items were measured on a seven-point Likert scale, ranging from '1' "extremely very disagree" to '7' "extremely very agree".

4.6.4 Government Support

Government support operationally defined as any assistance such as financial, training, advisory, and regulatory. Based on this, the present study operationalized government policy as any form of government assistance extended to the women in higher education Rasha (2014). Seven items adapted from Al-Shihabi (2008) and Rasha (2014) with Cronbach’ Alpha were used to measure the Government Support. Some examples of the items include “Government ever provides accountancy training programs and seminars for women” and “Government provides access for auseful relationship with women organizations”. The items were measured on a seven-point Likert scale, ranging from '1' " extremely very disagree" to '7' "extremely very agree".

4.6.5 Leadership Effectiveness

Leadership Effectiveness operationally defined by Siddique, Aslam, Khan, and Fatima (2011) the effective leader as "knowledgeable and competent enough to manage his subordinates effectively" and a person who has motivating and influencing power to adapt to changes in the university and in the environment. Seventeen items adapted from Beh (2003); Alkahtani, Abu-Jarad, and Nikbin (2011) with Cronbach' Alpha were used to measure the Leadership Effectiveness. Some examples of the items include "I have changed how my job was executed in order to be more effective" and "I have instituted new work methods that were more effective for the university". The items were measured on a seven-point Likert scale, ranging from '1' " extremely very disagree " to '7' "extremely very agree".

Table 4.3
Summary of Measurements

Latent Constructs	Items	Sources
Future orientation	6	Abu-Jarad, Yusof, and Nikbin (2010)
Assertiveness	18	House et al., (2004)
Gender Egalitarianism	5	House et al., (2004) and Grove (2005)
Government support	7	Al-Shihabi(2008) and Rasha (2014)
Leadership Effectiveness	17	Beh (2003); Alkahtani, Abu-Jarad, and Nikbin (2011)
Total	53	

4.7 Data Collection Procedures

Ultimately, the questionnaires of the study were distributed in five public universities in Saudi Arabia; the targeted population was the female leaders such as dean, deputy dean, director, and head of thedepartment.The quantitative survey type research design is particularly chosen for this study because it allows for a wide scope of information to be gathered fast at one time. Questionnaires sent to respective respondents in the universities. Each set of questionnaire was accompanied by a cover letter with an introduction and explanation of the purpose of the survey.According to Zikmund (2003), there are four research designs for casual and descriptive research: survey, experiment, secondary data, and observation.

The survey method can deploy either a survey questionnaire or interview to collect data from respondents through email, telephone, and the internet or personally by self-administered questionnaire. The experimental research design is used by researchers to examine the impact of some variables on the phenomenon. It is conducted more in the laboratory or on the field. Secondary data research design is a method used by researchers to study the past or historical data that are related to some variables. The observational research design is a technique of collecting data by researchers through their observations and not on the perceptions of the respondents. It can be concluded that the research design is fully dependent on the research problem context, and the research purpose (Zikmund, 2003).

There are many different ways in which the survey questionnaire can be administered: face-to-face interviews, telephone interviews, postal surveys and Internet-based surveys (De Vaus, 2002; Brace, 2004; Crano & Brewer, 2008 & Sapsford & Jupp, 2006).Internet-based surveys use three main ways: with emails, via web pages and a combination of email and the web (De Vaus, 2002). That means the individuals can be contacted by e-mail or through the World Wide Web and directed to a website where they can complete a survey instrument online (Crano & Brewer, 2008). This method has the same strength of postal surveys and telephone interviews. In addition, web-based questionnaires can be presented in the sequence that the researcher wants them to be. A major disadvantage of these methods is not having an interviewer on hand to clarify questions or to repair misunderstandings (Brace, 2004).

To ensure a high quality of the data and a high response rate, this study employed the survey questionnaires based on the self-administered (De Vaus, 2002; Brace, 2004; Crano & Brewer, 2008 & Sapsford & Jupp, 2006).To limit response errors arising from the respondents' part, certain precautions havebeen taken such as an assurance of confidentiality and anonymity of the respondent. Trust and confidence were built with the universities during the contact requesting their kind participation in filling questionnaires. Three months has been budgeted for the period of data collections as recommended by prior studies (De Vaus, 2002; Brace, 2004; Crano & Brewer, 2008).The next section is thetest of validity and reliability.

4.8 Test of Validity and Reliability

Validity referred to the accuracy with which results reflected predicted reality. The aim of validity was to ensure that the measurement items measured and described what they were supposed to measure and describe without any contradiction. Even to the social constructionists, although validity was seldom used, they were also concerned with assuring and demonstrating the quality of their design. That was why they used criteria like authenticity, plausibility, and criticality as advanced by Golden-Biddle and Locke (1993) and constant comparison, comprehensive data treatment, refutability and tabulation as discussed by Silverman (2000).

In the positivist paradigm, which was the methodology adopted by this researcher, validity was measured through internal and external validity (Easterby-Smith et al., 2008). Crowther and Lancaster (2009) and Hair et al., (2010) mention content, predictive, construct, face and concurrent validities as well as convergent and discriminant validity as different forms of validity that were being used in quantitative methodology. To ensure thevalidity of the instruments, the researcher used validated measurement and scale validation. The essence of quantitative paradigm was that of getting similar results from the same method in different occasions or circumstances. The more the results were similar, the more reliable was the method of collecting the data. Reliability related to the consistency of results. Reliability was being tested for through test-retest, alternative-forms, or internal consistency. Since multi-item scale was used in this research, internal consistency reliability test was conducted to ensure that the result obtained would be consistent when applied in adifferent situation.

4.8.1 Pilot Study

In the present study, before distributing the final questionnaire, a pilot test was conducted. The pilot study was conducted in this study, before the actual survey. Previous studies recommended conducting a pilot study because it improves the format and the contents of the questionnaire and brings it to a more understandable language and relevance format (Neuman, 1997; Trochim & Donnelly, 2006; Wiersma, 1993). Questionnaires were distributed to 45 female leaders in public universities a total of 37 questionnaires were returned, which is 11 percent of the sample size (338).

Cooper and Schindler (2011) indicate that the appropriate sample size of the pilot study is approximately between 25 to 100 respondents. Reliability of the instrument was checked to know the internal consistency. Basically, reliability refers to the stability and consistency of the measurement items. The most frequently used statistical test of reliability estimate is the Cronbach's alpha (Hair et al., 2010; Sekaran & Bougie, 2010; Zikmund et al., 2010). Smart PLS-2 was used to test the Cronbach's alpha and composite reliability of the measurement instrument. Table 4.4 shows the reliability test results.

Table 4.4
Results of Pilot Study

Construct	Items	Loading	Cronbach Alpha	CR[a]
	AS1	0.514		
	AS10	0.863		
	AS11	0.760		
	AS12	0.931		
	AS13	0.834		
	AS14	0.784		
	AS15	0.759		
Assertiveness	AS2	0.700	0.956	0.961
	AS3	0.827		
	AS4	0.798		
	AS5	0.820		
	AS6	0.740		
	AS7	0.890		
	AS8	0.682		
	AS9	0.864		
	FO1	0.755		
	FO2	0.927		
Future Orientation	FO3	0.926	0.947	0.956
	FO4	0.910		
	FO5	0.888		
	FO6	0.902		
	GE1	0.707		
	GE2	0.695		
Gender Egalitarianism	GE3	0.650	0.691	0.711
	GE4	0.764		
	GE5	0.601		
	GS1	0.687		
	GS2	0.581		
	GS3	0.528		
Government Support	GS4	0.663	0.892	0.888
	GS5	0.830		
	GS6	0.839		
	GS7	0.927		
	LE1	0.763		
	LE10	0.807		
	LE11	0.671		
Leadership Effectiveness	LE12	0.667	0.953	0.958
	LE13	0.912		
	LE14	0.756		
	LE15	0.575		
	LE16	0.760		

Construct	Items	Loading	Cronbach Alpha	CR[a]
	LE17	0.830		
	LE2	0.715		
	LE3	0.735		
	LE4	0.644		
	LE5	0.595		
	LE6	0.809		
	LE7	0.865		
	LE8	0.807		
	LE9	0.886		

Prior literature has suggested the use of "Composite Reliability (CR)" as a replacement of Cronbach Alpha (Hair et al., 2014). From Table 4.4 such values are shown to be larger than 0.70, so high levels of internal consistency reliability have been demonstrated among all seven reflective latent variables. The values of CR ranged from 0.711 to 0.961, which exceeds the recommended of values between 0.711 and 0.961 this can be regarded as satisfactory (Hair et al., 2014).

4.9 Data Analysis Procedures

When the survey data was collected, codes were assigned to each individual respondent before the data was entered into the computer for analysis. The data was analyzed using the PLS program. The collected data was summarized, analyzed, interpreted, and presented to address the research objectives that prompted the entire research process. The statistics employed determined to a great extent by the design of the study and also by the types of measurement scale characterizing the dependent variable. To test the moderating role of government support successful, this was tested based on a (PLS-SEMs).

The PLS - SEM path modeling has been recognized as the most suitable technique by prior researchers. PLS - SEM path modeling is seen as conventional regression technique that takes the advantage large and rigorous data in estimating the relationships between structural models construct. Again it also evaluating and estimating the relationships between the study indicators and their corresponding latent constructs of the measurement model simultaneously (Chin, Marcolin, & Newsted, 2003; Duarte & Raposo, 2010; Gerlach, Kowalski, & Wold, 1979; Lohmöller, 1989).

4.10 Chapter Summary

The chapter discussed the methodology of the study and procedures adopted, research design, unit of analysis. The population of the study, sample size and sampling technique, data collection procedures, measurement of theinstrument, questionnaire design, pilot study and data analysis procedures.

CHAPTER FIVE
DATA ANALYSIS AND RESULTS

5.1 Introduction

This chapter reports the results of the data analysis. First, this study provides a description on how the respondents are distributed with regards to the demographic variables, such as gender, qualifications, and experiences for all respondents. After that, this study discusses the descriptive analysis of the variables.

This study employed Partial Least Squares Structural Equation Modeling (PLS-SEM) to examine the outer measurement model before the inner structural model assessment and hypotheses testing were performed. Prior to the hypothesis testing and model examination, this study confirmed the goodness of the outer model, including all the constructs of this study.

5.2 Response Rate

The data was distributed via self-administered questionnaires to the 500 women leaders, 291 of which were returned and 20 of them which were excluded because of several missing pieces of data per case. The cases with missing data were excluded when they comprised more than 5% of the total cases (Meyers, Gamst & Guarino, 2006). However, at the end of the data collection period only 271 employees participated. The 271 participated in this study gave an effective response rate of 54% (see Table 5.1) which covered the biggest public universities based on the geographic regions (East, West, Middle, North, and South). This response rate was considered more than adequate because the data were collected in a self-administered manner, with no prior contact or personal connection made with the employees. In addition, a review of the published social research literature suggests that a response rate of at least 50% can be considered adequate for analysis and reporting (Anderson, Richardson, McKie, Iezzi, & Khan, 2009; Babbie, 2007).

Table 5.1
Summary of the Response Rate of the Questionnaires

Description	**Frequency/Rate**
Number of distributed questionnaires	500
Returned questionnaires	291
Returned and excluded questionnaires	20
Returned and usable questionnaires	271
Usable response rate	**54%**

5.3 Data Screening and Preliminary Analysis

5.3.1 Missing Data Treatment

In studies that employed quantitative method, missing data is considered as an issue of major attention to many researchers because of the negative effect on the outcomes of the empirical research (Cavana, Delahaye, & Sekaran, 2001). In addition to that, partial least squares-structural equation modelling (PLS-SEM) is very sensitive to be run in the case of existence of missing values. In this study, 291 of which were returned and 20 of them which were excluded because of several missing pieces of data per case. The cases with missing data were excluded when they comprised more than 5% of the total cases (Hair, Black, Babin, Andersen, & Tath, 2006; Meyers, Gamst & Guarino, 2006; Tabachnick & Fidell, 2007; Hair et al., 2014). However, at the end of the data collection period only 271 employees participated.

5.3.2 Testing Non-Response Bias

As mentioned earlier, this study employed a survey questionnaire as the tool for data collection. Although the questionnaire was self-administered, it was necessary to conduct the non-response bias since some respondents responded only after many visits and reminders. The existing evidence from a literature had reported that non-respondents sometimes vary systematically from respondents in various aspects such as attitudes, perceptions, behaviours, personalities and motivations which affect the findings of the study (Malhotra, Hall, Shaw, & Oppenheim, 2006). Moreover, they argued that the late respondents could be considered as no-respondents because they would not have likely responded if they have not been visited and reminded many times by the researcher. This study classified the sample into two main groups: early respondents, who responded within one month after distributing the survey, and late respondents, who responded after one month from distribution the survey. The majority of respondents were grouped as the early respondents, a total of 125 respondents, and the remaining 146 respondents were grouped as the late respondents (see Table 5.2).

For the purpose of further minimization the issue of non-response bias, an independent sample t-test including descriptive and Levene's test were carried out to detect the difference between the early and late respondents on the variables of the study. The results presented in Table 5.2 showed that the equal variance significance values for all the variables of the study were not significant, which were higher than 0.05, indicating that the variances were approximately homogeneous across the two groups.

To conclude that on-response bias was not a critical concern in the current study since there were no significant variances between the early and late respondents.

Table 5.2
Independent T-Test Results for Non-Response Bias

Construct	**Response**	**Levene's Test for Equality of Variances**		**T-test for Equality of Means**		**Are they significant at confidence level of 95%**
		F	**Sig**	**df**	**Sig. (2-tailed)**	
Assertiveness	Early	.514	.805	68	.988	Not significant
	Late			67.646	.988	Not significant
Gender Egalitarianism	Early	.483	.674	68	.720	Not significant
	Late			67.846	.720	Not significant
Future Orientation	Early	1.034	.495	68	.548	Not significant
	Late			66.656	.548	Not significant
Government Support	Early	.036	.251	68	.340	Not significant
	Late			67.557	.340	Not significant
Leadership Effectiveness	Early	.627	.571	68	.621	Not significant
	Late			67.206	.621	Not significant

5.3.3 Outliers

Among the primary data collection issues using questionnaires that should be addressed is the issue of outliers (Hair *et al*., 2014). The existence of the outliers in the data results in distorting the estimates of regression coefficients and misleading results in the regression analysis (Verardi & Croux, 2008). The outliers occur because the respondent answers a particular question or all questions extremely (Hair *et al*., 2014). According to Hair *et al*. (2006), detecting outliers based on Mahalanobis distance is an advantageous and effective method. This method can set a cut-off point that help researchers to define whether a point could be assorted as outlier or not.

This study employed the chi-square statistics table as the guidance to the cut-off point value. Based on observed measurement items in the study, the cut-off point of chi-square was set at a value of 113.577, the threshold value at 1% significance level. The outcomes of SPSS showed that the highest value was 103.372, indicating the non-existence of outliers. Therefore, all the 271 cases were used in the analysis.

5.3.4 Normality Test

The normality was regarded as the required assumption in multivariate analysis and in most statistical tests (Hair *et al.*, 2010) because any substantial violation of this assumption may lead to unreliable results. Normality refers to the symmetrical distribution of data, forming the greatest frequency around the mean that shape the bell curve (Pallant, 2005). Among different ways to assess normality, it is recommended to use skewness and kurtosis values to show the data distribution shape (Pallant, 2005). Skewness is a measure which shows to what extent a distribution of data deviates from the centre around the mean (George & Mallery, 2006). It was also stated that, by nature many scales and measures are positively or negatively skewed in social science researches (Pallant, 2005). According to Hair *et al*. (2010), the values of skewness must be ranged between +1 and -1 for the data to be described as normal data. However, Kline (1998) suggests that the threshold between +3 and -3 is acceptable. Using the suggestion by Kline (1998), the results in Table 5.3 showed that the skewness values of the constructs under the study were found to be within the range of +3 and -3, indicating the normal distribution of the data.

Kurtosis is an indicator to detect whether the data set are peaked or flat relative to a normal distribution. The kurtosis values can be negative or positive where negative values refer to a flatter distribution while positive values refer to more peaked distribution (George & Mallery, 2006). In respect to the cut-off point of kurtosis values range, it is recommended to be between +3 and -3 (Coakes & Steed, 2003), while authors such as Hu *et al*. (1992) use the range of +7 to -7. In this study as illustrated in Table 5.3, all kurtosis values were in the range within +3 and -3 values. Thus, the cut-off point by Coakes and Steed (2003) can be referred to the data in this study has no problem with kurtosis. As the data has no problem with skewness, it is proven that the data is normal.

In conclusion, the results of normality test showed that the normality assumption was not violated. This indicates that all the data representing the constructs of the study were normally distributed.

Table 5.3
Normality Test

Construct	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Assertiveness	-.330	.135	.756	.260
Gender Egalitarianism	-.224	.135	.204	.260
Future Orientation	-.820	.135	.570	.260
Government Support	-.862	.135	.870	.260
Leadership Effectiveness	-.518	.135	.134	.260

5.3.5 Test of Linearity

Linearity testing is useful to ensure the linear relationship between the independent variables and dependent variable, which predicts the hypotheses' right direction;

therefore, positive values indicate the relationship can be considered positive. Based on the suggestion of Hair *et al*. (2006), the partial regression plot is used for each variable when there is more than one independent variable to guarantee the best representation in the equation. To achieve this purpose, the normal P-P plot of regression standardised residual plot was imposed for independent variables on dependent variable. This study has no problem in terms of linearity. The results show that the linearity was achieved. Appendix C shows the graph of the output for normality and linearity test.

5.3.6 Multicollinearity Test

The test of multicollinearity among variables is highly recommended before testing the proposed model (Hair *et al*., 2010). It represents the overlap between the independent variables. Using the correlation matrix can help to identify the independent variable that is highly and significantly correlated with other independent variables. In addition, multicollinearity can be detected when the correlation value is more than 0.90 (Hair *et al*., 2010). Another approach to test multicollinearity is by examining the variance inflation factor (VIF) and the tolerance value.

In essence, the value of the VIF is the amount of variability of the selected independent variable which is explained by other independent variables; whereas the tolerance value is the inverse of VIF (Hair *et al*., 2010). The VIF and tolerance values cut-off points are 10 and 0.10, respectively which indicate that a VIF closer to 1.00 represents little or no multicollinearity.

Table 5.4 shows that the model highlight collinearity statistics for all independent variables. Moreover, the correlation between variables is below 0.90, which indicates the absence of multicollinearity. Additionally, VIF values range between 1.282 and 2.149, whereas tolerance values range between 0.260and 0.672. Therefore, the results confirm the uniqueness of the independent variables in explaining the dependent variable.

Table 5.4
Multicollinearity Test

Model		**Collinearity Statistics**	
		Tolerance	**VIF**
Assertiveness	Leadership	.672	2.149
Gender Egalitarianism	Effectiveness	.414	1.282
Future Orientation		.515	1.408
Government Support		.260	1.778

5.4 Demographic Distribution of the Respondents

The descriptive results are presented in Table 5.5 The profile of respondents shows that 13.3% (n=36) of respondents are deans; 22.5% (n=61) are deputy deans; 34.3% (n=93) of respondents are director of unit and 29.9% (n=81) are head of department. In terms of education, themajority of the respondents 65.7% (n=178) have Ph.D. certificate; while 11.4% (n=31) of respondents have Bachelor's degree; 22.9% (n=62) of respondents have master degree. The demographic results show that 65 of respondents (24%) have working experience between 1-5 years; 108 of respondents (39.9%) have working experience between 6-10 years; 74 of respondents (27.3%) have working experience between 11- 20 years and only 24 respondents (8.9%) have working experience more than 20 years. In term of experience in the current position, the results show that 151of respondents (55.7%) have position experience between 1-3 years; 111 of respondents (41%) have position experience between 4 - 6 years; 7 of respondents (2.6%) have position experience between 7- 10 years and only 2 respondents (0.7%) have position experience more than 20 years.

Table: 5.5

Frequencies of demographic respondents

Demographic attributes	Frequency	%
Position		
Dean	36	13.3
Deputy Dean	61	22.5
Director of theunit	93	34.3
Head of Department	81	29.9
Total	**271**	**100**
Education		
Bachelor	31	11.4
Master	62	22.9
PhD	178	65.7
Total	**271**	**100**
Age		
21-30	21	7.7
31-40	118	43.5
41-50	98	36.2
more than 50 years	34	12.5
Total	**271**	**100**
Experience(in years)		
1-5	65	24.0
6-10	108	39.9
11-20	74	27.3
more than 20 years	24	8.9
Total	**271**	**100**
Marital Status		
Single	40	21.3
Married	205	71.7
Divorce	20	5.4
Widow	6	1.6
Total	**271**	**100**
Experience in the Current Position(in years		
1-3	151	55.7
4-6	111	41.0
7-10	7	2.6
11-15	2	0.7
Total	**271**	**100**

5.5 Descriptive Statistics

A descriptive analysis of data was conducted to describe the Assertiveness, Gender Egalitarianism, Future Orientation, Government Support and Leadership Effectiveness from the women leaders' perspective.

Table 5.6 shows that the dependent variable (leadership effectiveness) received the second minimum mean value among all constructs (3.74) which indicate that women leaders emphasize the lack of leadership effectiveness which is reflected in the main problem statement of the study.

Table: 5.6
Descriptive Statistics

Construct	N	Minimum	Maximum	Mean	Std. Deviation
Assertiveness	271	1	7	3.88	0.917
Gender Egalitarianism	271	1	7	3.48	0.706
Future Orientation	271	1	7	3.86	0.696
Government Support	271	1	7	4.69	0.804
Leadership Effectiveness	271	1	7	3.74	0.783

5.6 Evaluation of the PLS Path Model

The PLS path modeling does not employ the condition of global goodness-of-fit. As such, Chin (1998) proposed a catalogue of criteria for the assessment of partial model structures. The criteria comprise a two-phase process that covers: (1) the outer model assessment; and (2) the inner model assessment.

At the onset of the two level processes, model assessment concentrates on the measurement model. The measurement reliability and validity are revealed by a systematic evaluation of PLS based on specific criteria linked to the formative and reflective outer model. It is only reasonable to assess the inner path model estimates when the calculated latent variable (LV) scores reveal appropriate validity and reliability. The general design of a PLS presents a recursive inner model that is exposed to predictor specifications. Therefore, the inner model comprises a causal chain system and includes two varying types of outer models: the reflective and the formative measurement models as represented by Mode A and B, respectively. The choice of a particular outer model is explained by theoretical rationale (Diamantopoulos & Winklhofer, 2001).

The reflective mode develops causal relations from the LV to the manifest variable in the block it is located in. Therefore, every manifest variable in a particular measurement model is perceived to be developed as a linear function of the LVs along with the residual. On the other hand, the formative model of a model develops causal relations from the manifest variables to the latent ones.

In addition, it is imperative to consider how the terms, ‘formative’ and ‘reflective’, and the implication linked with the classification of ‘causal’ and ‘effect’, highlight the distinction between the characterization of the model of the LV measurement models. Despite the LV’s original consideration as an exact linear combination of its indicators of the specifications of formative indicator or a causal indicator specification, the original term is broader as it considers both in an exact linear combination even when the indicators do not extensively determine the LV (Bollen& Davis, 2009). In addition, this study has to moderate variable and the smart-PLS is the best approach to test the moderating effect of the relationships between variables.In the following explain the two steps using the smart-PLS approach to evaluate the measurement model and structural model.

5.7 Testing the Goodness of the Measurements

The goodness of the measures of this study was examined by the PLS-SEM using Smart-PLS 2.0 which was utilized to set up the construct validity of the measures as discussed in the following sections:

5.7.1 Testing the Measurement, Outer Model, Using PLS Approach

Prior to testing the proposed hypothesis, the research conducted an assessment of the measurement model and the outer model with the help of PLS-SEM method, where a two-step method was followed as recommended by Anderson and Gerbing (1988).In the following explain the first stepusing the smart-PLS approach.

5.7.1.1 Construct Validity

Construct validity can be tested through content validity, convergence validity, and discriminant validity.

5.7.1.2 Content Validity

Content validity is the level to which the developed items measure the construct that they were developed to measure (Hair et al., 2010) – stated clearly, the items that were developed to measure a specific construct should load higher on that construct compared to other constructs in the model. An extensive review of past literature can ensure that the items adapted to measure a construct possess sufficient content validity.

The loading results show that the entire items sufficiently measured their respective constructs. The content validity values of the measures are listed in Table 5.7. It is evident from the table that items highly loaded on their respective constructs compared to other constructs and Table 5.8 shows their loadings were significant ensuring content validity of the study measures as explained by Chow and Chan (2008).According to Hair *et al*. (2010), the researcher can retain the items with loading between 0.40 to 0.60, if the average variance extracted (AVE) are 0.50 or above.Therefore, this study remains the items with theloading of 0.50 and above since all the results of AVE are above 0.50.

Table 5.7
Loadings of the Items

Construct	Items	AS	FO	GE	GS	LE
Assertiveness	**AS1**	**0.501**	0.368	0.189	0.157	0.197
	AS10	**0.815**	0.572	0.461	0.295	0.378
	AS11	**0.776**	0.604	0.412	0.223	0.305
	AS12	**0.850**	0.632	0.430	0.336	0.381
	AS13	**0.716**	0.464	0.401	0.340	0.357
	AS14	**0.768**	0.539	0.415	0.319	0.373
	AS15	**0.799**	0.583	0.458	0.297	0.411
	AS2	**0.730**	0.618	0.420	0.265	0.355
	AS3	**0.781**	0.642	0.453	0.255	0.332
	AS4	**0.679**	0.476	0.275	0.208	0.292
	AS5	**0.822**	0.673	0.426	0.313	0.403
	AS6	**0.769**	0.633	0.312	0.304	0.319
	AS7	**0.820**	0.635	0.454	0.321	0.368
	AS8	**0.692**	0.470	0.296	0.277	0.313
	AS9	**0.843**	0.669	0.403	0.260	0.342
Future Orientation	**FO1**	0.607	**0.805**	0.389	0.273	0.344
	FO2	0.609	**0.854**	0.383	0.335	0.365
	FO3	0.601	**0.855**	0.327	0.300	0.340
	FO4	0.672	**0.864**	0.370	0.336	0.362
	FO5	0.658	**0.834**	0.327	0.312	0.318
	FO6	0.696	**0.853**	0.385	0.345	0.377
	GE1	0.282	0.210	**0.737**	0.181	0.333

Construct	Items	AS	FO	GE	GS	LE
Gender Egalitarianism	**GE2**	0.469	0.452	**0.718**	0.243	0.301
	GE3	0.269	0.173	**0.691**	0.201	0.239
	GE4	0.508	0.500	**0.821**	0.266	0.194
	GE5	0.102	0.020	**0.611**	0.111	0.250
Government Support	**GS1**	0.252	0.280	0.286	**0.698**	0.353
	GS2	0.326	0.262	0.271	**0.767**	0.338
	GS3	0.349	0.319	0.264	**0.798**	0.343
	GS4	0.349	0.320	0.255	**0.780**	0.320
	GS5	0.300	0.348	0.199	**0.826**	0.375
	GS6	0.267	0.280	0.224	**0.818**	0.415
	GS7	0.249	0.284	0.270	**0.845**	0.451
Leadership Effectiveness	**LE1**	0.457	0.404	0.423	0.396	**0.773**
	LE10	0.325	0.283	0.267	0.381	**0.804**
	LE11	0.343	0.313	0.333	0.353	**0.791**
	LE12	0.484	0.534	0.256	0.355	**0.616**
	LE13	0.366	0.306	0.369	0.344	**0.807**
	LE14	0.144	0.110	0.203	0.178	**0.561**
	LE15	0.441	0.471	0.328	0.309	**0.523**
	LE16	0.402	0.365	0.294	0.457	**0.750**
	LE17	0.344	0.275	0.312	0.373	**0.789**
	LE2	0.406	0.374	0.351	0.385	**0.766**
	LE3	0.356	0.318	0.342	0.361	**0.794**
	LE4	0.207	0.157	0.289	0.279	**0.544**
	LE5	0.239	0.162	0.249	0.291	**0.693**
	LE6	0.308	0.293	0.292	0.359	**0.741**
	LE7	0.393	0.322	0.349	0.342	**0.805**
	LE8	0.333	0.261	0.261	0.397	**0.784**
	LE9	0.318	0.270	0.261	0.386	**0.760**

Table 5.8
Significance of the Indicator Loadings

Construct	Items	Loading	Standard Error	T Value	P Value
Assertiveness	**AS1**	**0.502**	0.057	7.094	0.000
	AS10	**0.815**	0.018	45.144	0.000
	AS11	**0.776**	0.025	31.445	0.000
	AS12	**0.850**	0.016	52.916	0.000
	AS13	**0.716**	0.036	19.991	0.000

Construct	Items	Loading	Standard Error	T Value	P Value
	AS14	**0.768**	0.025	31.067	0.000
	AS15	**0.799**	0.021	37.370	0.000
	AS2	**0.730**	0.031	23.809	0.000
	AS3	**0.781**	0.023	34.272	0.000
	AS4	**0.679**	0.042	16.306	0.000
	AS5	**0.822**	0.018	45.771	0.000
	AS6	**0.769**	0.026	29.910	0.000
	AS7	**0.820**	0.024	33.950	0.000
	AS8	**0.692**	0.037	18.818	0.000
	AS9	**0.843**	0.017	49.734	0.000
Future Orientation	FO1	**0.805**	0.024	34.144	0.000
	FO2	**0.854**	0.020	43.213	0.000
	FO3	**0.855**	0.020	41.941	0.000
	FO4	**0.864**	0.016	54.287	0.000
	FO5	**0.834**	0.019	43.780	0.000
	FO6	**0.853**	0.018	46.596	0.000
Gender Egalitarianism	GE1	**0.737**	0.045	16.528	0.000
	GE2	**0.718**	0.057	12.515	0.000
	GE3	**0.691**	0.055	12.487	0.000
	GE4	**0.821**	0.074	7.236	0.000
	GE5	**0.611**	0.070	8.686	0.000
Government Support	GS1	**0.698**	0.036	19.397	0.000
	GS2	**0.767**	0.029	26.242	0.000
	GS3	**0.798**	0.028	28.601	0.000
	GS4	**0.780**	0.026	30.136	0.000
	GS5	**0.826**	0.022	38.276	0.000
	GS6	**0.818**	0.025	32.283	0.000
	GS7	**0.845**	0.018	47.769	0.000
Leadership Effectiveness	LE1	**0.773**	0.022	34.739	0.000
	LE10	**0.804**	0.024	33.373	0.000
	LE11	**0.791**	0.025	31.055	0.000
	LE12	**0.616**	0.041	14.959	0.000
	LE13	**0.807**	0.023	35.828	0.000
	LE14	**0.561**	0.045	12.389	0.000
	LE15	**0.523**	0.044	11.950	0.000
	LE16	**0.750**	0.028	27.001	0.000
	LE17	**0.789**	0.027	29.178	0.000
	LE2	**0.766**	0.025	30.486	0.000
	LE3	**0.794**	0.020	38.814	0.000
	LE4	**0.544**	0.049	11.204	0.000
	LE5	**0.693**	0.036	19.139	0.000
	LE6	**0.741**	0.029	25.699	0.000

Construct	Items	Loading	Standard Error	T Value	P Value
	LE7	**0.805**	0.021	37.663	0.000
	LE8	**0.784**	0.029	27.295	0.000
	LE9	**0.760**	0.029	26.326	0.000

5.7.1.3 Convergence Validity Analysis

Convergence validity is the degree to which a group of variables converges to measure a specific concept (Hair *et al*., 2010). As suggested by Hair *et al*. (2010), to establish convergence validity, three criteria should be tested simultaneously, namely factor loadings, composite reliability (CR) and average variance extracted (AVE). Hence, the loadings of all items were examined where all items had loading more than 0.5, which is an acceptable level according to the multivariate analysis literature (Hair *et al*., 2010). Table 5.8 indicates that all the factors' loadings are significant at the 0.001 level of significance.

The second criterion to test convergence validity is the CR which refers to the degree to which a set of items consistently indicate the latent construct (Hair *et al*., 2010). This study shows the result of reliability using the most common criteria used among researchers which are the Cronbach's Alpha and the most recent criteria used by Hair and others which are composite reliability.In Table 5.9, the values of Cronbach's Alpha and CR were examined. The values of Cronbach's Alpha ranged from 0.778 to 0.967; and the CR ranged from 0.844 to 0.969, which exceeds the recommended level of 0.7 (Fornell&Larcker, 1981; Hair *et al*., 2010). Therefore, these results confirm the convergence validity of the outer model.

Furthermore, the values of the AVE were examined to confirm the convergence validity of the outer model. AVE reflects the average of variance extracted among a group of items in relation to the variance shared with the errors of measurement. In other words, AVE measures the variance captured by indicators in relation to the variance assignable to the measurement errors. Hence, if the value of AVE is at least 0.5, then these set of items have an adequate convergence in measuring the concerned construct (Barclay, Higgins & Thompson, 1995). In the study, AVE values range between 0.541 and 0.713that indicate a good level of theconstruct validity of the measures used (Barclay *et al*., 1995).

Table 5.9
Convergence Validity Analysis

Construct	Items	loading	Cronbach Alpha	CR[a]	AVE[b]
	AS1	0.502			
	AS10	0.815			
	AS11	0.776			
	AS12	0.850			
	AS13	0.716			
	AS14	0.768			
	AS15	0.799			
Assertiveness	AS2	0.730	0.945	0.952	0.575
	AS3	0.781			
	AS4	0.679			
	AS5	0.822			
	AS6	0.769			
	AS7	0.820			
	AS8	0.692			
	AS9	0.843			
	FO1	0.805			
	FO2	0.854			
Future Orientation	FO3	0.855	0.919	0.937	0.713
	FO4	0.864			
	FO5	0.834			
	FO6	0.853			
	GE1	0.737			
	GE2	0.718			
Gender Egalitarianism	GE3	0.691	0.778	0.844	0.541
	GE4	0.821			
	GE5	0.611			
Government Support	GS1	0.698	0.901	0.921	0.627

Construct	Items	loading	Cronbach Alpha	CR[a]	AVE[b]
	GS2	0.767			
	GS3	0.798			
	GS4	0.780			
	GS5	0.826			
	GS6	0.818			
	GS7	0.845			
	LE1	0.773			
	LE10	0.804			
	LE11	0.791			
	LE12	0.616			
	LE13	0.807			
	LE14	0.561			
	LE15	0.523			
	LE16	0.750			
Leadership Effectiveness	LE17	0.789	0.967	0.969	0.543
	LE2	0.766			
	LE3	0.794			
	LE4	0.544			
	LE5	0.693			
	LE6	0.741			
	LE7	0.805			
	LE8	0.784			
	LE9	0.760			

*[a] CR = (Σ factor loading) ^{2} / {(Σ factor loading) ^{2}) + Σ (variance of error)}
*[b] AVE = Σ (factor loading) ^{2} / {Σ (factor loading) ^{2} + Σ (variance of error)}

5.7.1.4 Discriminant Validity Analysis

To establish construct validity of the outer model, it is very important to confirm discriminant validity. Therefore, before testing the hypotheses through the path analysis, discriminant validity testing is mandatory. It's measures show the degree to which items differentiate among constructs. In other words, discriminant validity shows that items that are used to measure different constructs do not overlap. In addition, discriminant validity of the measures share variance between each construct, and therefore, should be greater than the variance shared among distinct constructs (Compeau, Higgins & Huff, 1999). For the purpose of this study, discriminant validity of the measures was confirmed by employing the method of Fornell and Larcker (1981).

As explained in Table 5.10, the square root of AVE for all constructs was replaced at the diagonal elements of the correlation matrix. The discriminant validity of the outer model for this study is confirmed since the diagonal elements in the Table are higher than the other elements of the column and row in which they are located. As a result of the above testing for the construct validity of the outer model, it is assumed that the obtained results pertaining to the hypotheses testing are reliable and valid.

Table 5.10
Discriminant Validity Matrix

Construct	Assertiveness	Future Orientation	Gender Egalitarianism	Government Support	Leadership Effectiveness
Assertiveness	**0.758**				
Future Orientation	0.749	**0.844**			
Gender Egalitarianism	0.520	0.432	**0.692**		
Government Support	0.372	0.376	0.318	**0.792**	
Leadership Effectiveness	0.457	0.417	0.413	0.474	**0.737**

5.8 Assessment of the Structural Model

Once the goodness of the outer model had been confirmed, the next stage was to test the hypothesized relationships among the variables. Using Smart-PLS 2.0, the hypothesized model was tested by running bootstrapping technique.

5.8.1 The Assessment of the Inner Model - Hypotheses Testing for Direct Relationships

This study was using Smart-PLS 2.0; the hypothesized model was tested by running PLS bootstrapping. Therefore, the path coefficients (Beta) were generated by using PLS Algorithmas illustrated in Figure 5.1.

Figure 5.2 aims to confirm whether or not the path coefficients (Beta) are significant. This study used the bootstrapping technique in Smart-PLS 2.0, where the T-values of every path coefficient were produced subsequently, along with the P-values as shown in Figure 5.1 and Table 5.11. The results of this study provide interesting findings for discussion since it gives an insight into relationships with effectiveness in Saudi Arabia content.

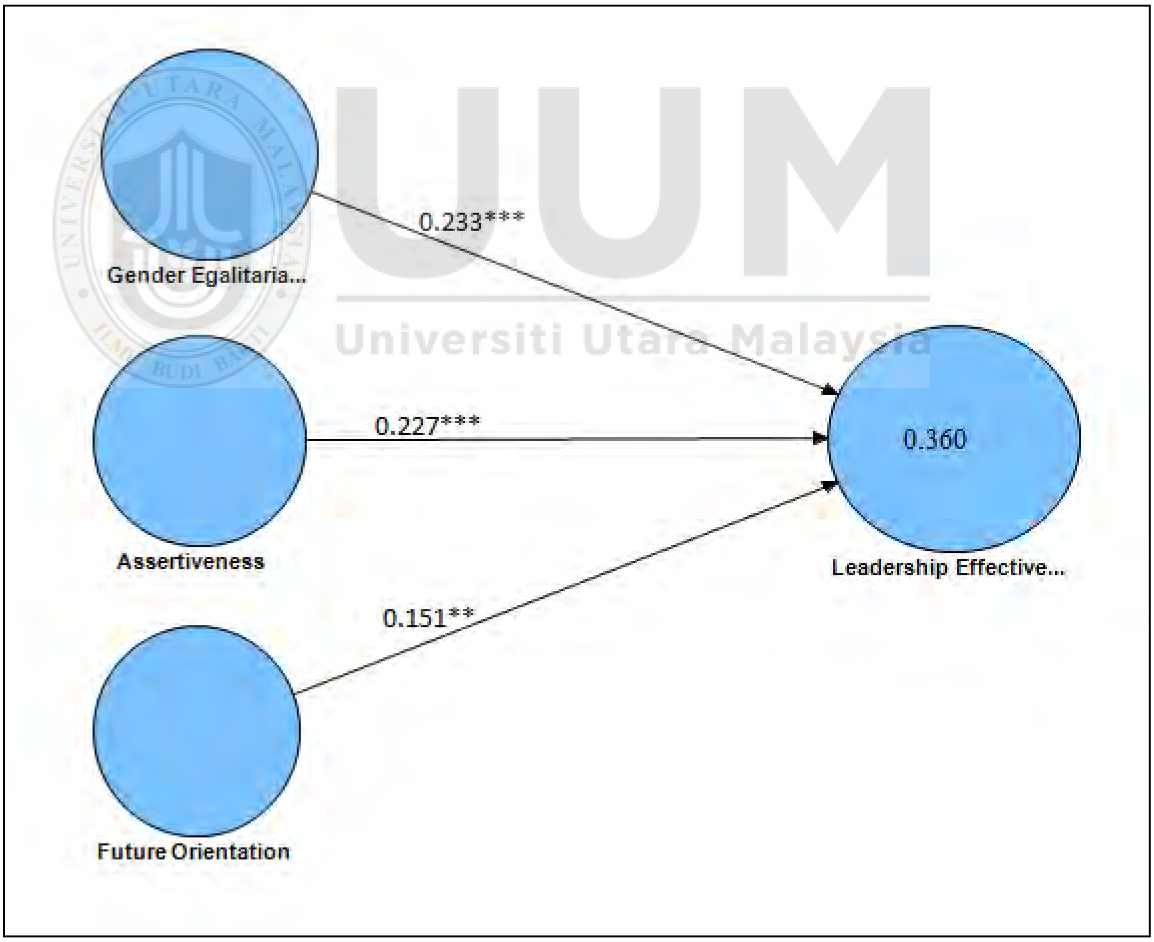

Figure 5.1
Path Model Results

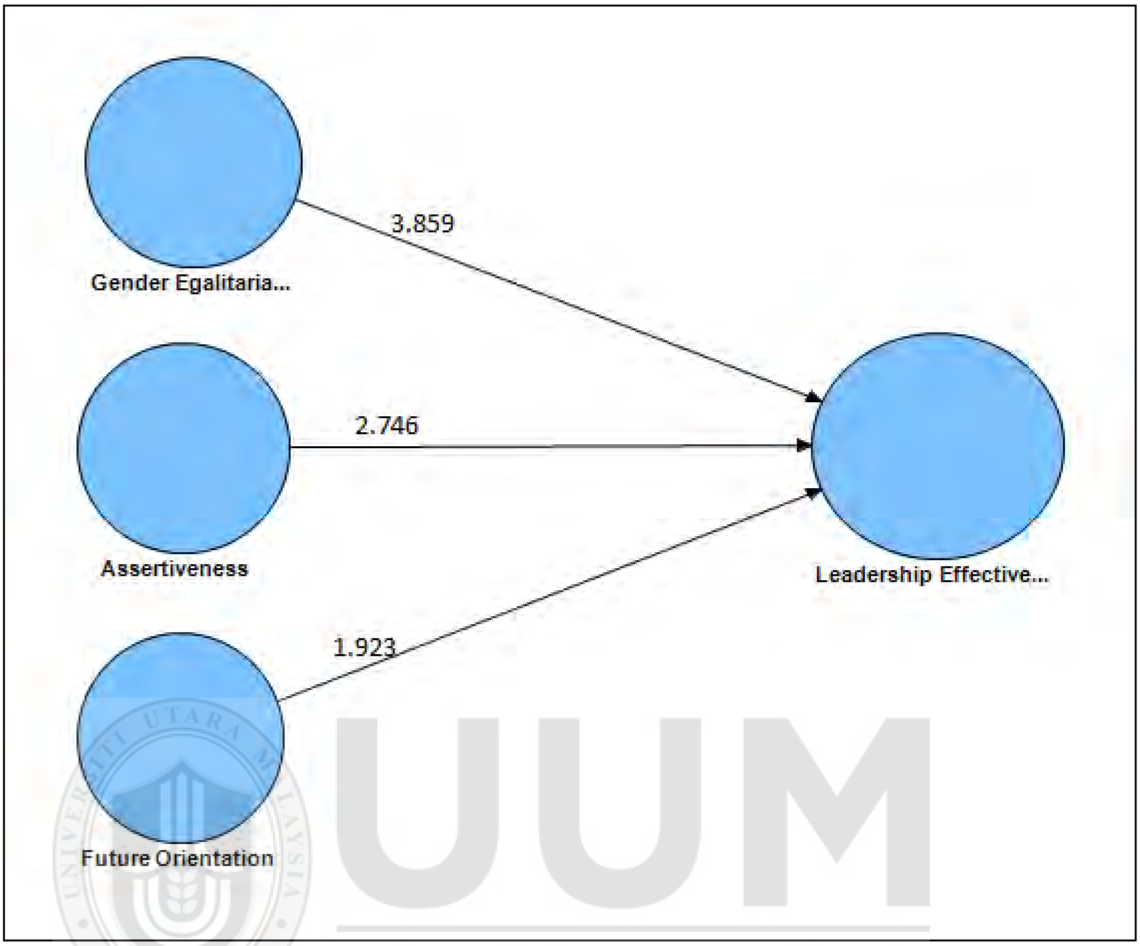

Figure 5.2
Path Model Significance Results

Table 5.11
The Results of the Inner Structural Model (Hypothesis Testing)

No	Hypothesis	Path Coefficient	Standard Error	T Value	P Value	Decision
H1	Assertiveness -> Leadership Effectiveness	0.227***	0.083	2.746	0.003	Supported
H2	Gender Egalitarianism -> Leadership Effectiveness	0.233***	0.060	3.859	0.000	Supported
H3	Future Orientation -> Leadership Effectiveness	0.151**	0.078	1.923	0.028	Supported

*:p<0.1; **:p<0.05; ***, p<0.01

For the purpose of concluding whether or not the path coefficients are statistically significant, thebootstrapping technique was employed in this study with Smart-PLS 2.0. As reported in Table 5.11, the T-values with each path coefficient were generated using bootstrapping technique and P-Values were subsequently generated. The results show that assertiveness has significant effect on leadership effectiveness ($\beta = 0.227$, $t=2.746$, $p<0.01$).This result also confirms the importance of assertiveness to improve the leadership effectiveness. The result indicated that for each unit increase in assertiveness, there was an expected increase of 0.227inleadership effectiveness. This result is consistent with the existing studies (Ames, 2009; Ames, Flynn, 2007; Grove, 2005).

Similarly, future orientation has significant effect on leadership effectiveness ($\beta = 0.151$, $t=1.923$, $p<0.05$). This result also confirms the importance of future orientation to increase the leadership effectiveness. The result indicated that for each unit increase in future orientation, there was an expected increase of 0.151inleadership effectiveness. This result is consistent with the existing studies (Grove, 2005; Sokoll, 2011).

Correspondingly, gender egalitarianism has significant effect on leadership effectiveness ($\beta = 0.233$, $t=3.859$, $p<0.01$). This result also confirms the importance of gender egalitarianism to increase the leadership effectiveness. The result indicated that for each unit increase in gender egalitarianism, there was an expected increase of 0.233inleadership effectiveness. This result is consistent with the existing studies (Grove, 2005; Workplace Gender Equality Agency, 2013).

5.8.2 Testing the Moderation Effect of Government Support

As illustrated in Table 5.12, the moderating effect of government support on the relationship between independent variables (assertiveness, and future orientation) and leadership effectiveness was examined by using the PLS algorithm and bootstrapping. The results revealed that government support moderates the relationship between assertiveness and leadership effectiveness at the 0.05 level of significance (β= 0.250, t=1.929, p=0.027). On the other hand, government supportdoes not moderate the relationships between gender egalitarianism and leadership effectiveness at the 0.05 level of significance (β= 0.195, t=0.655, p=0.256). Finally, there is moderation effect of government support on the relationship between future orientation and leadership effectiveness at the 0.01 level of significance (β= 0.315, t=2.476, p=0.007).

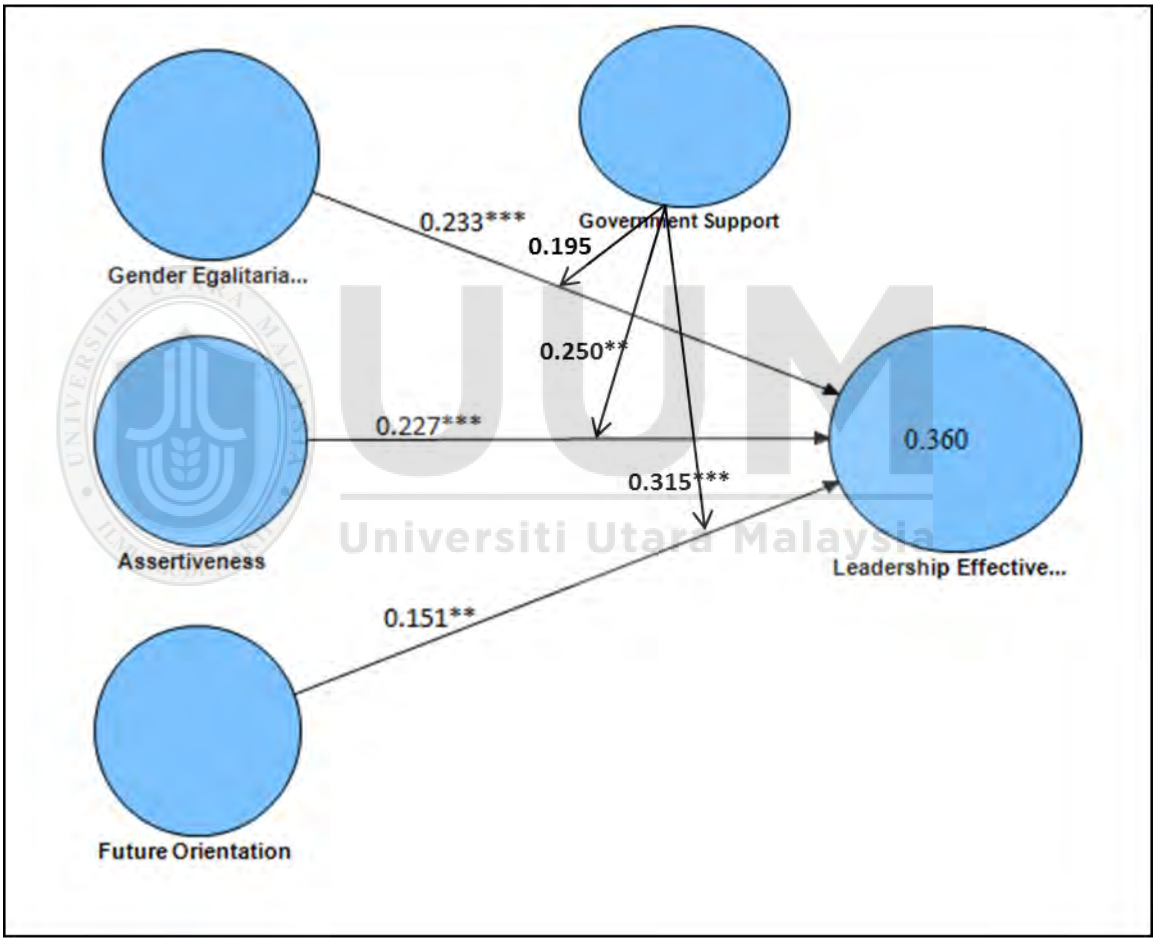

Figure 5.3
Path Model Results for Moderating Effect of the Government Support

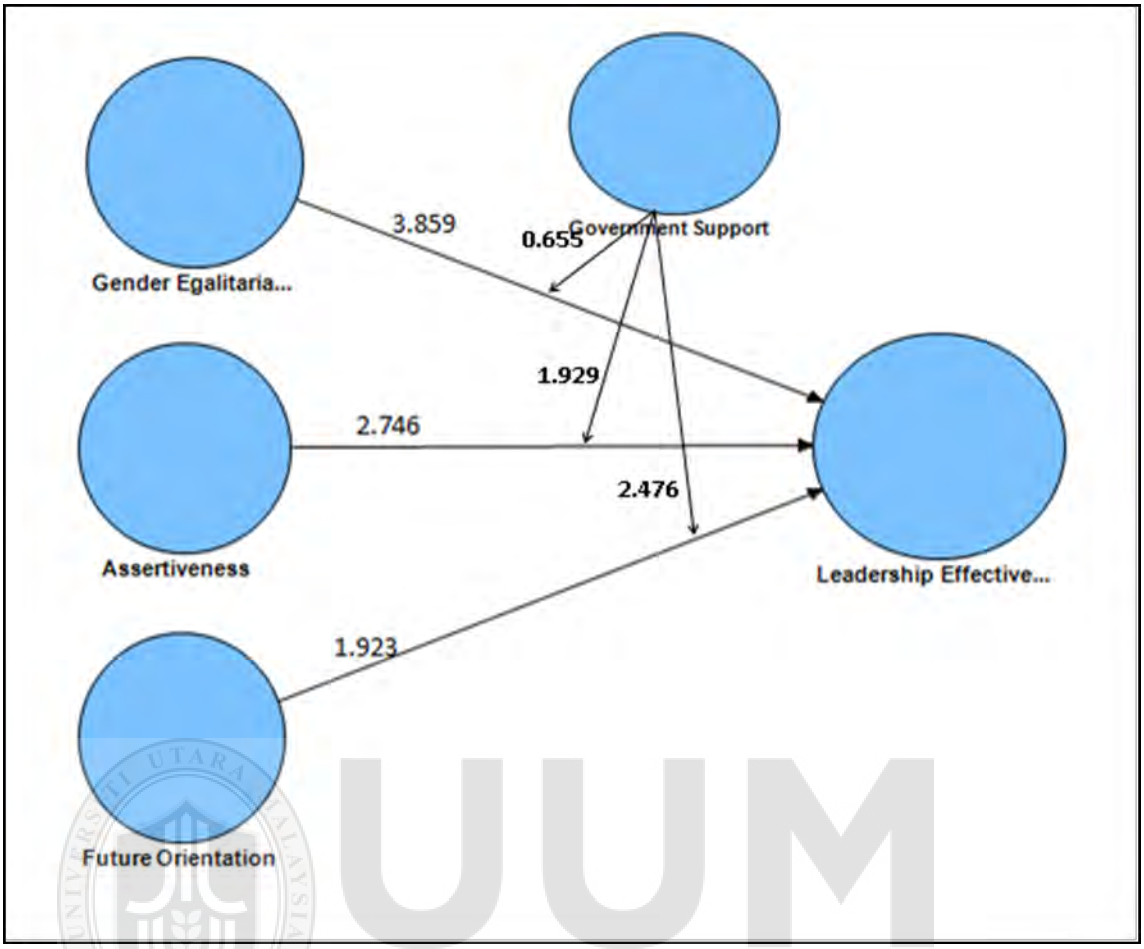

Figure 5.4
Model of Significance Results for Moderating Government Support

Table 5.12
The Results of the Inner Structural Model for the Moderating Effect of Government Support

No	Hypothesis	Path Coefficient	Standard Error	T Value	P Value	Decision
H4	Assertiveness * Government Support -> Leadership Effectiveness	0.250**	0.130	1.929	0.027	Supported
H5	Gender Egalitarianism * Government Support -> Leadership Effectiveness	0.195	0.297	0.655	0.256	Not Supported
H6	Future Orientation * Government Support -> Leadership Effectiveness	0.315***	0.127	2.476	0.007	Supported

*:p<0.1; **:p<0.05; ***, p<0.01

Figure 5.5 provides aplot of the interaction between assertiveness and government support on leadership effectiveness at high and low assertiveness based on the recommendation of Madera, Dawson, and Neal (2013). As shown in Figure 5.5, the relationship between assertiveness and leadership effectiveness was strongest among women leaders in public universities in the case of high government support and weak in the case of low government support.In other words, this study found that government support moderate the relationship between assertiveness and leadership assertiveness. In this case the greater the level of support given by the government, the more influence of assertiveness towards leadership effectiveness.

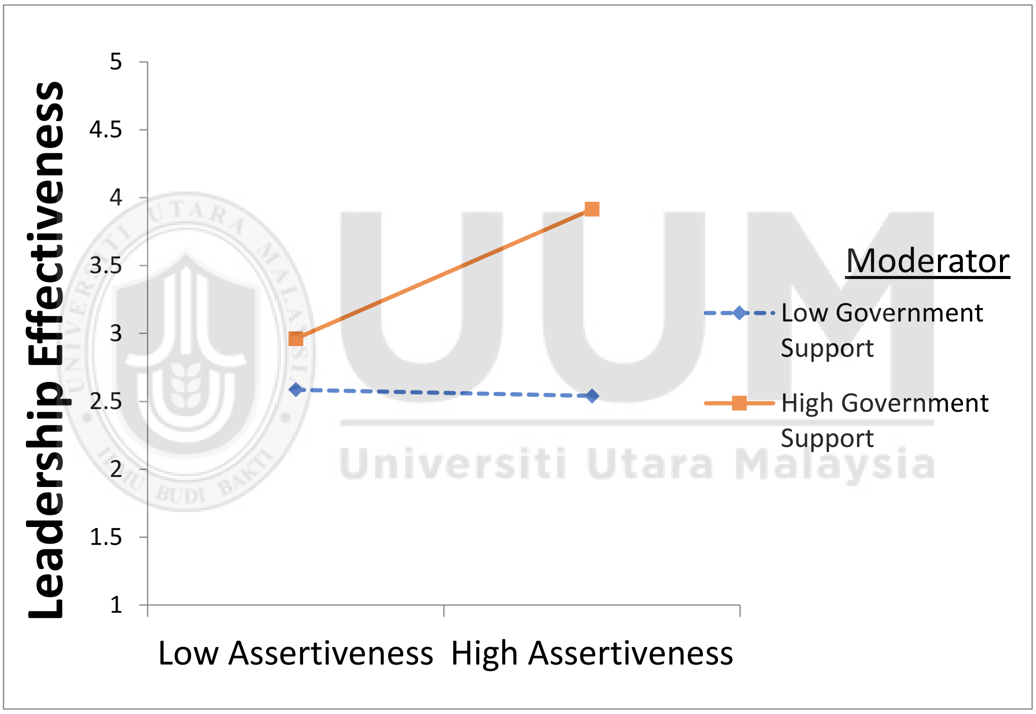

Figure 5.5
Plot of Interaction between Assertiveness and Government Support on Leadership Effectiveness

Figure 5.6 provides aplot of the interaction between future orientation and government support on leadership effectiveness at high and low future orientation based on the recommendation of Madera, Dawson, and Neal (2013). As shown in Figure 5.6, the relationship between future orientation and leadership effectiveness was strongest among women leaders in public universities in the case of high government support and weak in the case of low government support. In other words, in this case the greater the level of support given by the government, the more influence of future orientation towards leadership effectiveness.

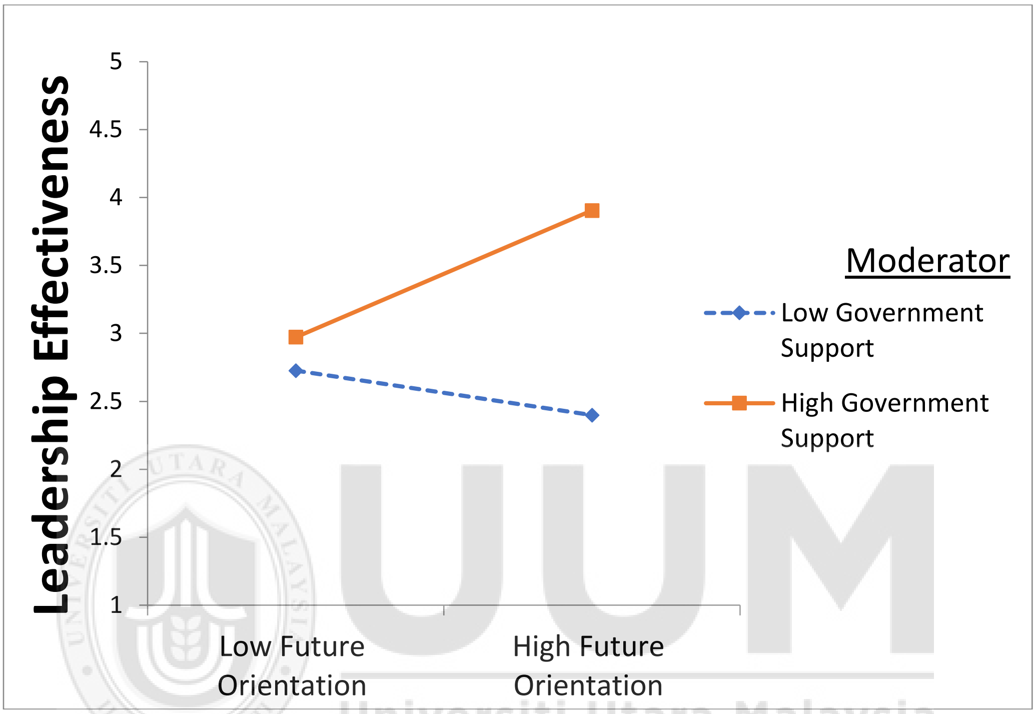

Figure 5.6
Plot of Interaction between Future Orientation and Government Support on Leadership Effectiveness

5.9 Predictive Relevance and the Quality of the Model by R Square

In the literature on multivariate data analysis, the quality of the model can be assessed by R square, the cross-validated redundancy, effect size and goodness of fit which are discussed in the following sections.

5.9.1 R-Square

As defined in the literature, R square is the indicator that shows the amount of variance explained in the endogenous variable by its exogenous variables. According to Hair et al. (2010), it reflects the quality of the variables included in the model. Therefore, the R Square's magnitude for the endogenous variables is regarded as an indicator of thepredictive power of the model. However, there are many criteria that can be used as guidelines for assessing the level of R square. For instance, Cohen’s (1988) criterion states that R square value equal to 0.26 or more is considered substantial; 0.13 moderate; and 0.02 week. Moreover, Chin’s (1998) criterion states that R square value equal or more than 0.67 is substantial; 0.33 moderate; and 0.19 week. According to the aforementioned criteria, the R square of the endogenous variable (Leadership Effectiveness) is 0.360 as depicted in Table 5.13 and they are considered high reflecting the adequacy of the model developed.

5.9.2 Cross-Validated Redundancy

The model’s predictive relevance can be examined by the Stone-Geisser non-parametric test (Chin, 1998; Fornell& Cha, 1994; Geisser, 1975; Stone, 1975). In Smart-PLS package, the blindfolding procedure can be performed to examine the predictive relevance of the model. Blindfolding step is designed to remove some data while handling them as missing values for parameters estimation. Then, the estimated parameters are used again to reconstruct the raw data that are earlier supposed to have been missed. As a result of blindfolding process, a general cross-validating metrics Q^2 is produced.

Generally, there are several forms of Q^2 that can be gained based on the form of the chosen prediction. A cross-validated commonality is obtained when the points of the data are predicted employing the underlying LV scores. If the prediction of the data points is acquired by the LVs that predict the block in question, a cross-validated redundancy Q^2 is the output.

It has been indicated by Fornell and Cha (1994) that the cross-validated redundancy measure can be considered as a reliable indicator of the model's predictive relevance under examination. According to Fornell and Cha (1994), the redundant commonality is found to be larger than 0 for all endogenous variables; therefore, the model is considered to have predictive validity, but if not, the predictive relevance of the model cannot be concluded. As illustrated in Table 5.13, the cross-validated redundancies and Communiality for leadership effectiveness were as 0.166and 0.123, respectively. Thus, based on the criteria suggested by Fornell and Cha (1994), all values are more than zero which indicates an adequate predictive validity of the model.

Table 5.13
Predictive Quality Indicators of the Model

Variable	**Variable Type**	**R square**	**Cross-Validated Communiality**	**Cross-Validated Redundancy**
Leadership Effectiveness	Endogenous	0.360	0.123	0.166

5.9.3 Effect Size(f^2)

According to Cohen's (1988) criterion, when the effect size (f^2) is less than 0.15, it is considered as asmall effect. In Table 5.14, the effective size of leadership effectiveness and the interaction terms for all the variables (Assertiveness, Future Orientation, Gender Egalitarianism, and Government Support) are less than 0.15. The following

Cohen's (1988) criterion, f^2 is assessed as: (0.02 small; 0.15 medium and 0.35 large). Therefore, it can be considered that the effect is small for all the variables. The following formula shows how the effect size was calculated:

$$Effect\ size(f2) = \frac{R^2_{incl} - R^2_{excl}}{1 - R^2_{incl}}$$

Table 5.14
The Effect Size of Leadership Effectiveness and the Interaction Terms

Construct	**R2incl**	**R2excl**	**R2incl-R2excl**	**1-R2incl**	**Effect Size**	**%**
Assertiveness	0.360	0.340	0.020	0.640	0.031	3.12
Future Orientation	0.360	0.341	0.019	0.640	0.030	2.97
Gender Egalitarianism	0.360	0.336	0.024	0.640	0.037	3.75
Government Support	0.360	0.266	0.094	0.640	0.147	14.69

5.9.4 The Goodness of Fit of the Whole Model

In contrast to the covariance-based structural equation modeling (CBSEM) approach, PLS-SEM has only one measure for goodness of fit. Tenenhaus*et al*. (2005) defined a global fit measure (GoF) for PLS is the geometric mean of the average commonality and average R square for the endogenous constructs. For this purpose, GoF measure accounts for the variance extracted by both inner and outer models. According to the guidelines set up by Wetzels, Odekeren-Schroderand, and Oppen (2009), the following formula is given:

$$Gof = \sqrt{(\overline{R^2} \times \overline{AVE})}$$

In this study, the obtained GoF value was calculated by the formula.

$$Gof = \sqrt{(0.360 \times 0.587}$$

$$= 0.460$$

The comparison was made based on the baseline values of GoF by Wetzels*et al*. (2009) (small =0.1, medium =0.25, large =0.36). Therefore, the results show that GoF of the model is large indicating an adequate PLS model validity.

5.10 Summary of Findings

This study employs PLS-SEM as the technique of analysis. In this chapter, an elaborate treatment of the PLS-SEM analysis technique is given for the reason that PLS is a new analysis technique in construction.

Before testing the model of this research, rigorous steps were followed to establish the reliability and validity of the outer model as a standard reporting in SEM data analysis. After proving the validity and reliability of the measurement model, the hypothesized relationships were tested. However, before examining the hypothesized relationships between constructs, the predictive power of the model was examined and reported, followed by testing the goodness of the overall model which was confirmed. The last procedure was examining the structural model and the results are reported in detail. Table 5.15 below shows the results of the tested hypothesis.

Table 5.15
Summary of the Results

No	Hypothesis Path	Decision
H1	Assertiveness -> Leadership Effectiveness	Supported
H2	Future Orientation -> Leadership Effectiveness	Supported
H3	Gender Egalitarianism -> Leadership Effectiveness	Supported

No	Hypothesis Path	Decision
H4	Assertiveness * Government Support -> Leadership Effectiveness	supported
H5	Future Orientation * Government Support -> Leadership Effectiveness	Supported
H6	Gender Egalitarianism * Government Support -> Leadership Effectiveness	Not supported

Further discussion and explanations of these findings are provided in the next chapter in light of previous literature, thecontext of the study and the underpinning theories.

5.11 Chapter Summary

This chapter presentsa description on how the respondents are distributed with regards to the demographic variables, such as qualifications and experiences for all respondents. This chapter also reports the resultsof the data analysis; all tests were conducted to examine the outer measurement model (Content validity, Convergence validity, and discriminant validity). Thenit conducted to examine the inner structural model assessment and hypotheses testing. Finally, this study provided a summary of findings.

CHAPTER SIX
DISCUSSION, RECOMMENDATIONS, AND CONCLUSIONS

6.1 Introduction

This chapter begins by providing an overview of the study, followed by an in-depth discussion of the research findings presented in the previous chapter. The second part outlines the theoretical and practical contributions of the present work. The third part lays out the limitations of the study along with suggestions for future research. This chapter ends with some concluding remarks.

6.2 Summary of the Study

This study explores the effects of various key independent variables (assertiveness, a future orientation, and gender egalitarianism) on leadership effectiveness by examining government support as a moderator in the public universities of Saudi Arabia. The main motivation behind this study is to enhance the effectiveness of female leadership in the Kingdom of Saudi Arabia while identifying the vital role of various variables including assertiveness, a future orientation and gender egalitarianism and highlighting the importance of government support as a moderating variable. The research objectives, analysis procedure, and findings are presented in Table 5.1.

Table 6.1
Study Overview

Objectives of Research	Analysis Employed	Findings
1. To examine the relationship between assertiveness and leadership effectiveness of women in public universities of KSA.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that assertiveness has a positive and significant effect on leadership effectiveness (H1is supported).
2. To examine the relationship between gender egalitarianism and leadership effectiveness of women in public universities of KSA.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that gender egalitarianism has a positive and significant effect on leadership effectiveness (H2is supported).
3. To examine the relationship between future orientation and leadership effectiveness of women in public universities of KSA	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that future orientation has a positive and significant effect on leadership effectiveness (H3is supported).
4. To examine the moderating effect of government support for assertiveness and leadership effectiveness of women in public universities of KSA.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that government support has a significant and positive effect on the relation of assertiveness and leadership effectiveness (H4is supported).
5. To examine the moderating effect of government support between gender egalitarianism and leadership effectiveness of women in public universities of KSA.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that government support has no significant effect on the relation of gender egalitarianism and leadership effectiveness (H5 is not supported).
6. To examine the moderating effect of government supportbetweenfuture orientation and leadership effectiveness of women in public universities of KSA.	Hypotheses testing: Smart-PLS Algorithm and bootstrapping. The path coefficients and P-value were generated	The results show that government support has a significant and positive effect on the relation of future orientation and leadership effectiveness (H6 is supported).

6.3 Discussion

6.3.1 Gender Egalitarianism and Leadership Effectiveness

Gender egalitarianism has a significant effect on leadership effectiveness (β= 0.233, t=3.859, $p<0.01$). This result also confirms the importance of gender egalitarianism to increasing leadership effectiveness. The results indicate that for each unit increase in gender egalitarianism, there is an expected increase of 0.233 in leadership effectiveness. This result is consistent with past studies (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Grove, 2005; Workplace Gender Equality Agency, 2013).

Bass and Avolio (1994) also showed that women managers are considered more effective and are rated as better transformational leaders than men. They found that the differences were due to affirmative action, expectations, and stereotypes. Bass and Avolio (1994) also concluded that women leaders are considered more effective by their followers because they were more socially sensitive, which more were satisfying for their subordinates. These results are compatible with the results of previous studies (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Bass et al. (1996) that supported women's leadership style.

On the other hand, Gardiner and Tiggemann (1999) found that the leadership style of women in male-dominated organizations was similar to the men's style of leadership. The authors asserted that this was due to the pressures of discrimination women face in organizations dominated by males as compared with those dominated by females. In addition, women leaders are more democratic and participative than men. Women exhibit more transformational leadership behaviours than men when training and working with subordinates and when using their authority (Bass et al., 1996).

Saudi women can play a very significant leadership role in universities. Women also have the opportunity to get scholarships to study in Saudi universities as well as in other universities in developed countries (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). However, women remain an untapped resource because of cultural circumstances like the lack of gender egalitarianism. If women are given the opportunity, they can become leaders who can positively enhance the universities' performance. For example, when women were given opportunities in the Princess Noura University (PNU), the university received several scientific awards in spite of being founded only very recently. Generally, women in Saudi Arabian universities work in secretarial roles, restricted to only implementing the decisions made by men who are in positions of leadership.

The results show that it is imperative to increase the number of women in positions of leadership, give women the same opportunities as men and reduce work pressures to enable women to take care of their families alongside their work through fair competition without discrimination in Saudi universities (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). Giving women the opportunity to take up the presidency of scientific councils will help increase the effectiveness of Saudi women leaders and will also positively influence the performance level of universities, enabling them to accomplish the Saudi Vision for 2030, which aims to get at least five Saudi universities included in the global university rankings.

6.3.2 Assertiveness and Leadership Effectiveness

The results show that assertiveness has a significant effect on leadership effectiveness ($\beta = 0.227$, $t=2.746$, $p<0.01$). This result also confirms the importance of assertiveness to improve leadership effectiveness. The results indicate that for each unit increase in assertiveness, there was an expected increase of 0.227 in leadership effectiveness. This result is consistent with past studies (Anaya 2016; Mokhele, 2016: Ames, 2009; Ames & Flynn, 2007; Grove, 2005).

The researcher found that women academics love their jobs and have a great desire to serve their country by doing their best. Therefore, exercise a high level of assertiveness that helps them compete on an equal playing field (Anaya 2016; Mokhele, 2016). Women also try to control their environment. For example, Women take the initiative to participate in training sessions and workshops, whose cost they bear at their own expense. They realize the value of taking such initiatives in order to build trust in their capabilities.Consequently, Saudi women are able to contribute to the development of their country, while maintaining respect for the customs and traditions of society (Anaya 2016; Mokhele, 2016). In addition, the Saudi woman has received some of theattentionsof the woman always participates in the process of development.

There is evidence to show that assertiveness correlates with academic self-efficacy (Anaya 2016; Mokhele, 2016; Poyrazli et al., 2002). Assertiveness is not a characteristic that is looked upon positively in all cultures, but it seems to exist in both men and women in Saudi Arabia. Perhaps this increased efficiency is due to the fact that assertive individuals are active and use various influencing tactics to achieve their goals. This is supported by the fact that goal setting as an influence-building tactic has been established in the literature as a component of assertiveness (Anaya 2016; Mokhele, 2016; Brass & Burkhardt, 1993; Locke, 1976).

6.3.3 Future Orientation and Leadership Effectiveness

A future orientation has a significant effect on leadership effectiveness ($\beta = 0.151$, $t=1.923$, $p<0.05$). This result also confirms the importance of this approach to increase leadership effectiveness. The results indicate that for each unit increase in future orientation, there was an expected increase of 0.151 in leadership effectiveness. This result is consistent with past studies (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012; Grove, 2005; Sokoll, 2011). In addition,Seginer et al. (1991) found that women scored significantly higher than men on identity commitment, future education, and future career orientation. Although a future orientation seems to develop during childhood and adolescence, the impact of various societal, cultural and demographic factors also determines these attitudes during adulthood.

Several women academic leaders clarified that the Saudi Vision for 2030 will open many opportunities for Saudi women who have long awaited such an opportunity, claiming that it will allow Saudi women to occupy positions of leadership in the country in the coming years. Since women constitute 50% of university graduates, women support this vision through long-term strategic orientation and giving a higher priority to long-term success (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017;

Ozgen, 2012). In addition, women academics tend to display visionary leadership that is capable of seeing patterns in the face of chaos and uncertainty, which will ultimately help them get the opportunity to lead universities effectively.

Recently, the Princess Noura bint Abdulrahman University (PNU) along with other partners established the largest business center for women in Saudi Arabia (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012). This center seeks to create more than 20,000 jobs for Saudi women over the next decade. The president of the university, Huda Alamil, said in her speech, "The Princess Noura University is keen to invest its potential and energies to achieve enlightenment for Saudi women through knowledge, values, and work, according to national strategies such as the Saudi Vision for 2030". The Women's Centre for Business established as aresult of the university's efforts is in line with the national vision of Saudi Arabia for 2030, which aims to raise the effective participation of women in the country's leadership (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012). It is clear that such future-oriented thinking will have a positive effect on women leadership.

In cultures that are deeply future oriented, where business planning and individual development are recognized and appreciated, organizations react positively to servant leadership for long-term professional success. In a study on Japanese organizations, Ofer (2008) found that because of their future orientation, top management's sole desire for success isassessed on the basis of project management exercise. The findings of Howlett et al. (2008) suggest that people who possess higher levels of future-oriented thinking along with a high consideration for future consequence (CFC) were more likely to contribute to ideas around superannuation than people with a low CFC, were more concerned with self-regulation.

6.3.4 Government Support and Leadership Effectiveness

The moderating effect of government support on the relationship between the independent variables (assertiveness, a future orientation, and gender egalitarianism) and leadership effectiveness was examined using the PLS algorithm and bootstrapping. The results revealed that government support moderates the relationship between assertiveness and leadership effectiveness at a 0.05 level of significance ($\beta = 0.250$, $t = 1.929$, $p = 0.027$). On the other hand, government support did not moderate the relationships between gender egalitarianism and leadership effectiveness at a 0.05 level of significance ($\beta = 0.195$, $t = 0.655$, $p = 0.256$). Finally, government support also has a moderating effect on the relationship between future orientation and leadership effectiveness at a 0.01 level of significance ($\beta = 0.315$, $t = 2.476$, $p = 0.007$).

Thus, the impact of government support on the relationship between the assertiveness and effectiveness of leadership is clear in case of universities that employ women to their scientific councils and various departments, that provide incentives to receive ongoing government support and to raise the level of self-confidence of female leaders by involving them in dialogues and scientific conferences, which can help them become effective leaders (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

In contrast, it has been observed that government support cannot extend over and above the prevailing culture of Saudi Arabia. The customs and traditions of Saudi society demand a strict code of sex-based segregation in schools, universities, at home, and in public (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). Therefore, the results show that government support does not significantly moderate the relationship between gender egalitarianism and the effectiveness of leadership. As explained earlier, this might be due to the fact that women are employed in all-female departments in all the universities, for example, at the PNU, all administrative and academic staff are women.

However, this study found that the impact of government support on the relationship between a future orientation and effective leadership is very important and strong due to government decisions that set clear strategies for universities and their scientific councils created to discuss the development of universities and curricula, as well as through support for women to participate in international scientific conferences in the field of academic leadership (Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). The impact of government support on this relationship was assessed in this study through questionnaires. This was in keeping with the Saudi government's announcement of a new strategic vision for Saudi Arabia, which provides optimism to all of society and women in particular for a bright future for all through teamwork and planning (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

6.4 Contributions of the Study

This study assesses the impact of government support on the relationship between leadership effectiveness and factors like gender egalitarianism, assertiveness and a future orientation in public universities in the Kingdom of Saudi Arabia. This is one of the very few studies that examine these factors in the Arab world. Thus, in general, this research has contributed to the body of knowledge of culture, especially on the moderating role of government support. The following subsections elaborate on the contributions of this study.

6.4.1 Theoretical Contributions

This study contributes to the existing body of knowledge aimed at understanding leadership effectiveness and is the first study to analyze the relationship between variables like gender egalitarianism, assertiveness, a future orientation and leadership effectiveness and how these are moderated by government support in public universities in Saudi Arabia. The research model developed for this study was based on past studies and was used to formulate and test certain hypotheses. Generally speaking, the model has empirical support, which enhances our theoretical understanding. The study, in general, has made the following contributions:

First and foremost, this study contributes to the literature by offering a deep insight into the compound relationship of various variables including gender egalitarianism, assertiveness, a future orientation, government support and leadership effectiveness, all of which have been discussed in different studies and in different contexts. This study also contributes by examining these combined variables in the context of public universities in Saudi Arabia.

Second, based on the reviewed literature, it could be argued that the current study is the first to examine the moderating effect of government support on the relationship between gender egalitarianism, assertiveness, a future orientation and leadership effectiveness in the context of public universities. The results ascertain the positive relationship between these variables in the context of public universities. Third, government support will play a significant and positive role in the relationship between these variables in public universities in the Kingdom of Saudi Arabia.

Furthermore, the current study has provided empirical evidence about the relationship between these variables in the context of the research framework formulated on the basis of a sound literature review.

6.4.2 Practical Contributions

The present study's results have implications for higher authorities, decision makers and policy planners. This study finds that leadership effectiveness in the higher education institutions of Saudi Arabia is extremely important. In addition, it has also assessed the impact of various other variables including gender egalitarianism, assertiveness and a future orientation as predictors, and government support as the moderator of these relationships.

Second, this study has demonstrated the importance of the aforementioned variables in enhancing leadership effectiveness. The results show that the two most important variables in predicting leadership effectiveness are gender egalitarianism and assertiveness. There are clear and practical implications of these findings. Leadership effectiveness has been the subject of study and research in almost all industries due to its importance, and higher education institutions are no different. Gender egalitarianism and assertiveness urge female leaders to put their optimum effort to attain their objectives and align them with the objectives of universities. As discussed previously in detail, it is critical to help increase the assertiveness of women leaders in universities and create an environment of fair competition with men, to help women reach leadership positions on the basis of their determination and consistency in their work. This will require transparency in communication between functional levels, which would give women the freedom of expression and help generate good ideas. It would also increase the effectiveness of women leadership in universities. Therefore, higher education institutions in Saudi Arabia and policy makers should formulate such policies that can satisfy women leaders at higher education institutions.This study found that a future orientation has a significant positive impact on leadership effectiveness. Higher education institutions can glean better insights into the importance of such an approach to enhance their leadership effectiveness. Higher education institutions in Saudi Arabia should formulate future strategies aimed at empowering women to be good leaders.

Finally, the results of the current study emphasize government support as a key moderator and demonstrated its importance and positive influence on the relationships between gender egalitarianism, assertiveness, a future orientation and leadership effectiveness in public universities in Saudi Arabia. The present study's results make significant contributions to implications for practitioners and policy makers. Again, policy makers and leaders of higher education institutions in Saudi Arabia should focus on female leaders to improve their leadership effectiveness.

6.5 Conclusion

This study explores the effect of variables like gender egalitarianism, assertiveness and a future orientation on leadership effectiveness by examining government support as a moderating factor in public universities in Saudi Arabia.Due to the importance of the education sector and its leadership effectiveness, the current study analyzed important variables such as gender egalitarianism, assertiveness and a future orientation as independent variables and government support as a moderating variable. The effectiveness of female leaders in the Kingdom of Saudi Arabia, while identifying the vital role of various variables including assertiveness, a future orientation and gender egalitarianism, and highlighting the importance of government support as a moderating variable.In view of the problem statement, this research tried to analyze the following issues with regard to the effectiveness of women in public sector universities in Saudi Arabia:

This study's subject is public universities in Saudi Arabia as a source of data to be used for model testing. In order to answer the research questions and meet the research objectives, this study employed a quantitative methodology. This involved conducting a questionnaire survey among public universities.It further investigated the effect of gender egalitarianism, assertiveness and future-oriented thinking on female leadership effectiveness. It also investigated the effect of government support as a moderating variable among the independent and dependent variables.The literature review provides a detailed analysis of all the previous major studies that are related to the topic and clarify the variables in the context of this study. The review describes all the variables of this study and their relation with one another in detail. It also outlines the logical reasoning behind this study as it identifies the research gap in a scientific way.

To examine the model, the PLS-SEM approach was employed, using Partial Least Squares (PLS) 2.0. As the tool for data collection was questionnaires, the validity and reliability of the items were checked for convergent validity, construct validity and discriminant validity. Statistical outcomes show that all measurement items are significant and relevant to the measurement of the dependent variable. Furthermore, descriptive results exhibit the demographic statistics of the sample data, i.e., mean, standard deviation and maximum and minimum point.

The results show that gender egalitarianism, assertiveness, and a future orientation have a significant positive impact on leadership effectiveness in public universities in Saudi Arabia. Moreover, government support significantly moderates the relationships between assertiveness and the future orientation and leadership effectiveness in public universities in Saudi Arabia. Furthermore, the statistical results indicate that all direct hypotheses are accepted. Moreover, the empirical results also show that the moderation impact of government support is statistically significant for assertiveness and a future orientation.

6.6 Recommendations

This study has given a lot of recommendations that will improve leadership effectiveness in Saudi Arabia particularly public university. Hence, there is a need to adopt well-developed training programs that qualify candidates to work in administrative leadership positions via established institutional leadership development by the Ministry of Education that serves all university programs (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). There should also be cooperation and exchange visits between local, regional and international university leaders to take advantage of each other's expertise and experiments.

It is essential to continuously review all the rules and regulations in the light of developments around improving working environments for women leaders (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). It is especially important to reconsider the criteria for choosing leaders on the basis of competence and experience, regardless of gender norms. This can be done in cooperation with counseling offices, local or international, that have considerable experience in the field of leadership to help (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

The Ministry of Economy and Planning (2016) in its illustrated government guide to support women as part of Saudi Arabia's vision for 2030, "Saudi women are an important aspect of our strength since they account for over 50% of the total number of university graduates. We will continue to help invest their energies and talents and enable them to get the right opportunities to build their future and contribute to the development of our society and economy as well as raise the proportion of women’s participation from 22% to 30%” see Appendix B (Saudi Arabia's Vision 2030).

Centres should be established to develop female academic leaders with the help of international centres like the first Women’s Leadership Program at the George Washington University, known widely as the Elizabeth J. Somers Women’s Leadership Program (WLP), a year-long freshman academic programme (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). The program promotes the exploration of issues linked with women’s leadership in terms of its nature and expressions, involving different intellectual, artistic, social, political and technological situations while achieving the general curriculum requirements, school requirements and pre-requisite courses for various majors. The program is focused on four areas of study—arts and culture, development, politics and science (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). Moreover, the WLP is deemed to be more than just a set of courses as it also involves a seminar that has been developed to provide knowledge and experience for women in leadership positions.

More specifically, the WLP fall term is dedicated to teaching leadership theories and its components, while the spring term involves hands-on activities coupled with opportunities for leadership definition and refinement. Moreover, the faculty of the programme has regular meetings to guarantee the establishing of relationships among the various aspects of the programme (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). To this end, the programmeincludes guest speakers, events, and field experience that promote students' knowledge and keeps them abreast of women's achievements and leadership across fields. The programme also makes external connections with actual organizations working on critical women's issues, and it paves the way for opportunities for networking, mentoring and future internships. Students in the WLP are given common accommodation in dormitories at the Mount Vernon Campus, and the graduate students supporting the academic programme are housed with the students as they serve as role models of academic and social leaders (Alajmi & Ahmad, 2016; Puppatz et al., 2017; Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

Through these efforts, cultural limitations for women leaders will be eradicated and Saudi women's image in the Saudi and international media will improve. The creation of a media-watch entity would also greatly help achieve this aim. The recommendations made in this study are in keeping with the expectations of women leaders in Saudi universities. On the basis of this study's findings, it can be logically concluded that bodies and organizations responsible for formulating policies should assist in promoting women leaders by employing integrative solutions and initiatives for their advancement in higher education institutions. It is hoped that this study is successful in shedding light on the changes that need to be made to the archaic and non-versatile work structures and government policies, to help in the emergence of Saudi women leaders, in keeping with Saudi Arabia's Vision for 2030.

It is critical to help increase the assertiveness of women leaders in universities and create an environment of fair competition with men, to help women reach leadership positions on the basis of their determination and consistency in their work. This will require transparency in communication between functional levels, which would give women the freedom of expression and help generate good ideas. This would also help increase the effectiveness of women in leadership positions in universities, which would be in line with the vision of Saudi Arabia for 2030, which aims to increase the participation of women in the workplace from 17% to 30%.

Working on helping women change stereotypes about themselves and making them aware of their rights is necessary (Alajmi et al., 2017; Fischer, 2016). This could be achieved by showcasing examples of successful women leaders who have reached high positions based on their competence, experience, assertiveness, and determination to become good examples in the community (Alajmi et al., 2017; Fischer, 2016). Universities must create a better climate to help maintain the survival of women leaders and identify their demands and needs based on a changing society.

Management strategies should be used to boost the morale, determination, empowerment, and participation of women employees (Alajmi et al., 2017; Fischer, 2016). Creating a competitive advantage with quality standards and evaluating performance without regard to gender would give woman faculty members the authority to occupy leadership positions in universities in the future (Alajmi et al., 2017; Fischer, 2016).

It is also important to expand the role of women in leadership positions and grant them the power to participate in administrative decision-making. This can be achieved by enhancing the level of general awareness and creating a culture of confidence in women's abilities. This can also be achieved by outlining tasks clearly, preventing duplication of powers and responsibilities and ensuring that women leaders are given the power to exercise their roles just like men.

Other suggestions are to strike a balance between centralization and decentralisation in men's and women's departments and administrative duties to ensure the independence of women leaders; to develop criteria for selecting women leaders; to award universities for appointing women leaders to their supreme council; to adopt new systems that ensure compatibility between work and family life for women leaders in order to relieve their work pressures, commensurate with Saudi Arabia's Islamic values (Alajmi & Ahmad, 2016; Puppatz et al., 2017).

Furthermore, universities can promote gender equality at work through the resolution of gender bias issues in recruitment, salary negotiation, increments, promotion opportunities and work progression (impact of the glass ceiling) (Alajmi & Ahmad, 2016; Puppatz et al., 2017). This can be established through human resource policies that support women in the workplace.

It is important for senior leaders to adopt a mindset that acknowledges the issues that limit women's ability to develop their careers. In the context of universities, focus groups and informal gatherings should involve discussions around issues faced by female employees, and HR policies should be formulated to solve such issues (Alajmi & Ahmad, 2016; Puppatz et al., 2017).

Additionally, women academics should be welcomed on university boards to enhance gender neutrality at the workplace. For example, women academics are currently not members of the university senate (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). Efforts should be exerted to shift from the media's perception of gender stereotypes as portrayed in soap operas and dramas to break the stereotype of Saudi women as confined to being homemakers.

Implementing these recommendations will mean facing countless challenges, but they could be implemented in the medium and long term by identifying the corresponding legal changes that can be made, although this will require changing the culture at the public and institutional level, which will take time (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017). However, it is high time that some cutting-edge practices are considered and the community at large is educated to create transparency in the workplace, with clear rights and responsibilities outlined for women, in order to increase the effectiveness of women leaders in Saudi universities (Gazzaz, 2017; Kalafatoglu et al., 2017; Melin, 2017).

Again, organizations attract wise leaders who are able to predict the future, are guided by clear and flexible principles in dealing with future changes and engage in strategic long-term planning. All of this will help increase the effectiveness of leading universities and will inspire the next generation of young women who will rise to positions of leadership in the future, in line with Saudi Arabia's vision of promoting the level and quality of its universities.

Universities should formulate future strategies to empower women through the various stages of their career in order to become good leaders (Abu-Jarad et al., 2010; Galanaki & Papalexandris, 2017; Ozgen, 2012). In addition, universities should work towards attracting outstanding leadership by establishing clear standards and favourable regulatory conditions to derive the best from their people, in order to improve living conditions for women in terms of salary and transportation, to strengthen their position and role in social development.

These entities work together to produce knowledge dedicated to women's leadership and to determine the skills and approaches that will allow women across generations to bring about change. Over the past few years, the institute has published working papers, research reports, and books on women, leadership, and empowerment.

The Institute also conducts several programs, seminars, and courses to promote female leadership among women of all generations and from various fields (college students, working women, policy makers and activists) by exposing them to knowledge from local, national and global leaders. The programmes include a Senior Leadership Programme for Professional Women, High School Leadership Certificate programme and National Dialogue for Educating Women on Leadership.

The third entity is the Women's Leadership Forum at Harvard Business School in the U.S., which brings together an elite group of successful businesswomen to help promote innovation and leadership skills from around the globe, including corporate officers, business owners and entrepreneurs and non-profit executives. It enables participants to discuss insights and experiences with these businesswomen, attempts at experimenting with new ideas and provides avenues for work and actions, addressing key business and personal leadership issues. Moreover, it allows women to go back to work invigorated and ready to employ their leadership skills. Participants can take part in lectures, case studies and group discussions that inspire workers, boost confidence and have a lasting effect. The programme leadership conducts analyses on management and leadership challenges and examines different topics like negotiations, innovation strategic effects, and moral leadership. The forum assists the organizations to succeed in electing effective female leaders by introducing women to current research on innovation and leadership from some of the foremost experts in the nation.

The fourth entity is Women Leading Change in Global Business in INSEAD, France—a workshop that provides opportunities to women for personal and professional development. It facilitates discussions on leadership issues affecting executives and helps connect senior women leaders. It also allows the participants to share their experiences and provide their insights and compare them with others with similar experiences, with the aim of assisting businesswomen in gaining insights into their industries and changes within them, their organizations, careers, and lives. It provides case studies, discussions, feedback and debates on challenges faced in current times, with a focus on bringing about change at a macro, organizational and personal level. This enables women to create personal and professional changes, to formulate development plans to boost their confidence and develop a network of senior women leaders all over the globe. Participants include senior-level executives from different business backgrounds, e.g., senior corporate officers, senior general managers and top executives from non-profit firms.

The fifth entity is Pioneer in Educating Women Leaders at the Simmons School of Management (SOM) in the U.S. The SOM primarily aims to educate women on powerful and principled leadership. Since its establishment in 1899, it has remained a pioneering programme that specifically caters to enlighten women on leadership roles, through their Bachelor of Arts and Master of Business Administration degrees, executive education leadership programmes and post-MBA certificate programmes in Entrepreneurship and Healthcare Management. Both the undergraduate and graduate academic programmes are meant to provide women with the skills and knowledge needed to manage organizational gender dynamics and develop successful and rewarding professions. This mission is supported by the SOM through public conferences like the annual leadership conference that is known as the premier conference in the U.S. for professional women. Another part of the SOM is the Center for Gender in Organizations, a research center that provides insight into the relationship between gender equity and organizational effectiveness and assists in creating workplaces that promote women's advancement and leadership opportunities. With this distinct and powerful mission, the school works with various stakeholder students, alumni, professional entities and firms that are dedicated to developing leadership among women.

Its management school offers an entrepreneurial and collaborative learning environment for women who wish to occupy meaningful positions in their firms, communities and personal lives. The SOM is for women who intend to use their leadership skills to bring about changes in the world.

The sixth entity is the Institute for Women's Leadership in the U.S. that was established in 1991 by RayonaSharpnack and is well known for its significant work in the U.S., Australia, and Canada. It boasts of over 20,000 professional participants from Fortune 500 firms that depend on it to achieve unique outcomes at work and in their personal lives.

The Institute conducts 1-4 day programmes, workshops, and reunions for women, which enable them to share their knowledge in order to benefit others. The programme allows the women to make use of resources available to them in their environments and examine the underlying contexts of their business and personal decisions as well as to learn how to make changes to them. On the whole, at these events, women collaborate and co-develop critical business and leadership strategies while enhancing their leadership skills. Some of the programmesorganized by the Institute include Women Leading Change, Executives Leading Sustainable Change, Perks for Leaders, Women Leaders Changing the World and Leading through Influence and Professionals Trade-up.

The seventh entity is the Women's Leadership Programme's Center for Creative Leadership (CCL) in the U.S. has that annually served 20,000 leaders from 2000 public and private firms since 1970. The firms include two-thirds of the Fortune 500 firms. In a 2008 Financial Times survey report, CCL was in the global Top 10 executive education providers. Its leadership programme, developed and staffed by women, combines powerful evaluation and feedback tools along with research-based content that focuses on issues and perspectives related to women. More specifically, it caters to mid- to senior-level women managers who have the potential to become effective leaders through feedback-intensive learning. The participants examine the alternatives and trade-offs they encounter in their professional and personal lives, and they learn to effectively use the power of influence in their leadership roles. They take up future studies and create a network of women that they can consult in the future.

The five-day-long programme begins with self-assessment to help shed light on one's strengths and needs in order to determine one's priorities. It also conducts leadership coaching for participants, and one of the programmes consists of 3-6 confidential telephone sessions that can continue for three months to a year, based on the needs of the participants. The participants are also given the option to avail of additional customized coaching or face-to-face sessions.

The eighth entity is the Women's Leadership Network in the U.K. that caters to women aspiring towards leadership and management positions at all levels, by furthering their education and skills. It was established in 2007 as a successor to the original Women's Network, with the aim of raising awareness about women's issues. Its ultimate aim is to create a network of female leaders and managers at national and regional levels, to lobby for stakeholders to acknowledge women's issues and to provide training and development focusing on issues commonly faced by women.

The Network organized its first conference in London on May 2008, attended by 100 leaders and managers interested in learning about top female leaders' experiences in education and in examining ways for women to achieve senior leadership roles in the education and skill-based sectors. It also conducts conferences and workshops on helping women reach leadership positions. It collaborated with the Center for Excellence and Leadership to publish a report on gender-related factors in the context of career development, on the basis of research carried out by the Learning Skills Network that highlighted major trends for the development of the education system.

In Saudi Arabia, some universities address women's education by developing women's leadership programmes like the Leadership Within the Organization programme that was held at the PNU on 29 March 2015. The Rector of the University, Dr. Hodabint Mohamed Al-Ameel, reflected on the importance of women's performance as leaders both within the university and beyond as being critical to the quality of outcomes. The programmebrings about the development and empowerment of female executive leaders by conducting leadership challenges, honing the participants' knowledge and skills to foresee the future, address changes, plan for creativity in the future armed with a strategic vision, effective rules of governance and how to harness resources.

The Rector also focused on the scarcity of qualified women leaders for several reasons and, as such, as a university, the PNU is responsible for enabling women to contribute to resolving these issues in Saudi Arabia and beyond. More importantly, the PNU Deanship for Development and Skills Enhancement introduced a programme to cater to Pioneering Executive Leadership and collaborated with INSEAD Business School in France to create and conduct a programme based on the stakeholders' needs and aims in order to make the PNU one of the first entities to produce graduates who are candidates for effective leadership positions. This is consistent with the PNU's vision to work towards the fulfillment of women's inspirations and to become a beacon of knowledge and values. Other recommendations made to optimize the effectiveness of women leadership in universities are giving women leaders more media exposure and clearly positioning media plans to project Saudi women leaders as role models in the community and thereby obtain societal and global support. While these recommendations are short term, they need to be implemented in an ongoing manner for optimum impact.

These recommendations are also mirrored in the Arab Women Leadership Outlook report (2009) that is based on feedback obtained from 94 Arab women leaders. This step has been adopted by women's organizations in countries like Kuwait, Tunisia, and Egypt, among others. They have to be implemented in an ongoing manner and in collaboration with the media to globally disseminate the right messages about women's status in Saudi Arabia and to highlight successful women and their achievements. All of this could assist in increasing the number of Saudi women in the labour market and give them easier access to female role models to learn from. In this regard, the local media has been broadcasting several programmes aimed at the promotion of Saudi women and helping the community acknowledge them.

6.7 Limitations of the Study and for Future Research

As in the case of most scientific research, this study too is not without its limitations. Despite the insights offered, it has several limitations that should be considered by future studies. First, this study considers only public universities and the impact of leadership effectiveness in higher education institutions in Saudi Arabia.To address this limitation, it is strongly recommended that longitudinal studies be conducted to examine the impact of gender egalitarianism, assertiveness and a future orientation on leadership effectiveness with different moderating factors. A longitudinal research approach could explain the complex relationship over a long period of time and could explain better the changes that may develop over time among these variables.

Second, this study was conducted specifically in the context of public sector universities. Future studies can take this forward by conducting a multi-sector analysis as well as comparisons between various industries. This will help provide better insights into leadership effectiveness and the other variables analyzed in this study. The current study offers several other opportunities for future research, which can be considered alongside the above suggestions.

Third, to better understand the process and mechanism of how and why better leadership effectiveness is achieved, a case study approach could be considered in the future. This approach would enable researchers to comprehend the complex relations between the variables.

Fourth, future studies may consider examining the research model in other contexts, such as private universities in Saudi Arabia, and testing its validity and applicability in other countries. By doing so, the generalizability of the model could be ascertained.

Fifth, past literature reveals that there are various components that affect leadership effectiveness apart from the independent variables considered in this study. For deeper insights, motivation, organizationalculture, and other organizational variables could be studied to understand leadership effectiveness at an organizational level.

Sixth, this study focuses solely on Saudi Arabia and does not compare it with any other developing or developed country. Future studies could focus on such a comparison for new insights into leadership effectiveness.

Finally, government support and its importance have been empirically examined in this study to explore the relationship of leadership effectiveness with other various predictors. In future studies, other variables can be analyzed as moderating or mediating variables, to explain the relationship between leadership effectiveness and other predictors considered in this study.

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Appendix A
Research Questionnaire

MODERATING ROLE OF GOVERNMENT SUPPORT ON RELATIONSHIP BETWEEN CULTURAL DIMENSIONS AND SAUDI WOMEN'S LEADERSHIP EFFECTIVENESS

I am currently pursuing a doctoral degree in Human Resources Management at the School of Business Management, University Utara Malaysia. As part of my research, I am conducting the above-mentioned survey to investigate the level of leadership effectiveness among women in universities in the Saudi Arabia Kingdom to compete successfully.

In this regard, I would like to invite you to be a respondent to this survey. Your valuable contribution will provide useful inputs as it would help to achieve the objective of this study, i.e. to examine the effect of the role of government support between gender egalitarianism, assertiveness, and future Orientation and leadership effectiveness. Please be assured that all information provided will be kept strictly confidential as the finding will be presented on an aggregate basis to be used solely for academic purpose.

Please contact the researcher for any inquiry about this research, and thank you for your time and cooperation.

Yours faithfully,

Rajeh Al-Ajmi
School of Business Management
PhD Candidate
University Utara Malaysia
60600 UUM Sintok, Kedah

Section A: General Information

Please circle the relevant number that closely to your chosen answer or fill in the blank as appropriate:

1. My position within the university

(a) Dean

(b) Deputy Dean

(c) Director of unit

(d) Head of Department

(e) Others (please specify)_________________________________.

2. Please indicate your experience in the current position (in years)

1-3 4-6 7-10 11-15 more than 15 years

3. Please indicate your experience in general

1-5 6-10 11-20 more than 20 years

4. Please indicate your age:

21-30 31-40 41-50 more than 50 years old

5. Please indicate your level of education:

Bachelor Master PhD Other (Please specify): ___________

6. Please indicate your area of specialization (educational background), ____________

7. Please indicate your marital status: Single Married Divorce Widow

8. Please indicate your number of family members, ____________

End of Section (A)

SECTION B: INDEPENDENT VARIABLES

Extremely Very Disagree	Very Disagree	Disagree	Natural	Agree	Very Agree	Extremely Very Agree

PART ONE: FUTURE ORIENTATION

The level to which a collectivity inspires and rewards future-oriented attitude such as planning and deferring delight.

1.	In my university, high future orientation tends to have individuals who are more intrinsically motivated	1	2	3	4	5	6	7
2.	In my university, high future orientation tends to have organizations with a longer strategic orientation	1	2	3	4	5	6	7
3.	In my university, high future orientation tend to have flexible and adaptive organizations and managers	1	2	3	4	5	6	7
4.	In my university, high future orientation tends to view materialistic success and spiritual fulfillment as an integrated whole.	1	2	3	4	5	6	7
5.	In my university, high future orientation tends to value the deferment of gratification, placing a higher priority on long-term success	1	2	3	4	5	6	7
6.	In my university, high future orientation tends to Emphasize visionary leadership that is capable of seeing patterns in the face of chaos and uncertainty.	1	2	3	4	5	6	7

PART TWO: ASSERTIVENESS

The extent to which persons in universities or societies are self-confident, strong, leading, and hostile in their connections with other persons.

1	In my university, high assertiveness tends to have sympathy for the strong	1	2	3	4	5	6	7
2	In my university, high assertiveness tends to value competition	1	2	3	4	5	6	7
3	In my university, high assertiveness tends to believe that anyone can succeed if he or she tries hard enough.	1	2	3	4	5	6	7
4	In my university, high assertiveness tends to value direct and unambiguous communication	1	2	3	4	5	6	7
5	In my university, high assertiveness tends to value being explicit and to the point in communication	1	2	3	4	5	6	7
6	In my university, high assertiveness tends to value expressiveness and revealing thoughts and feelings	1	2	3	4	5	6	7
7	In my university, high assertiveness tends to have relatively positive connotations for the term aggression (e.g. Aggression helps to win).	1	2	3	4	5	6	7
8	In my university, high assertiveness tends to try having control over the environment.	1	2	3	4	5	6	7
9	In my university, high assertiveness tends to stress equity, competition, and performance.	1	2	3	4	5	6	7
10	In my university, high assertiveness tends to have a “can-do” attitude.	1	2	3	4	5	6	7

11	In my university, high assertiveness tends to emphasize results over relationships.	1	2	3	4	5	6	7
12	In my university, high assertiveness tends to value taking initiative	1	2	3	4	5	6	7
13	In my university, high assertiveness tends to expect demanding and challenging targets.	1	2	3	4	5	6	7
14	In my university, high assertiveness tends to value what you do more than who you are.	1	2	3	4	5	6	7
15	In my university, high assertiveness tends to build trust on the basis of capabilities or calculation.	1	2	3	4	5	6	7

PART THREE: GENDER EGALITARIANISM

The strength to which a university or a culture reduces gender role alterations while endorsing gender equivalence

1	In my university, sex roles are not differentiated.	1	2	3	4	5	6	7
2	In my university, women leaders may interfere to protect their interest.	1	2	3	4	5	6	7
3	In my university, there are women leaders in qualified jobs.	1	2	3	4	5	6	7
4	In my university, there is no higher job stress compared to the male leadership.	1	2	3	4	5	6	7
5	In my university, the work is valued as a central life interest	1	2	3	4	5	6	7

SECTION C: MODERATE VARIABLE

GOVERNMENT POLICY

The present study operationalized government policy as any form of government assistance extended to the women in higher education.

1	Government always attends to our university ensuring the development.	1	2	3	4	5	6	7
2	Government ever provides accountancy training programs and seminars for women.	1	2	3	4	5	6	7
3	Government provides access for useful relationship with women agencies.	1	2	3	4	5	6	7
4	The government provides consultant service when women in our university need it.	1	2	3	4	5	6	7
5	Government always provides easy procedures to promote women to become leaders in their universities.	1	2	3	4	5	6	7
6	An official decision stipulates the involvement of Saudi women in making decision stages in their universities.	1	2	3	4	5	6	7
7	The government offers the encouragement and support to activate women efforts in the development and advancement of Saudi universities.	1	2	3	4	5	6	7

SECTION D: DEPENDENT VARIABLE

Leadership Effectiveness

1	I reduce employee turnover rate	1	2	3	4	5	6	7
2	My followers reduce possible resistance on my request.	1	2	3	4	5	6	7
3	I provide opportunities for personal growth (skills, training, promotion) to the members.	1	2	3	4	5	6	7
4	I am eager to Improve group cooperation .	1	2	3	4	5	6	7
5	I improve morale of members .	1	2	3	4	5	6	7
6	My followers increase overall contribution to the company.	1	2	3	4	5	6	7
7	I gain respect of other departments.	1	2	3	4	5	6	7
8	I always ready to face future challenges.	1	2	3	4	5	6	7
9	I have adopted improved procedures for doing my job.	1	2	3	4	5	6	7
10	I have changed how my job was executed in order to be more effective.	1	2	3	4	5	6	7
11	I have instituted new work methods that were more effective for the university.	1	2	3	4	5	6	7
12	I have changed organizational rules or policies that were nonproductive or counterproductive.	1	2	3	4	5	6	7
13	I have made constructive suggestions for improving how things operate within the organization.	1	2	3	4	5	6	7
14	I have corrected faulty procedures or practices.	1	2	3	4	5	6	7
15	I have eliminated redundant or unnecessary procedures.	1	2	3	4	5	6	7
16	I have implemented solutions to pressing organizational problems.	1	2	3	4	5	6	7
17	I have introduced new structures, technologies, or approaches to improve effectiveness.	1	2	3	4	5	6	7

Thankyou for your cooperation

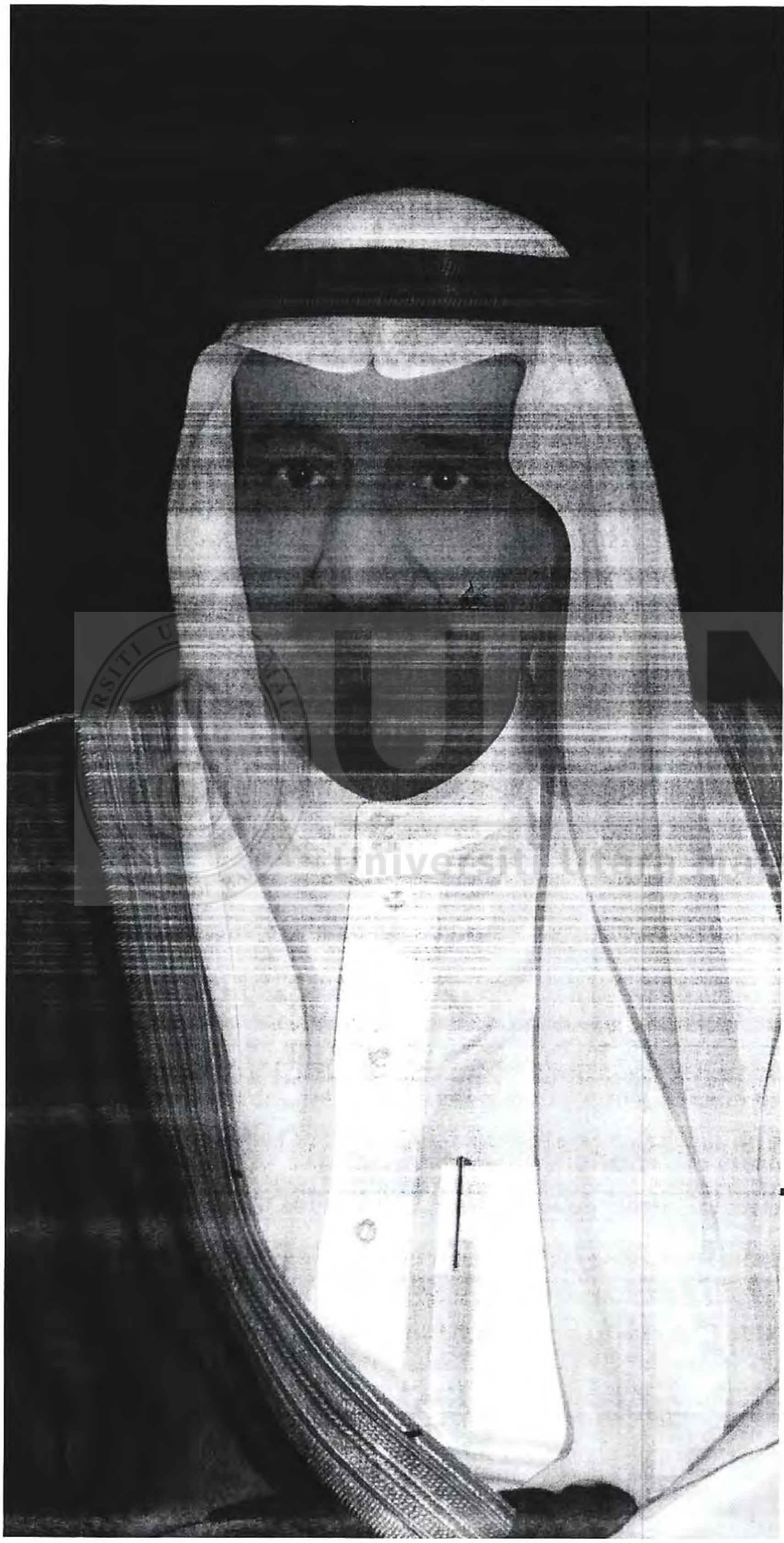
VISION رؤيـــة

2030

المملكة العربية السعودية

KINGDOM OF SAUDI ARABIA

IN THE NAME OF ALLAH,
THE MOST GRACIOUS,
THE MOST MERCIFUL..



MY FIRST OBJECTIVE IS FOR OUR COUNTRY TO BE A PIONEERING AND SUCCESSFUL GLOBAL MODEL OF EXCELLENCE, ON ALL FRONTS, AND I WILL WORK WITH YOU TO ACHIEVE THAT.

KING SALMAN BIN ABDULAZIZ AL SAUD
Custodian of the Two Holy Mosques

FOREWORD

MOHAMMAD BIN SALMAN BIN ABDULAZIZ AL-SAUD
Chairman of the Council of Economic and Development Affairs

IT IS MY PLEASURE TO PRESENT SAUDI ARABIA'S VISION FOR THE FUTURE. IT IS AN AMBITIOUS YET ACHIEVABLE BLUEPRINT, WHICH EXPRESSES OUR LONG-TERM GOALS AND EXPECTATIONS AND REFLECTS OUR COUNTRY'S STRENGTHS AND CAPABILITIES

All success stories start with a vision, and successful visions are based on strong pillars.
The first pillar of our vision is our status as the heart of the Arab and Islamic worlds. We recognize that Allah the Almighty has bestowed on our lands a gift more precious than oil. Our Kingdom is the Land of the Two Holy Mosques, the most sacred sites on earth, and the direction of the Kaaba (Qibla) to which more than a billion Muslims turn at prayer.
The second pillar of our vision is our determination to become a global investment powerhouse. Our nation holds strong investment capabilities, which we will harness to stimulate our economy and diversify our revenues.
The third pillar is transforming our unique strategic location into a global hub connecting three continents, Asia, Europe and Africa. Our geographic position between key global waterways, makes the Kingdom of Saudi Arabia an epicenter of trade and the gateway to the world.
Our country is rich in its natural resources. We are not dependent solely on oil for our energy needs. Gold, phosphate, uranium, and many other valuable minerals are found beneath our lands. But our real wealth lies in the ambition of our people and the potential of our younger generation. They are our nation's pride and the architects of our future. We will never forget how, under

tougher circumstances than today, our nation was forged by collective determination when the late King Abdulaziz Al-Saud – may Allah bless his soul – united the Kingdom. Our people will amaze the world again.

We are confident about the Kingdom's future. With all the blessings Allah has bestowed on our nation, we cannot help but be optimistic about the decades ahead. We ponder what lies over the horizon rather than worrying about what could be lost.

The future of the Kingdom, my dear brothers and sisters, is one of huge promise and great potential, God willing. Our precious country deserves the best. Therefore, we will expand and further develop our talents and capacity. We will do our utmost to ensure that Muslims from around the world can visit the Holy Sites.

We are determined to reinforce and diversify the capabilities of our economy, turning our key strengths into enabling tools for a fully diversified future. As such, we will transform Aramco from an oil producing company into a global industrial conglomerate. We will transform the Public Investment Fund into the world's largest sovereign wealth fund. We will encourage our major corporations to expand across borders and take their rightful place in global markets. As we continue to give our army the best possible machinery and equipment, we plan to manufacture half of our military needs within the Kingdom to create more job opportunities for citizens and keep more resources in our country.

We will expand the variety of digital services to reduce delays and cut tedious bureaucracy. We will immediately adopt wide-ranging transparency and accountability reforms and, through the body set up to measure the performance of government agencies, hold them accountable for any shortcomings. We will be transparent and open about our failures as well as our successes, and will welcome ideas on how to improve.

All this comes from the directive of the Custodian of the Two Holy Mosques, King Salman bin Abdulaziz Al-Saud, may Allah protect him, who ordered us to plan for a future that fulfills your ambitions and your aspirations.

In line with his instructions, we will work tirelessly from today to build a better tomorrow for you, your children, and your children's children.

Our ambition is for the long term. It goes beyond replenishing sources of income that have weakened or preserving what we have already achieved. We are determined to build a thriving country in which all citizens can fulfill their dreams, hopes and ambitions. Therefore, we will not rest until our nation is a leader in providing opportunities for all through education and training, and high quality services such as employment initiatives, health, housing, and entertainment.

We commit ourselves to providing world-class government services which effectively and efficiently meet the needs of our citizens. Together we will continue building a better country, fulfilling our dream of prosperity and unlocking the talent, potential, and dedication of our young men and women. We will not allow our country ever to be at the mercy of a commodity price volatility or external markets.

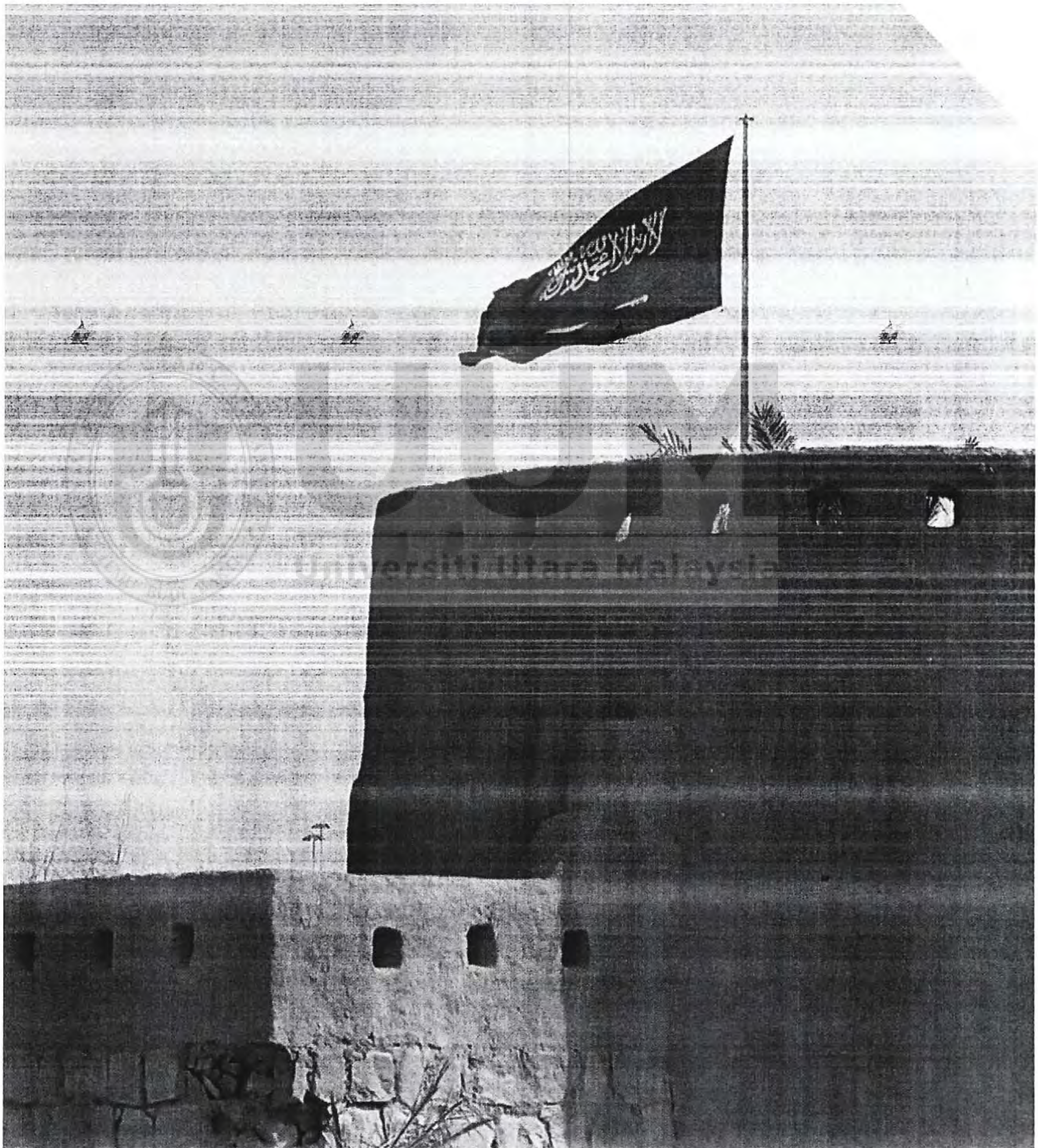
We have all the means to achieve our dreams and ambitions. There are no excuses for us to stand still or move backwards.

Our Vision is a strong, thriving, and stable Saudi Arabia that provides opportunity for all. Our Vision is a tolerant country with Islam as its constitution and moderation as its method. We will welcome qualified individuals from all over the world and will respect those who have come to join our journey and our success.

We intend to provide better opportunities for partnerships with the private sector through the three pillars: our position as the heart of the Arab and Islamic worlds, our leading investment capabilities, and our strategic geographical position. We will improve the business environment, so that our economy grows and flourishes, driving healthier employment opportunities for citizens and long-term prosperity for all. This promise is built on cooperation and on mutual responsibility.

This is our "Saudi Arabia's Vision for 2030." We will begin immediately delivering the overarching plans and programs we have set out. Together, with the help of Allah, we can strengthen the Kingdom of Saudi Arabia's position as a great nation in which we should all feel an immense pride.

OUR VISION



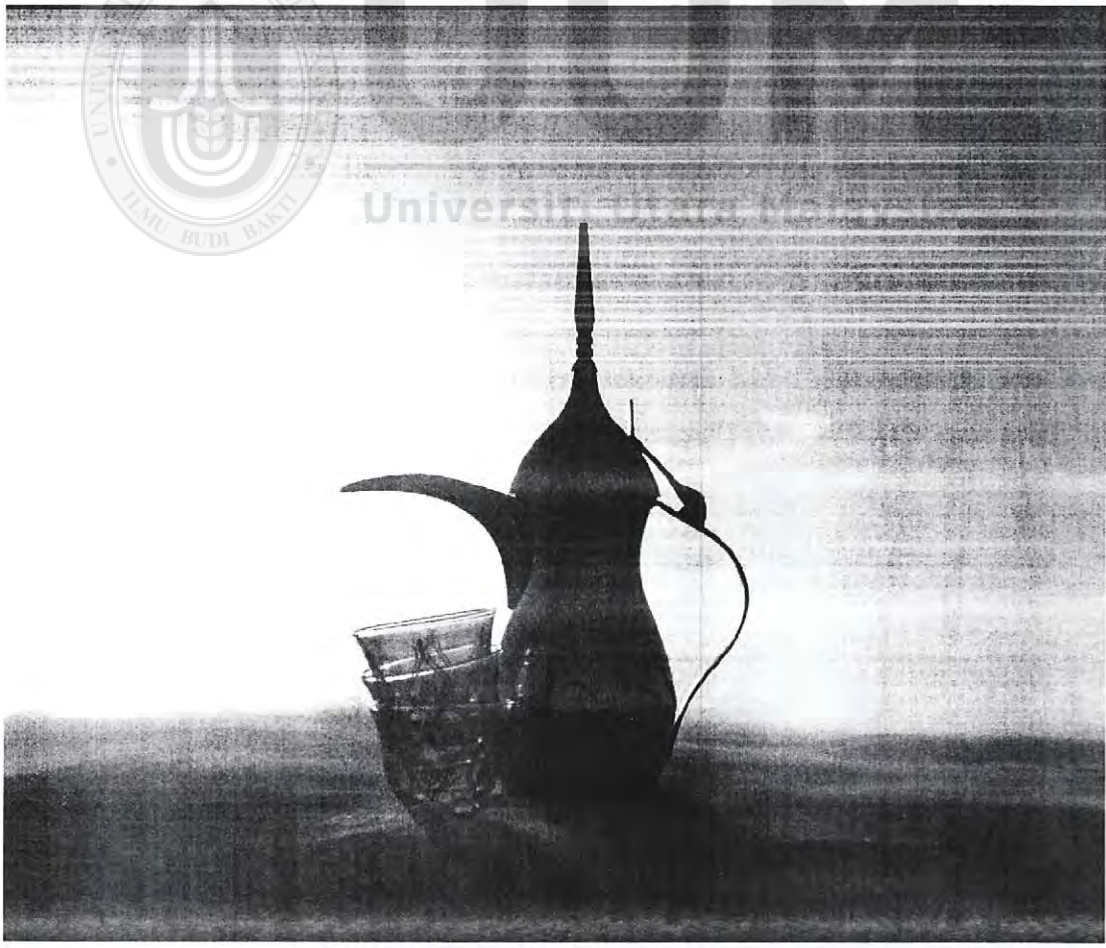
SAUDI ARABIA

THE HEART OF THE ARAB AND ISLAMIC WORLDS, THE INVESTMENT POWERHOUSE, AND THE HUB CONNECTING THREE CONTINENTS

INDEX

INTRODUCTION

THE KINGDOM OF SAUDI ARABIA IS BLESSED WITH MANY RICH ASSETS. OUR GEOGRAPHIC, CULTURAL, SOCIAL, DEMOGRAPHIC AND ECONOMIC ADVANTAGES HAVE ENABLED US TO TAKE A LEADING POSITION IN THE WORLD



To build the best future for our country, we have based our Vision for the Kingdom of Saudi Arabia on three pillars that represent our unique competitive advantages. Our status will enable us to build on our leading role as the heart of Arab and Islamic worlds. At the same time, we will use our investment power to create a more diverse and sustainable economy. Finally, we will use our strategic location to build our role as an integral driver of international trade and to connect three continents: Africa, Asia and Europe.

Our Vision is built around three themes: a vibrant society, a thriving economy and an ambitious nation.

This first theme is vital to achieving the Vision and a strong foundation for economic prosperity. We believe in the importance of a vibrant society. Members of this society live in accordance with the Islamic principle of moderation, are proud of their national identity and their ancient cultural heritage, enjoy a good life in a beautiful environment, are protected by caring families and are supported by an empowering social and health care system.

In the second theme, a thriving economy provides opportunities for all by building an education system aligned with market needs and creating economic opportunities for the entrepreneur, the small enterprise as well as the large corporation. Therefore, we will develop our investment tools to unlock our promising economic sectors, diversify our economy and create job opportunities. We will also grow our economy and improve the quality of our services, by privatizing some government services, improving the business environment, attracting the finest talent and the best investments globally, and leveraging our unique strategic location in connecting three continents.

Our nation is ambitious in what we want to achieve. We will apply efficiency and responsibility at all levels. Our third theme is built on an effective, transparent, accountable, enabling and high-performing government. We will also prepare the right environment for our citizens, private sector and non-profit sector to take their responsibilities and take the initiative in facing challenges and seizing opportunities.

In each of these themes, we highlighted a selection of commitments and goals, as a reflection of our ambition and a representation of what we aim to achieve. This Vision will be the point of reference for our future decisions, so that all future projects are aligned to its content.

To clarify our next steps, we have already prepared the ground and launched some executive programs at the Council of Economic and Development Affairs. We will now launch a first portfolio of crucial programs with the aim to achieve our goals and honor our commitments.

A VIBRANT SOCIETY

A VIBRANT SOCIETY..
WITH STRONG ROOTS

WE HAVE ENORMOUS UNTAPPED OPPORTUNITIES AND A RICH BLEND OF NATURAL RESOURCES, BUT OUR REAL WEALTH LIES IN OUR PEOPLE AND OUR SOCIETY. WE TAKE PRIDE IN WHAT MAKES OUR NATION EXCEPTIONAL: OUR ISLAMIC FAITH AND OUR NATIONAL UNITY. OUR NATION IS THE CORE OF THE ARAB AND ISLAMIC WORLDS AND

LIVING BY ISLAMIC VALUES

Islam and its teachings are our way of life. They are the basis of all our laws, decisions, actions and goals.
Following Islam's guidance on the values of hard-work, dedication, and excellence, Prophet Mohammed, Peace Be Upon Him, said: "That Allah loves us to master our work".
Therefore, the principles of Islam will be the driving force for us to realize our Vision. The values of moderation, tolerance, excellence, discipline, equity, and transparency will be the bedrock of our success.

FOCUSING OUR EFFORTS TO SERVE UMRAH VISITORS

Saudi Arabia has assumed a prominent place in the world and has become synonymous with hospitality and a warm welcome to all Muslims. As such, it has carved a special place in the hearts of pilgrims and the faithful everywhere. We have been given the privilege to serve the Two Holy Mosques, the pilgrims and all visitors to the blessed holy sites. In the last decade, the number of Umrah visitors entering the country from abroad has tripled, reaching 8 million people. This is a noble responsibility. It requires us to spare no effort in seeking to offer pilgrims with all they need so we fulfil our duty to provide good hospitality to our brothers and sisters.
In this context, we have recently begun a third expansion to the Two Holy Mosques, as well as modernizing and increasing the capacities of our airports. We have launched the Makkah Metro project to complement the railroad and train projects that will serve visitors to the Holy Mosques

REPRESENTS THE HEART OF ISLAM. WE ARE CONFIDENT THAT, GOD WILLING, WE WILL BUILD A BRIGHTER FUTURE, ONE BASED ON THE BEDROCK OF ISLAMIC PRINCIPLES. WE WILL CONTINUE TO EXCEL IN PERFORMING OUR DUTIES TOWARDS PILGRIMS TO THE FULLEST AND PROMOTE OUR DEEP-ROOTED NATIONAL IDENTITY

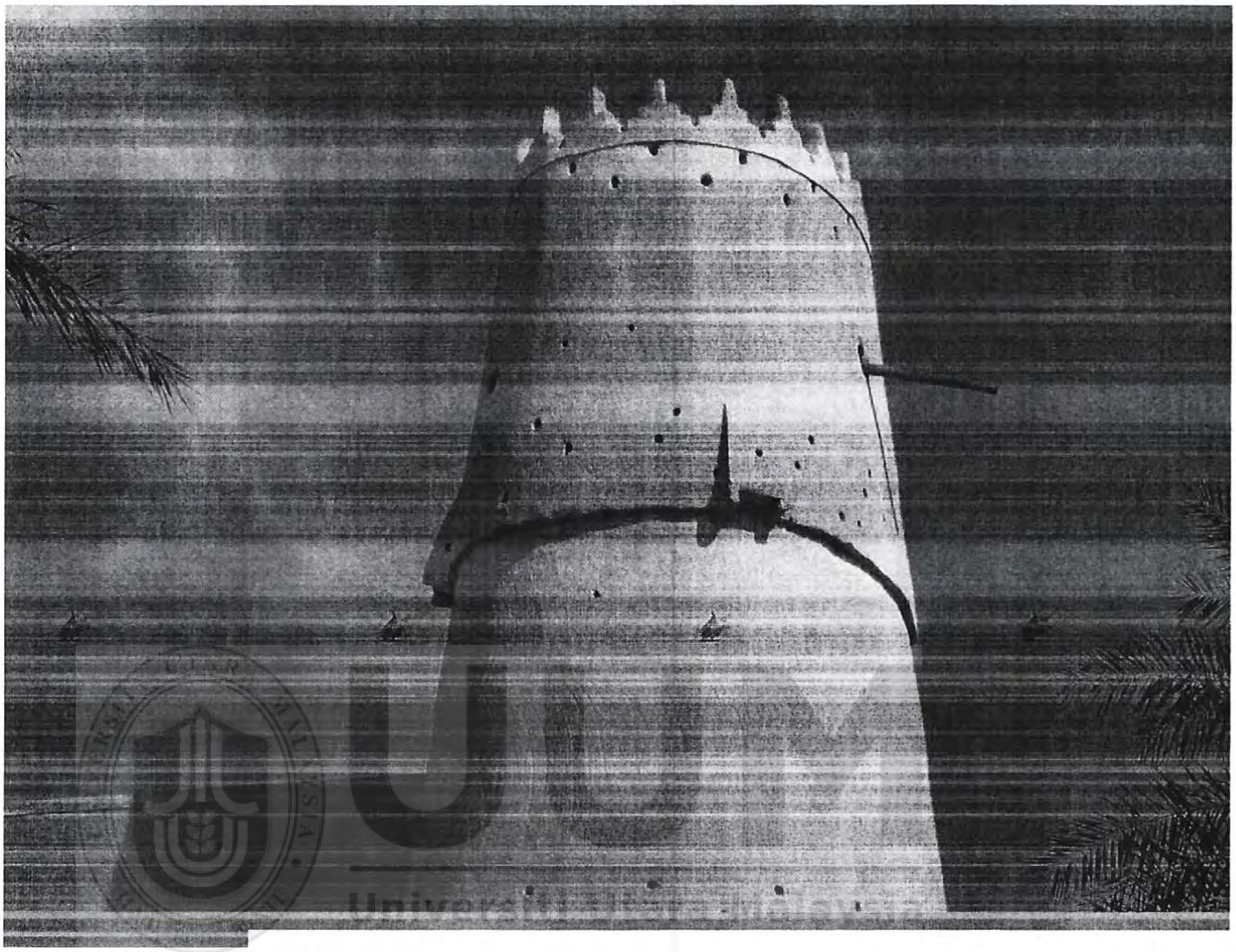
and holy sites. We have reinforced the network of our transport system to facilitate access and help pilgrims perform their visits with greater ease and convenience.

At the same time, we will enrich pilgrims' spiritual journeys and cultural experiences while in the Kingdom. We will establish more museums, prepare new tourist and historical sites and cultural venues, and improve the pilgrimage experience within the Kingdom.

TAKING PRIDE IN OUR NATIONAL IDENTITY

We take immense pride in the historical and cultural legacy of our Saudi, Arab, and Islamic heritage. Our land was, and continues to be, known for its ancient civilizations and trade routes at the crossroads of global trade. This heritage has given our society the cultural richness and diversity it is known for today. We recognize the importance of preserving this sophisticated heritage in order to promote national unity and consolidate true Islamic and Arab values.

We will endeavor to strengthen, preserve and highlight our national identity so that it can guide the lives of future generations. We will do so by keeping true to our national values and principles, as well as by encouraging social development and upholding the Arabic language. We will continue to work on the restoration of national, Arab, Islamic and ancient cultural sites and strive to have them registered internationally to make them accessible to everyone and, in the process, create cultural events and build world-class museums which will attract visitors from near and far. This will create a living witness to our ancient heritage, showcasing our prominent place in history and on the map of civilizations.



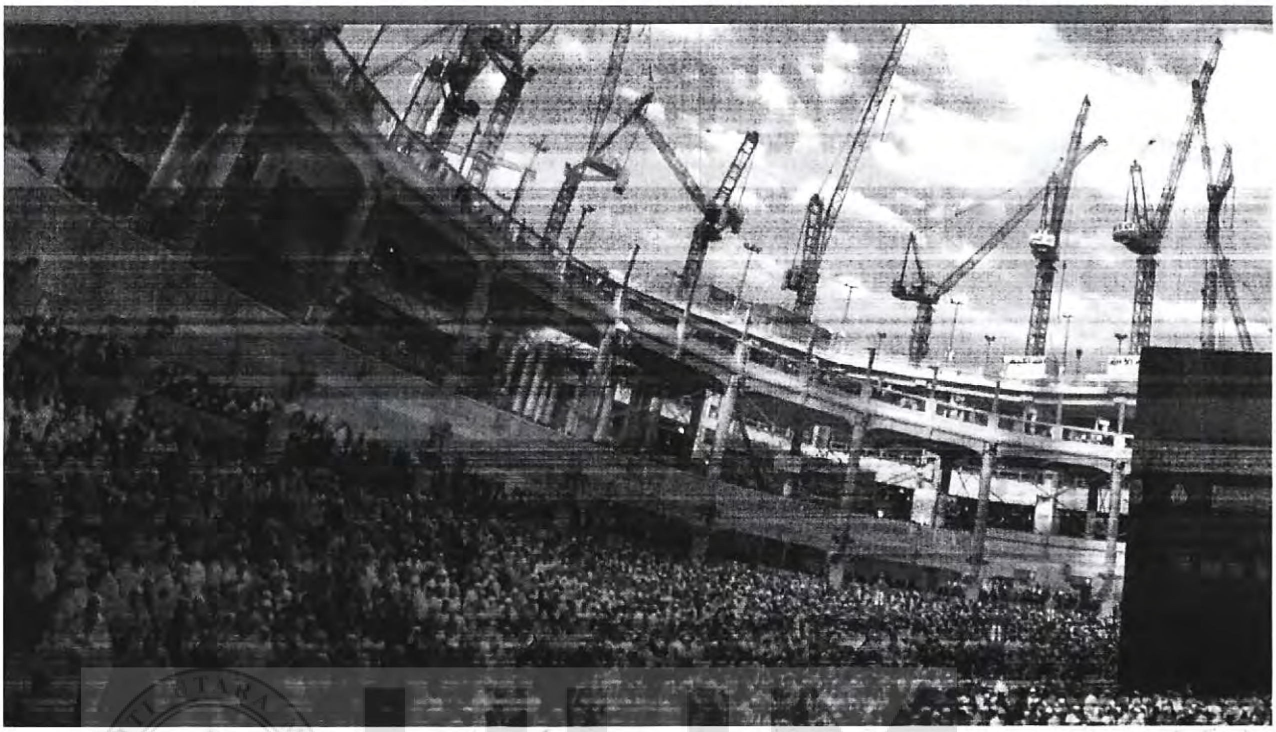
A VIBRANT SOCIETY..

WITH STRONG ROOTS

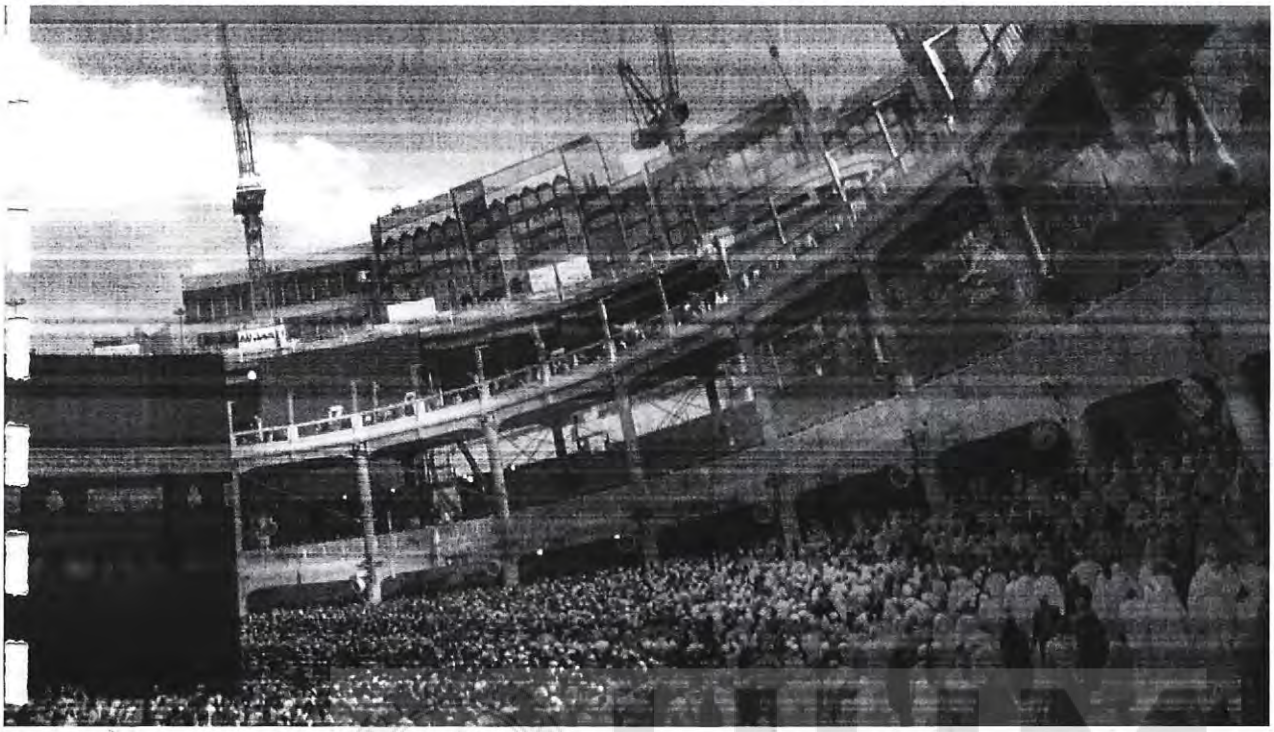
AMONG OUR GOALS BY **2030**

To increase our capacity to welcome Umrah visitors from 8 million to 30 million every year

To more than double the number of Saudi heritage sites registered with UNESCO



AMONG OUR COMMITMENTS..



THE HONOR TO SERVE THE INCREASING NUMBER OF UMRAH VISITORS IN THE BEST WAY POSSIBLE

We are honored to attend to pilgrims and Umrah visitors' needs, fulfilling a role bestowed on us by Allah. Our expansion of the Two Holy Mosques has led to a tripling in the number of foreign Umrah visitors over the last decade, reaching eight million in 2015.

By increasing the capacity and by improving the quality of the services offered to Umrah visitors, we will, by 2020, make it possible for over 15 million Muslims per year to perform Umrah and be completely satisfied with their pilgrimage experience.

We will achieve this by improving visa application procedures which will smooth the visa process with the aim of full automation. We will also further integrate e-services into the pilgrims' journey, which will enrich the religious and cultural experience.

Both the public and private sectors will play a crucial role in this project as we work to upgrade accommodation, improve hospitality and launch new services for pilgrims.

THE LARGEST ISLAMIC MUSEUM

We have always taken – and will continue to take – great pride in our heritage. Mohammad, the Last of Prophets, Peace Be Upon Him, was from Makkah, the birthplace of Islam. Medina is where the first Islamic society was born.

We will build an Islamic museum in accordance with the highest global standards, equipped with the latest methods in collection, preservation, presentation and documentation. It will be a major landmark for our citizens and visitors, where they will learn about the history of Islam, enjoy interactive experiences and participate in cultural events.

Using modern technology, visitors to the museum will take an immersive journey through the different ages of Islamic civilization, as well as its science, scholars and culture.

It will also be an international hub for erudition and include a world-class library and research center.

A VIBRANT SOCIETY..
WITH FULFILLING LIVES

THE HAPPINESS AND FULFILLMENT OF CITIZENS AND RESIDENTS IS IMPORTANT TO US. THIS CAN ONLY BE ACHIEVED THROUGH PROMOTING PHYSICAL, PSYCHOLOGICAL AND SOCIAL WELL-BEING. AT THE HEART

PROMOTING CULTURE AND ENTERTAINMENT

We consider culture and entertainment indispensable to our quality of life. We are well aware that the cultural and entertainment opportunities currently available do not reflect the rising aspirations of our citizens and residents, nor are they in harmony with our prosperous economy. It is why we will support the efforts of regions, governorates, non-profit and private sectors to organize cultural events. We intend to enhance the role of government funds, while also attracting local and international investors, creating partnerships with international entertainment corporations. Land suitable for cultural and entertainment projects will be provided and talented writers, authors and directors will be carefully supported. We will seek to offer a variety of cultural venues – such as libraries, arts and museums – as well as entertainment possibilities to suit tastes and preferences. These projects will also contribute to our economy and will result in the creation of many job opportunities.

LIVING HEALTHY, BEING HEALTHY

A healthy and balanced lifestyle is an essential mainstay of a high quality of life. Yet opportunities for the regular practice of sports have often been limited. This will change. We intend to encourage widespread and regular participation in sports and athletic activities, working in partnership with the private sector to establish additional dedicated facilities and programs. This will enable citizens and residents to engage in a wide variety of sports and leisure pursuits. We aspire to excel in sport and be among the leaders in selected sports regionally and globally.

OF OUR VISION IS A SOCIETY IN WHICH ALL ENJOY A GOOD QUALITY OF LIFE, A HEALTHY LIFESTYLE AND AN ATTRACTIVE LIVING ENVIRONMENT

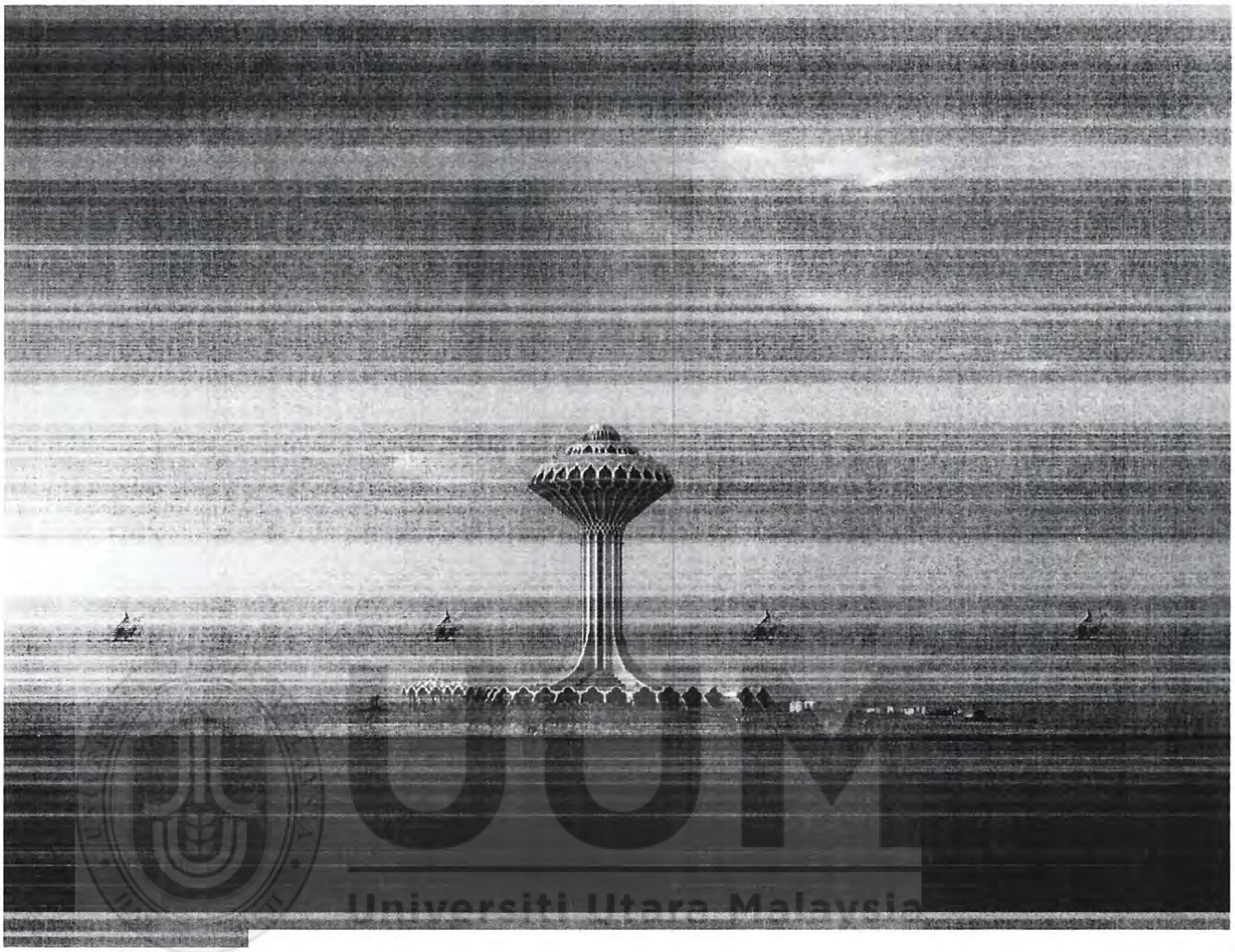
DEVELOPING OUR CITIES

Our cities already enjoy high levels of security and development. Despite the current turmoil in the region and the wide expanse of our territories, our country and citizens are safe and secure. Our cities are among the safest in the world with annual crime rates that are less than 0.8 per 100,000 people, far below the international rate of 7.6. We will maintain our safety and security by supporting ongoing efforts to fight drugs abuse, as well as by adopting further measures to ensure traffic safety, reduce traffic accidents and minimize their tragic consequences.

Our cities have grown significantly in recent decades; a growth which has been accompanied by the steady development of their infrastructure. To ensure we can continue to enhance the quality of life for all and meet the needs and requirements of our citizens, we will continue to ensure high quality services such as water, electricity, public transport and roads are properly provided. Open and landscaped areas will also be developed further, to meet the recreational needs of individuals and families.

ACHIEVING ENVIRONMENTAL SUSTAINABILITY

By preserving our environment and natural resources, we fulfill our Islamic, human and moral duties. Preservation is also our responsibility to future generations and essential to the quality of our daily lives. We will seek to safeguard our environment by increasing the efficiency of waste management, establishing comprehensive recycling projects, reducing all types of pollution and fighting desertification. We will also promote the optimal use of our water resources by reducing consumption and utilizing treated and renewable water. We will direct our efforts towards protecting and rehabilitating our beautiful beaches, natural reserves and islands, making them open to everyone. We will seek the participation of the private sector and government funds in these efforts.



A VIBRANT SOCIETY..

WITH FULFILLING LIVES

AMONG OUR GOALS BY **2030**

To have three Saudi cities be recognized in the top-ranked 100 cities in the world

To increase household spending on cultural and entertainment activities inside the Kingdom from the current level of 2.9% to 6%

To increase the ratio of individuals exercising at least once a week from 13% of population to 40%

AMONG OUR COMMITMENTS..

"DAEM" MEANINGFUL ENTERTAINMENT FOR CITIZENS

We will increase the number and variety of cultural and entertainment activities with the aim of opening dedicated venues to showcase our citizens' myriad talents. We will also review our regulations to simplify the establishment and registration of amateur, social and cultural clubs. We will launch and provide the necessary financial support for "Daem", a national program to enhance the quality of cultural activities and entertainment. The program will create a national network of clubs, encourage the exchange of knowledge and international experiences and promote better awareness of a wide range of hobbies and leisure activities.

By 2020, there will be more than 450 registered and professionally organized amateur clubs providing a variety of cultural activities and entertainment events.

A VIBRANT SOCIETY..
WITH STRONG FOUNDATIONS

OUR GOAL IS TO PROMOTE AND REINVIGORATE SOCIAL DEVELOPMENT IN ORDER TO BUILD A STRONG AND PRODUCTIVE SOCIETY. WE WILL STRENGTHEN OUR FAMILIES,

CARING FOR OUR FAMILIES

Families are the key building block of a society, protecting it from social breakdown across generations, and acting as both its children's sanctuary and the main provider of their needs. One of the defining characteristics of the Kingdom is its adherence to Islamic principles and values, together with the unity and extended family relations. Building on these key characteristics, we will provide our families with all the necessary support to take care of their children and develop their talents and abilities. In particular, we want to deepen the participation of parents in the education process, to help them develop their children's characters and talents so that they can contribute fully to society. Families will also be encouraged to adopt a planning culture, to plan carefully for their future and the futures of their children.

We recognize each family's aspiration to own a home and the important role ownership plays in strengthening family security. Even though 47 percent of Saudi families already own their homes, we aim to increase this rate by five percentage points by 2020. This would be a substantial achievement given the high increase in the number of new entrants to the housing market. We will meet this target by introducing a number of laws and regulations; encouraging the private sector to build houses; and providing funding, mortgage solutions and ownership schemes that meet the needs of our citizens.

DEVELOPING OUR CHILDREN'S CHARACTER

We intend to embed positive moral beliefs in our children's characters from an early age by reshaping our academic and educational system. Schools, working with families, will reinforce the fabric of society by providing students with the compassion, knowledge, and behaviors necessary for resilient and independent characters to emerge. The focus will be on the fundamental values of initiative, persistence and leadership, as well as social skills, cultural knowledge and self-awareness. We will also promote cultural, social, volunteering and athletic activities through empowering our educational, cultural and entertainment institutions.

PROVIDE THE EDUCATION THAT BUILDS OUR CHILDREN'S FUNDAMENTAL CHARACTERS AND ESTABLISH EMPOWERING HEALTH AND SOCIAL CARE SYSTEMS

EMPOWERING OUR SOCIETY

We will continue modernizing our social welfare system to make it more efficient, empowering and just. Subsidies for fuel, food, water and electricity will be better utilized by redirecting them towards those in need. We will provide our most vulnerable citizens with tailored care and support. Together with the private sector and non-governmental organizations, we will offer preparation and training to those unable to find employment so they can smoothly join the workforce whenever possible.

CARING FOR OUR HEALTH

Our health care system has benefited from substantive investment in recent decades. As a result, we now have 2.2 hospital beds for every 1,000 people, world-class medical specialists with average life expectancy rising from 66 years to 74 years in the past three decades. We are determined to optimize and better utilize the capacity of our hospitals and health care centers, and enhance the quality of our preventive and therapeutic health care services.

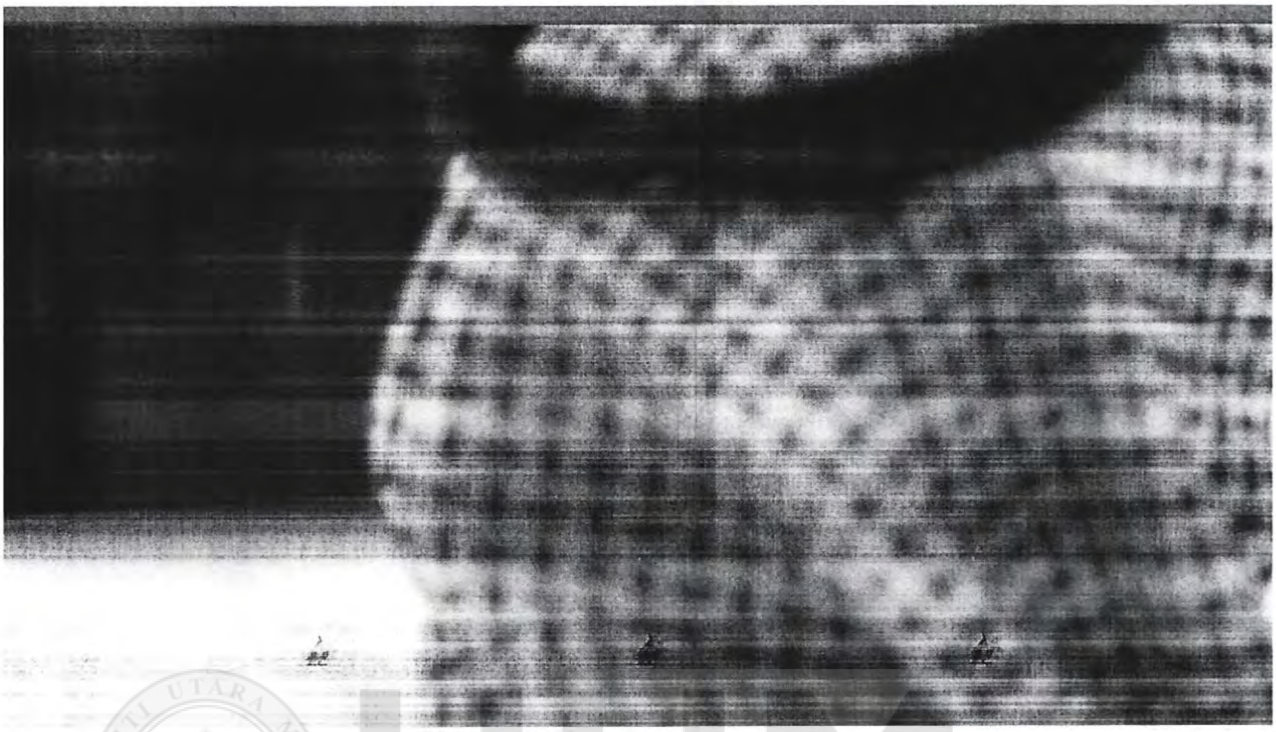
The public sector will focus on promoting preventive care, on reducing infectious diseases and in encouraging citizens to make use of primary care as a first step. It will deepen collaboration and integration between health and social care, as well as supporting families to provide home care when necessary for their relatives. The public sector will focus on its planning, regulatory and supervisory roles in health care. We intend to provide our health care through public corporations both to enhance its quality and to prepare for the benefits of privatization in the longer term. We will work towards developing private medical insurance to improve access to medical services and reduce waiting times for appointments with specialists and consultants. Our doctors will be given better training to improve treatment for chronic diseases such as heart disease, diabetes and cancer that threaten our nation's health.

A VIBRANT SOCIETY..
WITH STRONG FOUNDATIONS

AMONG OUR GOALS BY **2030**

To raise our position from 26 to 10 in the Social Capital index

To increase the average life expectancy from 74 years to 80 years



AMONG OUR COMMITMENTS..

"IRTIQAA" A MORE PROMINENT ROLE FOR FAMILIES IN THE EDUCATION OF THEIR CHILDREN

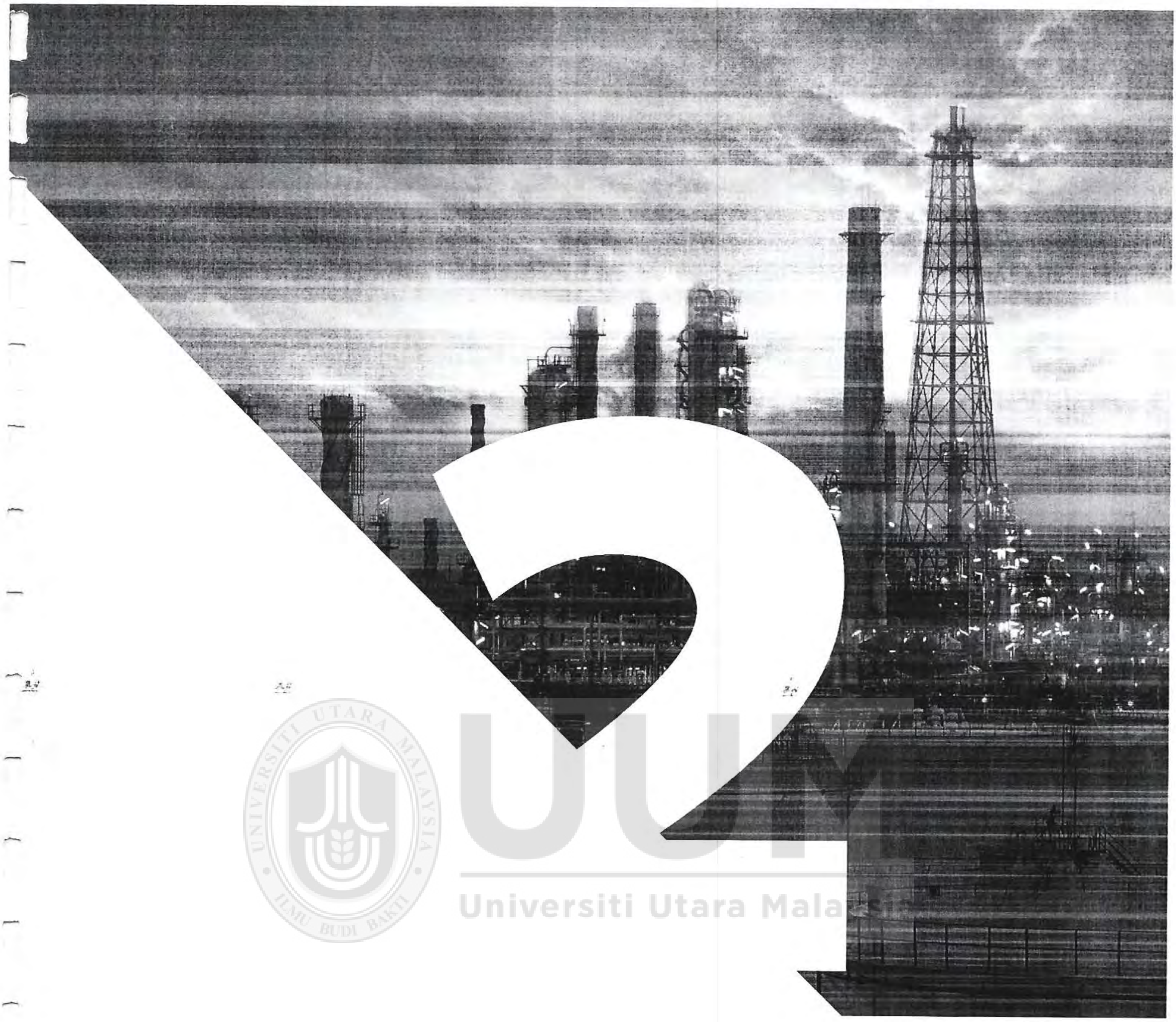
The engagement of parents in their children's education is one of the main principles of success. Our goal by 2020 is for 80 percent of parents to be engaged in school activities and the learning process of their children.

We will launch the "Irtiqaa" program, which will measure how effectively schools are engaging parents in their children's education. We will establish parent-led boards in schools, to open discussion forums and further engage with parents. Teachers will receive training to raise their awareness of the importance of communicating with parents and equip them with effective methods to do so successfully. We will also collaborate with private and non-profit sectors to offer innovative educational programs and events that can improve this academic partnership.

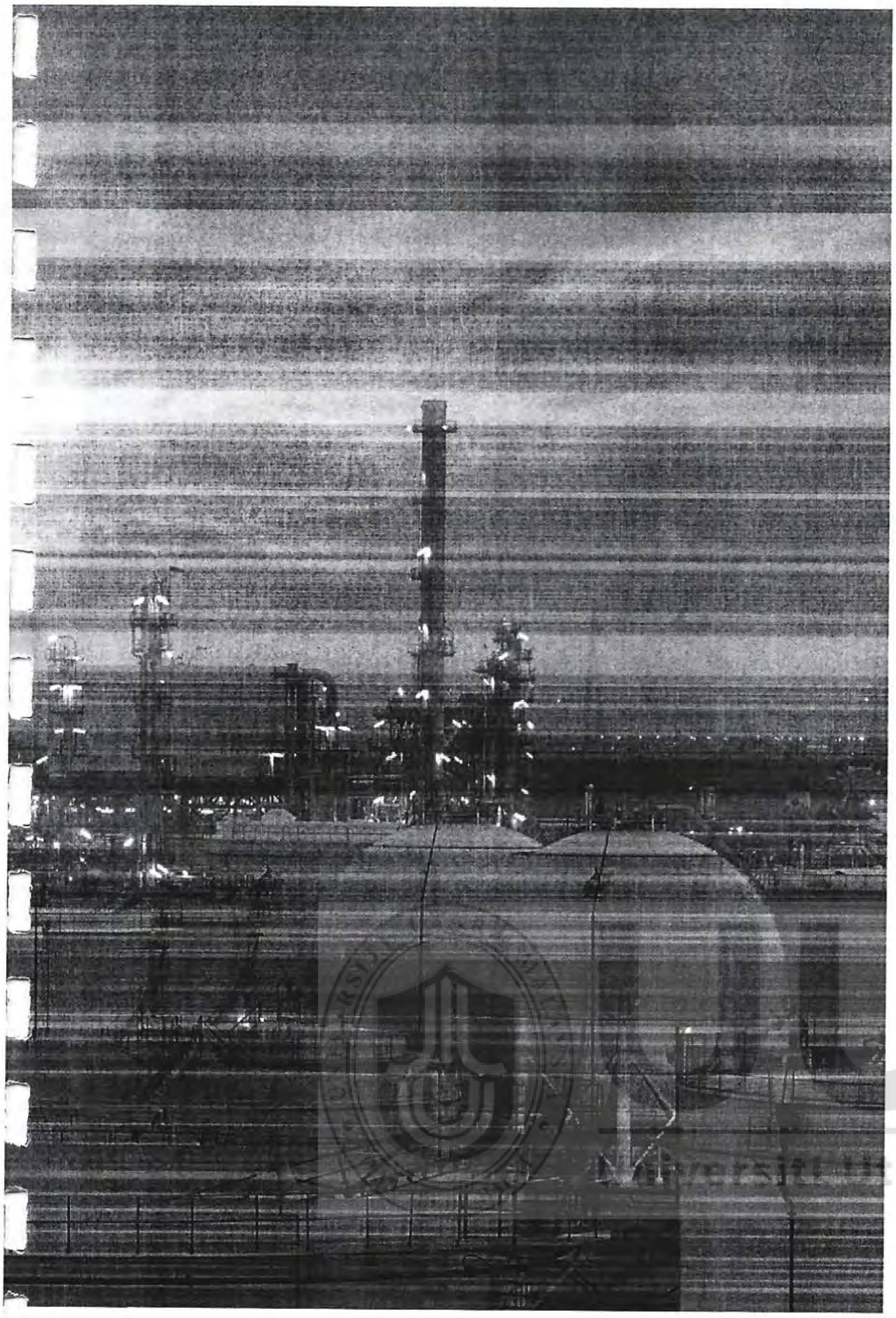
CORPORATIZATION: EFFICIENT AND HIGH QUALITY HEALTH CARE

Our goal is to enhance the standard and quality of health care services. Our aim is a health care sector that promotes competition and transparency among providers. This will enhance the capability, efficiency and productivity of care and treatment and increase the options available to our citizens.

To achieve this goal, we will introduce corporatization into the sector by transferring the responsibility for health care provision to a network of public companies that compete both against each other and against the private sector. This will provide our citizens with the highest quality of health care while, at the same time, allowing the government to focus on its legislative, regulatory and supervisory roles. Corporatization shall also promote and prioritize specialization in health care services and enable citizens to choose their preferred service provider.



A THRIVING ECONOMY



A THRIVING ECONOMY..
REWARDING OPPORTUNITIES

THE SKILLS AND COMPETENCIES OF OUR CHILDREN ARE ONE OF THE MOST IMPORTANT AND CHERISHED ASSETS. TO MAKE THE MOST OF THEIR POTENTIAL, WE WILL BUILD A CULTURE THAT REWARDS DETERMINATION, PROVIDES OPPORTUNITIES FOR ALL AND HELPS EVERYONE ACQUIRE THE NECESSARY

LEARNING FOR WORKING

We will continue investing in education and training so that our young men and women are equipped for the jobs of the future. We want Saudi children, wherever they live, to enjoy higher quality, multi-faceted education. We will invest particularly in developing early childhood education, refining our national curriculum and training our teachers and educational leaders.

We will also redouble efforts to ensure that the outcomes of our education system are in line with market needs. We have launched the National Labor Gateway (TAQAT), and we plan to establish sector councils that will precisely determine the skills and knowledge required by each socio-economic sector. We will also expand vocational training in order to drive forward economic development. Our scholarship opportunities will be steered towards prestigious international universities and be awarded in the fields that serve our national priorities. We will also focus on innovation in advanced technologies and entrepreneurship.

BOOSTING OUR SMALL BUSINESSES AND PRODUCTIVE FAMILIES

Small and medium-sized enterprises (SMEs) are among the most important agents of economic growth; they create jobs, support innovation and boost exports. SMEs in the Kingdom are not yet major contributors to our GDP, especially when compared to advanced economies. Therefore, we will strive to create suitable job opportunities for our citizens by supporting SME entrepreneurship, privatization and investments in new industries. To help us achieve this goal, we have established the SME Authority and we will continue encouraging our young entrepreneurs with business-friendly regulations, easier access to funding, international partnerships and a greater share of national procurement and government bids.

Our productive families now enjoy vast marketing opportunities through social media and digital platforms. We will facilitate access to these channels, enable microfinance and motivate the non-profit sector to build the capabilities of our productive families and fund their initiatives.

SKILLS TO ACHIEVE THEIR PERSONAL GOALS. TO THIS END, WE WILL REINFORCE THE ABILITY OF OUR ECONOMY TO GENERATE DIVERSE JOB OPPORTUNITIES AND INSTITUTE A NEW PARADIGM IN ATTRACTING GLOBAL TALENTS AND QUALIFICATIONS.

PROVIDING EQUAL OPPORTUNITIES

Our economy will provide opportunities for everyone - men and women, young and old - so they may contribute to the best of their abilities. We will place a renewed emphasis on lifelong training and we will seek to make the most of the potential of our workforce by encouraging a culture of high performance. These efforts will be coordinated by the recently established Job Creation and Anti-Unemployment Commission.

One of our most significant assets is our lively and vibrant youth. We will guarantee their skills are developed and properly deployed. While many other countries are concerned with aging populations, more than half of the Saudi population is below the age of 25 years. We will take advantage of this demographic dividend by harnessing our youth's energy and by expanding entrepreneurship and enterprise opportunities.

Saudi women are yet another great asset. With over 50 percent of our university graduates being female, we will continue to develop their talents, invest in their productive capabilities and enable them to strengthen their future and contribute to the development of our society and economy.

We will also enable those of our people with disabilities to receive the education and job opportunities that will ensure their independence and integration as effective members of society. They will be provided with all the facilities and tools required to put them on the path to commercial success.

ATTRACTING THE TALENTS WE NEED

Achieving our desired rate of economic growth will require an environment that attracts the necessary skills and capabilities both from within the Kingdom and beyond our national borders. We will seek to improve living and working conditions for non-Saudis, by extending their ability to own real estate in certain areas, improving the quality of life, permitting the establishment of more private schools and adopting an effective and simple system for issuing visas and residence permits.

Our goal is to attract and retain the finest Saudi and foreign minds, and provide them with all they need. Their presence in the Kingdom will contribute to economic development and attract additional foreign investment.

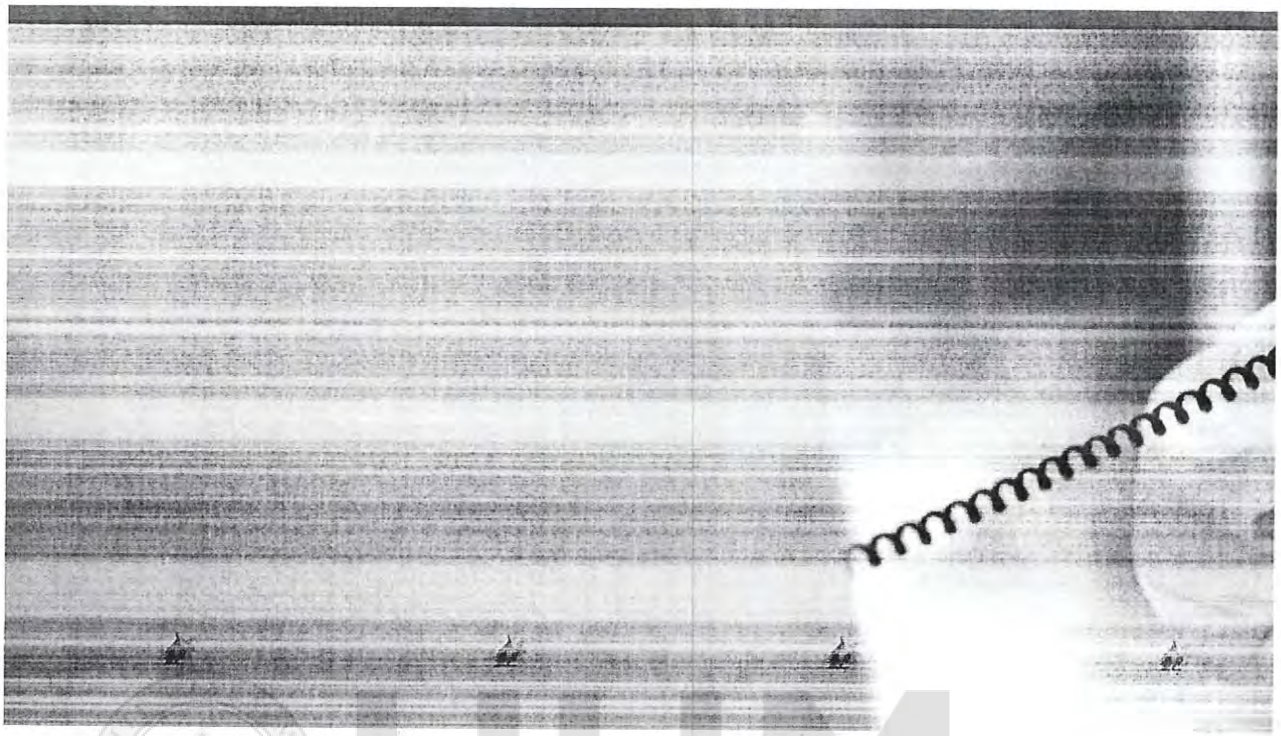
A THRIVING ECONOMY..
REWARDING OPPORTUNITIES

AMONG OUR GOALS BY 2030

To lower the rate of unemployment from 11.6% to 7%

To increase SME contribution to GDP from 20% to 35%

To increase women's participation in the workforce from 22% to 30%



AMONG OUR COMMITMENTS..

AN EDUCATION THAT CONTRIBUTES TO ECONOMIC GROWTH

We will close the gap between the outputs of higher education and the requirements of the job market. We will also help our students make careful career decisions, while at the same time training them and facilitating their transition between different educational pathways. In the year 2030, we aim to have at least five Saudi universities among the top 200 universities in international rankings. We shall help our students achieve results above international averages in global education indicators.

To this end, we will prepare a modern curriculum focused on rigorous standards in literacy, numeracy, skills and character development. We will track progress and publish a sophisticated range of education outcomes, showing year-on-year improvements. We will work closely with the private sector to ensure higher education outcomes are in line with the requirements of job market. We will invest in strategic partnerships with apprenticeship providers, new skills councils from industry, and large private companies. We will also work towards developing the job specifications of every education field. Furthermore,

A BIGGER ROLE FOR SMALL AND MEDIUM-SIZED ENTERPRISES

we will build a centralized student database tracking students from early childhood through to K-12 and beyond into tertiary education (higher and vocational) in order to improve education planning, monitoring, evaluation, and outcomes.

Small and medium-sized enterprises (SMEs) contribute only 20 percent of our GDP whereas, in advanced economies, this contribution can reach up to 70 percent. Despite the efforts made to improve the business environment in the Kingdom, SMEs can still endure unnecessarily slow and complex legal and administrative procedures. They also struggle to attract the necessary skills, capabilities and funding with financial institutions providing no more than 5 percent of the overall funding - a far lower percentage than the global average. We will strive to facilitate enhanced access to funding and to encourage our financial institutions to allocate up to 20 percent of overall funding to SMEs by 2030.

The recently established SME Authority plans to review laws and regulations thoroughly, remove obstacles, facilitate access to funding, and enable youth and entrepreneurs to market their ideas and products. At the same time, we will establish additional new business incubators, specialized training institutions and venture capital funds. These will aid entrepreneurs in developing their skills and networks. We will also support SMEs in marketing and help export their products and services, by leveraging e-commerce and collaborating with international stakeholders.

A THRIVING ECONOMY..

INVESTING FOR THE LONG-TERM

DIVERSIFYING OUR ECONOMY IS VITAL FOR ITS SUSTAINABILITY. ALTHOUGH OIL AND GAS ARE ESSENTIAL PILLARS OF OUR ECONOMY, WE HAVE BEGUN EXPANDING OUR INVESTMENTS INTO ADDITIONAL SECTORS,
WE UNDERSTAND THAT THERE ARE COMPLICATED CHALLENGES AHEAD BUT WE HAVE LONG-TERM PLANS TO OVERCOME THEM. IN THE PAST 25 YEARS, THE SAUDI ECONOMY HAS GROWN BY AN ANNUAL AVERAGE RATE OF MORE THAN 4 PERCENT, CONTRIBUTING TO THE CREATION OF MILLIONS OF NEW

MAXIMIZING OUR INVESTMENT CAPABILITIES

The ongoing privatization of state-owned assets, including leading companies, property and other assets, will bring in new and more diverse revenues for the Saudi government. This will further enhance our financial resources and economic stability, which will be reinvested for long-term impact.

We will develop further the sophistication of our investment vehicles, particularly after transferring the ownership of Aramco to the Public Investment Fund, which will become the largest sovereign wealth fund in the world. We will increase the efficiency of the fund's management and improve its return on investment, with the aim of diversifying our government resources and our economy.

The Public Investment Fund will not compete with the private sector, but instead help unlock strategic sectors requiring intensive capital inputs. This will contribute towards developing entirely new economic sectors and establishing durable national corporations.

JOBS, ALTHOUGH WE ARE ALREADY AMONG THE 20 LARGEST ECONOMIES IN THE WORLD, OUR AMBITIONS ARE EVEN GREATER. WE ASPIRE TO HAVE AN EVEN HIGHER RANKING BY 2030, DESPITE THE HEADWINDS OF THE GLOBAL ECONOMIC SLOWDOWN AND THE EXPECTED IMPACT OF OUR STRUCTURAL ECONOMIC REFORMS. THIS REQUIRES US TO INVEST IN ALL OUR RESOURCES IN ORDER TO DIVERSIFY THE ECONOMY, UNLEASH THE CAPABILITIES OF OUR PROMISING ECONOMIC SECTORS AND PRIVATIZE SOME GOVERNMENT SERVICES

Building on the Kingdom's leading position and historic alliances, we plan to enter long-term partnerships with neighboring and friendly countries for knowledge transfer and trade.

Our Vision is to maximize our investment capabilities by participating in large international companies and emerging technologies from around the world. This will ensure that we become market makers in selected sectors, as well as a leader in competitively managing assets, funding and investment.

All of this will require the formation of an advanced financial and capital market open to the world, allowing greater funding opportunities and stimulating economic growth. To this end, we will continue facilitating access to investing and trading in the stock markets. We will smooth the process of listing private Saudi companies and state-owned enterprises, including Aramco. This will require deepening liquidity in our capital markets, fortifying the role of the debt market and paving the way for the derivatives market.

A THRIVING ECONOMY..
INVESTING FOR THE LONG-TERM

LAUNCHING OUR PROMISING SECTORS

We will support promising sectors and foster their success so that they become new pillars of our economy. In the manufacturing sector, we will work towards localizing renewable energy and industrial equipment sectors. In the tourism and leisure sectors, we will create attractions that are of the highest international standards, improve visa issuance procedures for visitors, and prepare and develop our historical and heritage sites. In technology, we will increase our investments in, and lead, the digital economy.

In mining, we will furnish incentives for and benefit from the exploration of the Kingdom's mineral resources.

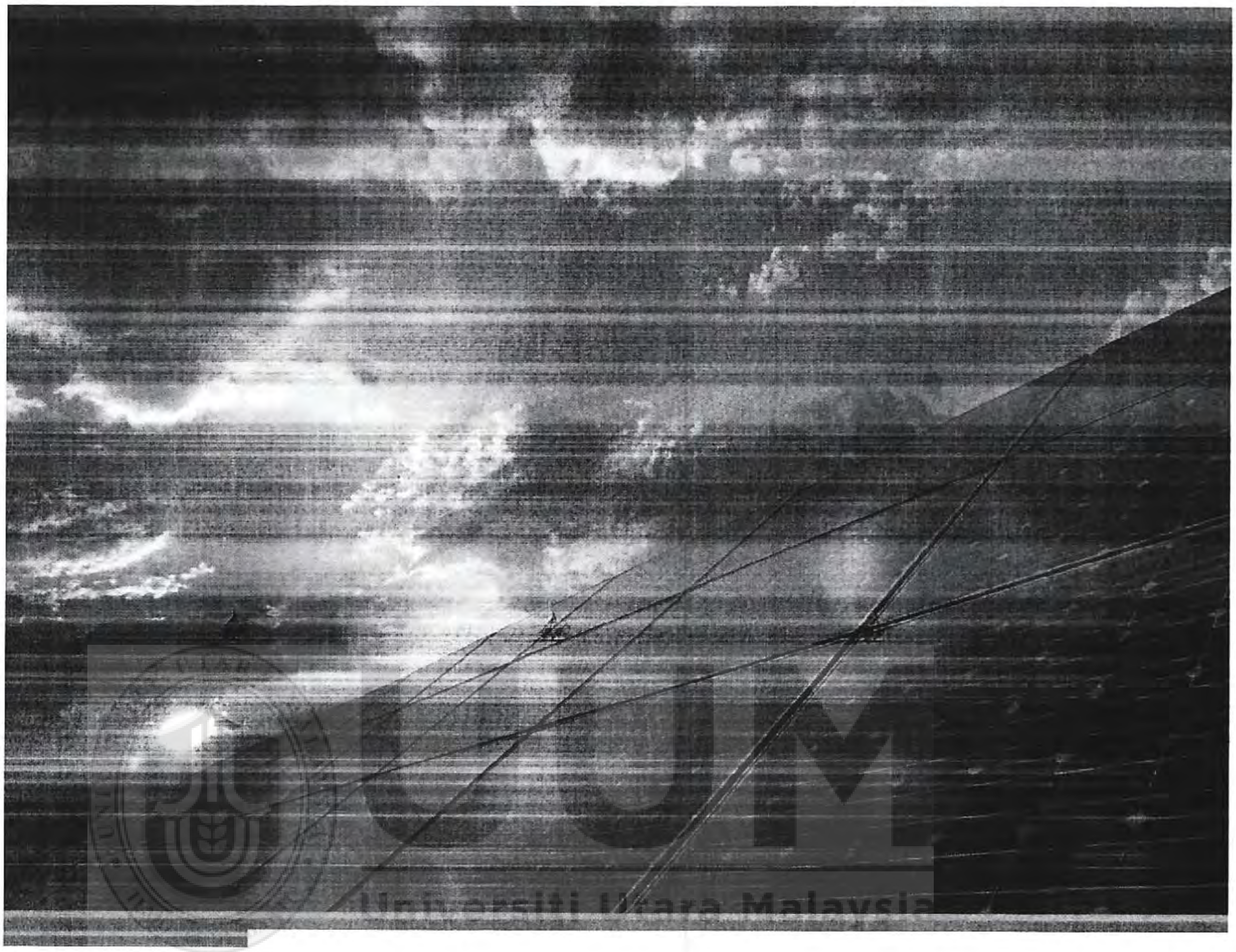
At the same time as diversifying our economy, we will continue to localize the oil and gas sector. As well as creating a new city dedicated to energy, we will double our gas production, and construct a national gas distribution network. We will also make use of our global leadership and expertise in oil and petrochemicals to invest in the development of adjacent and supporting sectors.

PRIVATIZING OUR GOVERNMENT SERVICES

Although we believe strongly in the important role of the private sector, it currently contributes less than 40 percent of GDP. To increase its long-term contribution to our economy, we will open up new investment opportunities, facilitate investment, encourage innovation and competition and remove all obstacles preventing the private sector from playing a larger role in development.

We will continue to improve and reform our regulations, paving the way for investors and the private sector to acquire and deliver services - such as health care and education - that are currently provided by the public sector. We will seek to shift the government's role from providing services to one that focuses on regulating and monitoring them and we will build the capability to monitor this transition.

We will seek to increase private sector contribution by encouraging investments, both local and international, in healthcare, municipal services, housing, finance, energy and so forth.



A THRIVING ECONOMY..

INVESTING FOR THE LONG-TERM

AMONG OUR GOALS BY **2030**

To move from our current position as the 19th largest economy in the world into the top 15

To increase the localization of oil and gas sectors from 40% to 75%

To increase the Public Investment Fund's assets, from SAR 600 billion to over 7 trillion

LOCALIZED DEFENSE INDUSTRIES

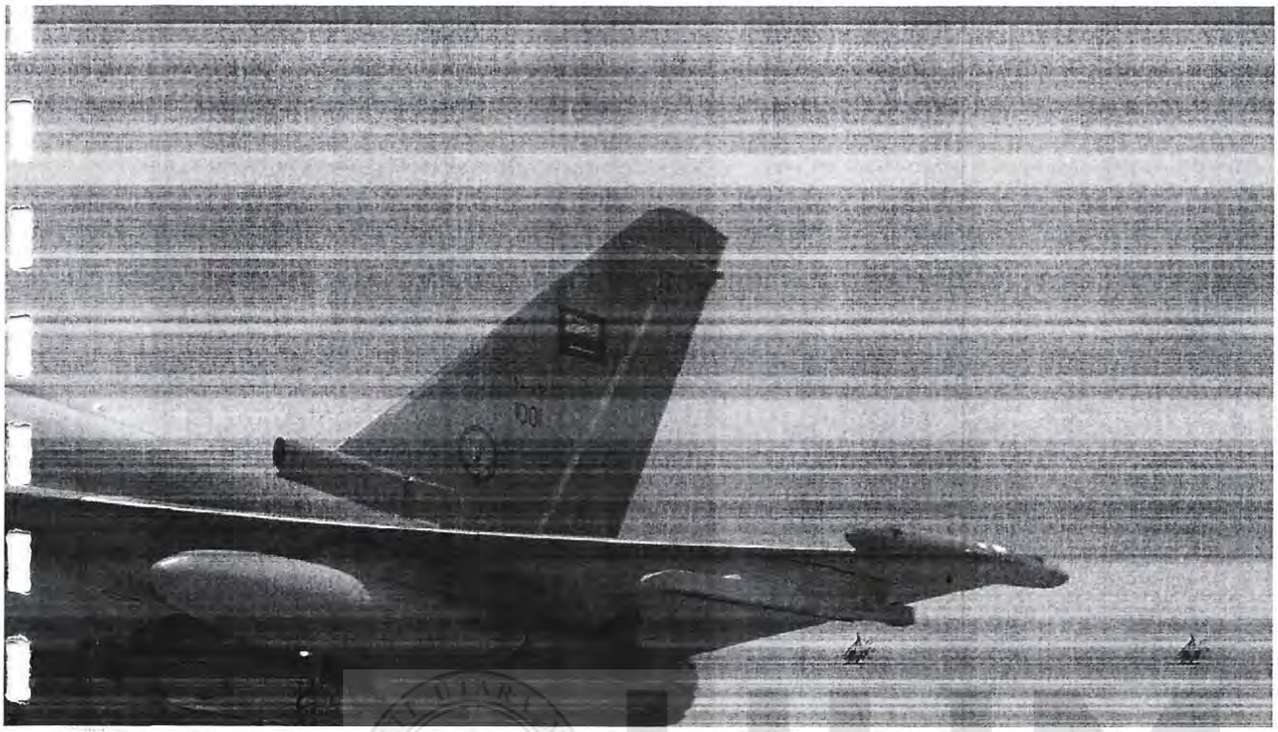
The benefits of localizing our own defense industries are not limited to solely reducing military spending. It also stimulates other industrial sectors such as industrial equipment, communications and information technology, which in turn creates more job opportunities.

Although the Kingdom is the world's third biggest military spender, only 2 percent of this spending is within our Kingdom. The national defense industrial sector is limited to only seven companies and two research centers.

Our aim is to localize over 50 percent of military equipment spending by 2030. We have already begun developing less complex industries such as those providing spare parts, armored vehicles and basic ammunition. We will expand this initiative to higher value and more complex equipment such as military aircraft. We will build an integrated national network of services and supporting industries that will improve our self-sufficiency and strengthen our defense exports, both regionally and internationally.

Localization will be achieved through direct investments and strategic partnerships with leading companies in this sector. These moves will transfer knowledge and technology, and build national expertise in the fields of manufacturing, maintenance, repair, research and development. We will also train our employees and establish more specialized and integrated industrial complexes.

AMONG OUR COMMITMENTS..



A MINING SECTOR CONTRIBUTING TO THE NATIONAL ECONOMY AT FULL POTENTIAL

We have been blessed with rich mineral resources such as aluminum, phosphate, gold, copper, uranium and other raw materials. Although the mining sector has already undergone improvements to cater to the needs of our industries, its contribution to GDP has yet to meet expectations. As such, we are determined to ensure it reaches SAR 97 billion by 2020, creating 90,000 job opportunities in the process.

We are planning a number of structural reforms, which include stimulating private sector investments by intensifying exploration, building a comprehensive database of the Kingdom's resources, reviewing the licensing procedures for extraction, investing in infrastructure, developing funding methods and establishing centers of excellence.

We will also form strategic international partnerships and raise the competitiveness and productivity of our national companies. This will boost their contribution to the sector's growth, as well as to the localization of knowledge and expertise.

A RENEWABLE ENERGY MARKET

Even though we have an impressive natural potential for solar and wind power, and our local energy consumption will increase three fold by 2030, we still lack a competitive renewable energy sector at present. To build up the sector, we have set ourselves an initial target of generating 9.5 gigawatts of renewable energy. We will also seek to localize a significant portion of the renewable energy value chain in the Saudi economy, including research and development, and manufacturing, among other stages.

From inputs such as silica and petrochemicals, to the extensive expertise of our leading Saudi companies in the production of different forms of energy, we have all the raw ingredients for success. We will put this into practice with the forthcoming launch of the King Salman Renewable Energy Initiative. We will review the legal and regulatory framework that allows the private sector to buy and invest in the renewable energy sector. To localize the industry and produce the necessary skill-sets, we will also encourage public-private partnerships. Finally, we will guarantee the competitiveness of renewable energy through the gradual liberalization of the fuels market.

OPENING SAUDI ARABIA FURTHER FOR BUSINESS WILL BOOST PRODUCTIVITY AND SMOOTH OUR JOURNEY TO BECOME ONE OF THE LARGEST ECONOMIES IN THE WORLD. WE WILL IMPROVE OUR

IMPROVING THE BUSINESS ENVIRONMENT

We will further pursue public-private partnerships, continue to facilitate the flow of private investment and improve our competitiveness. We will develop the necessary capabilities to increase the quality and reliability of our services. We will coordinate with legislative authorities to review current regulations with the aim of improving the business environment and enforcing contracts.

Where it exists in strategic locations, we will also capitalize on the government's reserves of real estate. We will allocate prime areas within cities for educational institutions, retail and entertainment centers, large areas along our coasts will be dedicated to tourist projects and appropriate lands will be allocated for industrial projects.

We will enable banks and other financial institutions to adapt their financial products and services to the needs of each sector, ranging from large project capital funding to short-term working capital for small businesses. We will also facilitate and expedite licensing procedures based on our national economic priorities. We will apply international legal and commercial regulations strictly and create a business environment conducive to long-term investment.

We will strive to facilitate the movement of people and goods, and to simplify customs procedures at our ports.

As a result, we will create an environment attractive to both local and foreign investors, and earn their confidence in the resilience and potential of our national economy.

REHABILITATING ECONOMIC CITIES

We are aware that the economic cities of the last decade did not realize their potential. Work has halted in several cities, and others face challenges that threaten their viability.

We have worked in cooperation with Aramco to restructure Jizan Economic City. We will strive to salvage other economic cities, especially those with comparative advantages. To achieve this, we will work with the companies owning those cities to revamp them and transfer vital facilities. This effort will depend on the readiness of these companies to work with the government. Our aim is for these cities to contribute in the development of the economy and to attract quality investments as well as local and international talent, all kept in line with our national priorities.

BUSINESS ENVIRONMENT, RESTRUCTURE OUR ECONOMIC CITIES, CREATE SPECIAL ZONES AND DEREGULATE THE ENERGY MARKET TO MAKE IT MORE COMPETITIVE

ESTABLISHING SPECIAL ZONES

We will create special zones in exceptional and competitive locations. We shall take into account the comparative advantages of the Kingdom's different regions, assess their feasibility for promising sectors, and then establish special zones, such as logistic, tourist, industrial and financial ones. Special commercial regulations to boost investment possibilities and diversify government revenues will be applied to these zones.

INCREASING THE COMPETITIVENESS OF OUR ENERGY SECTOR

We plan to raise the efficiency of the government's support system and make the best use of its benefits by redirecting it and targeting eligible citizens and economic sectors. For example, we understand that providing subsidies with no clear eligibility criteria is a substantial obstacle to the energy sector's competitiveness. Free market prices shall, in the long term, stimulate productivity and competitiveness among utility companies and open the door to investment and diversification of the energy mix in the Kingdom. We will also seek to set clear subsidy criteria based on the maturity of economic sectors, their ability to compete locally and internationally and their actual need for subsidies, without endangering promising and strategic sectors.

A THRIVING ECONOMY..
OPEN FOR BUSINESS

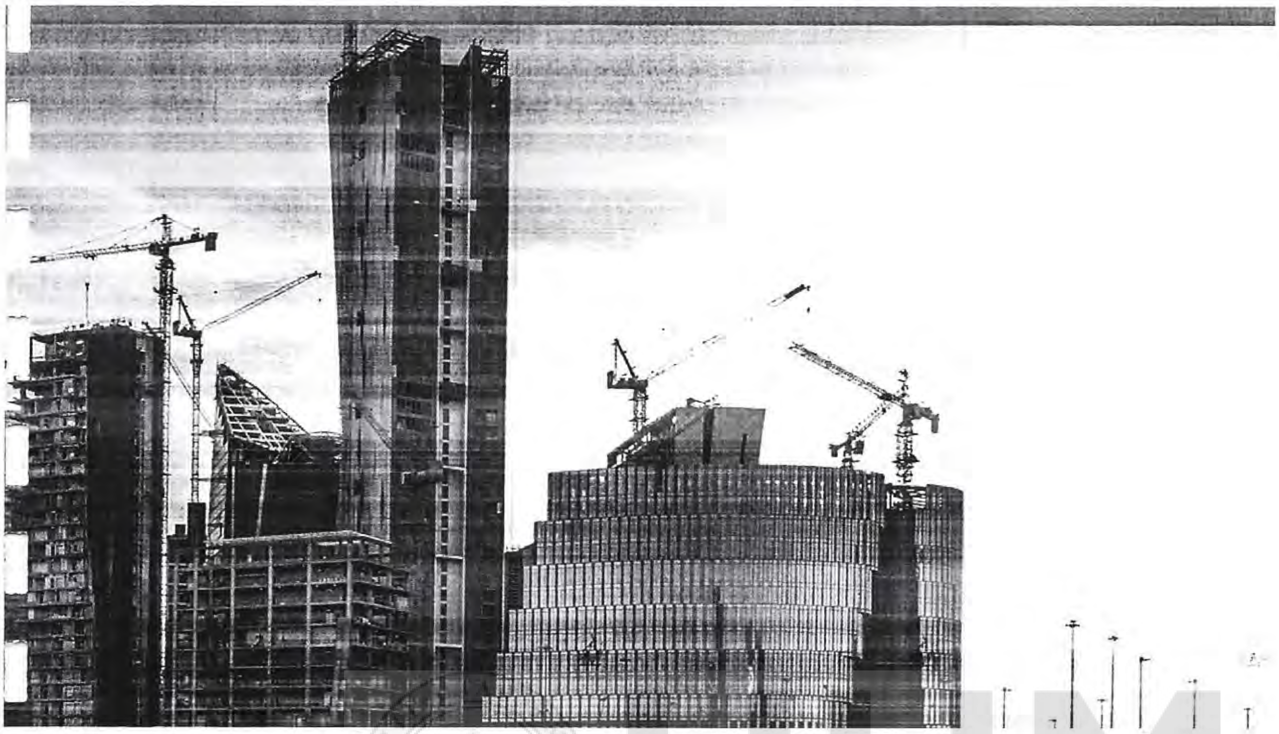
AMONG OUR GOALS BY **2030**

To rise from our current position of 25 to the top 10 countries on the Global Competitiveness Index

To increase foreign direct investment from 3.8% to the international level of 5.7% of GDP

To increase the private sector's contribution from 40% to 65% of GDP

AMONG OUR COMMITMENTS..

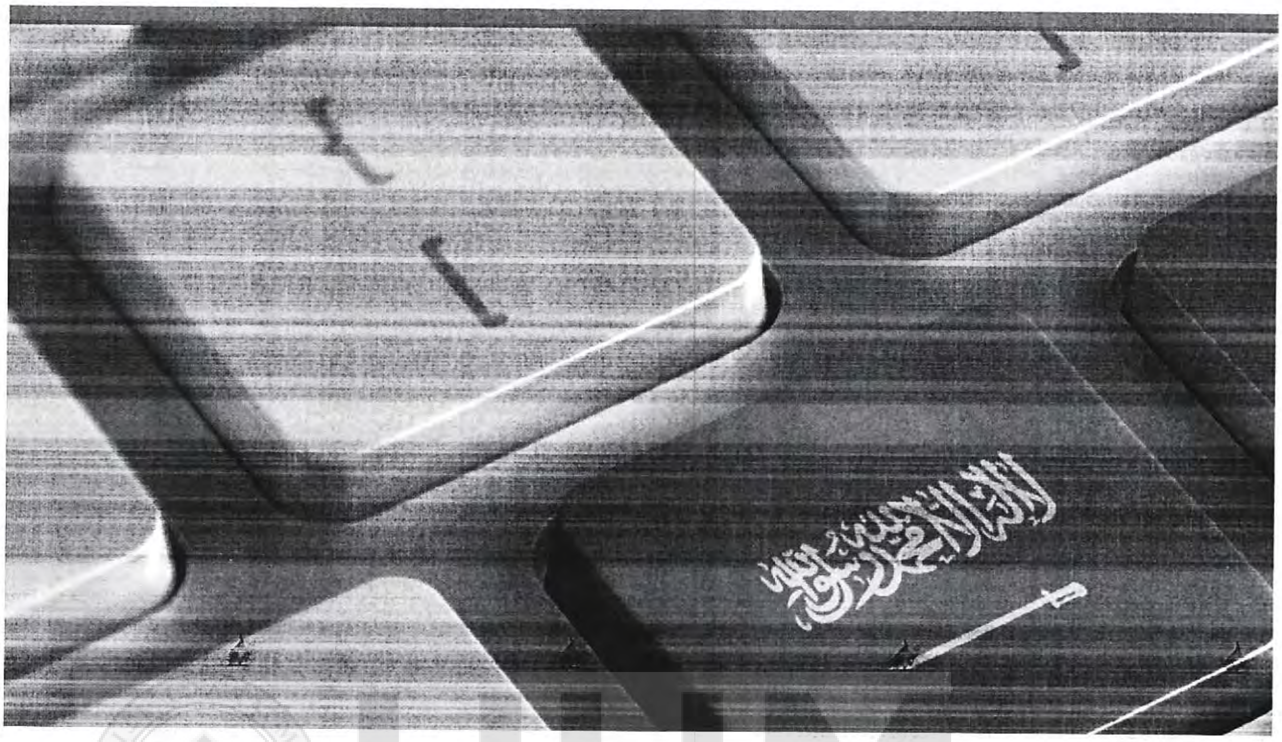


A RESTRUCTURED KING ABDULLAH FINANCIAL DISTRICT

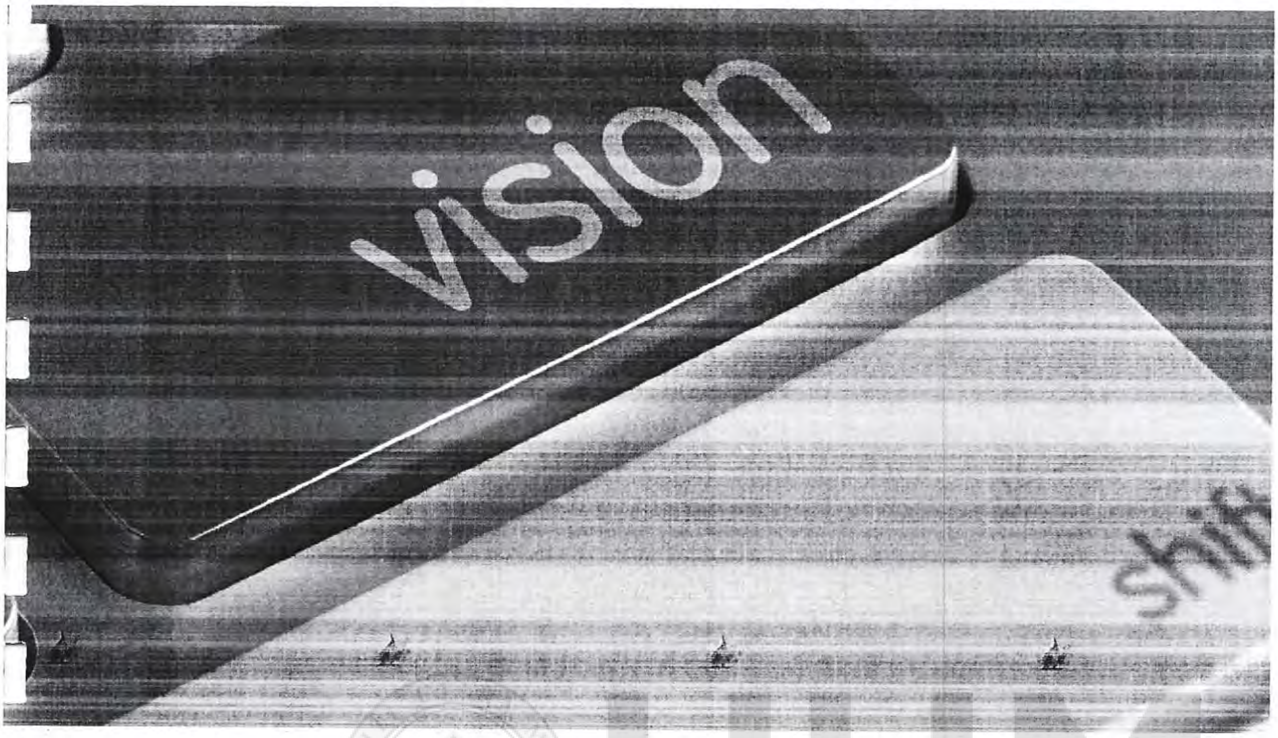
In the last decade, works started at the King Abdullah Financial District, without consideration of its economic feasibility. The objective was to prepare the land in order to allow the business and financial communities to invest and build real estate. When this objective was not reached, the government decided back then to develop and rent the real estate. Challenges were deepened by the development of the real estate project in one single phase, which caused a significant increase in construction costs and several delays in delivery. This resulted in large oversupply of commercial space for the years to come. Without any dramatic shift in direction, renting the three million square meters of built-up areas at reasonable prices, or even achieving decent occupancy ravtes, will be very challenging.

With this in mind, we have reviewed the economic feasibility of and designed a new fundamental strategy for the district in order to increase the chances of profitability and success. We will seek to transform the district into a special zone that has competitive regulations and procedures, with visa exemptions, and directly connected to the King Khaled International Airport.

We will also seek to repurpose some of the built-up areas and change the real estate mix, increasing the allocation for residential accommodation, services and hospitality areas. We will seek to build and create an integrated and attractive living and working environment. The district will be the headquarters of the Public Investment Fund, the largest sovereign wealth fund, which will contribute to creating an environment attractive to financial, investment and other corporations.



AMONG OUR COMMITMENTS..



A FLOURISHING RETAIL SECTOR

Over the past decade, the retail sector achieved an annual growth rate in excess of 10 percent. It currently employs 1.5 million workers, of which only 0.3 million are Saudis. Traditional retail also still dominates 50 percent of the market in the Kingdom compared to 20 percent in a number of countries in the Gulf Cooperation Council (GCC), with our retail market suffering from limited penetration of modern trade and e-commerce.
We aim to provide job opportunities for an additional million Saudis by 2020 in a growing retail sector that attracts modern, local, regional, and international brands across all regions of the country. We also aim to increase the contribution of modern trade and e-commerce to 80 percent of the retail sector by 2020. This will be achieved by attracting both regional and international retail investors and by easing restrictions on ownership and foreign investment.
To this end, we will facilitate local and regional flow of goods and develop necessary sectoral regulations. We will also increase financing of small retail enterprises to stimulate their growth and development.

A DEVELOPED DIGITAL INFRASTRUCTURE

A sophisticated digital infrastructure is integral to today's advanced industrial activities. It attracts investors and enhances the fundamental competitiveness of the Saudi economy.
We will partner with the private sector to develop the telecommunications and information technology infrastructure, especially high-speed broadband, expanding its coverage and capacity within and around cities and improving its quality. Our specific goal is to exceed 90 percent housing coverage in densely populated cities and 66 percent in other urban zones.
We will also develop building standards to facilitate the extension of broadband networks.
We will strengthen the governance of digital transformation through a national council. Additionally, we will improve our regulations and establish an effective partnership with telecom operators to better develop this critical infrastructure. We will also support local investments in the telecommunications and information technology sectors.

A THRIVING ECONOMY..
LEVERAGING ITS UNIQUE POSITION

SAUDI ARABIA IS RIGHT AT THE CROSSROADS OF IMPORTANT INTERNATIONAL TRADE ROUTES, BETWEEN THREE CONTINENTS: ASIA, EUROPE AND AFRICA. WE WILL THEREFORE MAXIMIZE THE BENEFITS FROM OUR EXCEPTIONAL AND STRATEGIC GEOGRAPHIC POSITION, AGREE NEW STRATEGIC PARTNERSHIPS TO GROW OUR

BUILDING A UNIQUE REGIONAL LOGISTICAL HUB

We have already invested heavily in the construction of ports, railways, roads and airports. To take full advantage of these investments, we plan to work with the private sector and enter into a new series of international partnerships to complete, improve and link our infrastructure internally and across borders. We will also unlock our "hard" infrastructure with systems that can drive higher performance, including more rigorous governance, leaner processes and a more efficient customs system. We will improve and implement existing laws and regulations. Air, maritime, and other transport operators will be encouraged to make the most of their capacity: achieving durable links between existing trade hubs, as well as opening new trade routes. This will reinforce our position as a distinctive logistical gateway to the three continents.

INTEGRATING REGIONALLY AND INTERNATIONALLY

With a GDP of SAR 2.4 trillion, our economy is already the largest in the Middle East. We enjoy close economic ties with the Gulf Cooperation Council and other Arab countries, as well as constructive relations with Islamic and foreign countries. We will seek to establish new business partnerships and facilitate a smoother flow of goods, people and capital.

Among our top priorities is to fortify and extend our interconnectivity and economic integration with other Gulf Cooperation Council countries. We will strive to complete the process of implementing the GCC common market, unifying customs, economic and legal policies, and constructing shared road and railway networks.

We will seek to effectively link with other countries in the region, through enhanced logistics services

ECONOMY AND HELP SAUDI COMPANIES TO INCREASE EXPORTS OF THEIR PRODUCTS. WE WILL LEVERAGE THE CLOSE PROXIMITY OF ENERGY SOURCES AND OUR DISTINCTIVE LOGISTICAL OFFER TO STIMULATE A NEW PHASE OF INDUSTRIALIZATION AND TO CATALYZE EXPORTS AND RE-EXPORTS

and new cross-border infrastructure projects, including land transport projects with Africa through Egypt. Logistical and trade exchanges will be streamlined, further cementing our pre-eminent position as a major trade hub.

SUPPORTING OUR NATIONAL COMPANIES

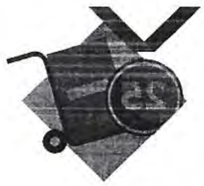
Rather than competing generically across the board, we will concentrate on our comparative advantages, national strengths and the areas that will assure leadership status. Initially, our priority will be to fully support major national companies, which have already gained a leading market share, by promoting their products and services regionally and globally, especially in the fields of oil, petrochemicals, banking, telecommunications, food, health care, and retail. We will also seek to support Saudi companies with promising growth opportunities so they develop into new regional and global leaders. Finally, we will fully support our national industries, assisting them to market themselves abroad and to export their products.

A THRIVING ECONOMY..

LEVERAGING ITS UNIQUE POSITION

AMONG OUR GOALS BY **2030**

To raise our global ranking in the Logistics Performance Index from 49 to 25 and ensure the Kingdom is a regional leader



To raise the share of non-oil exports in non-oil GDP from 16% to 50%

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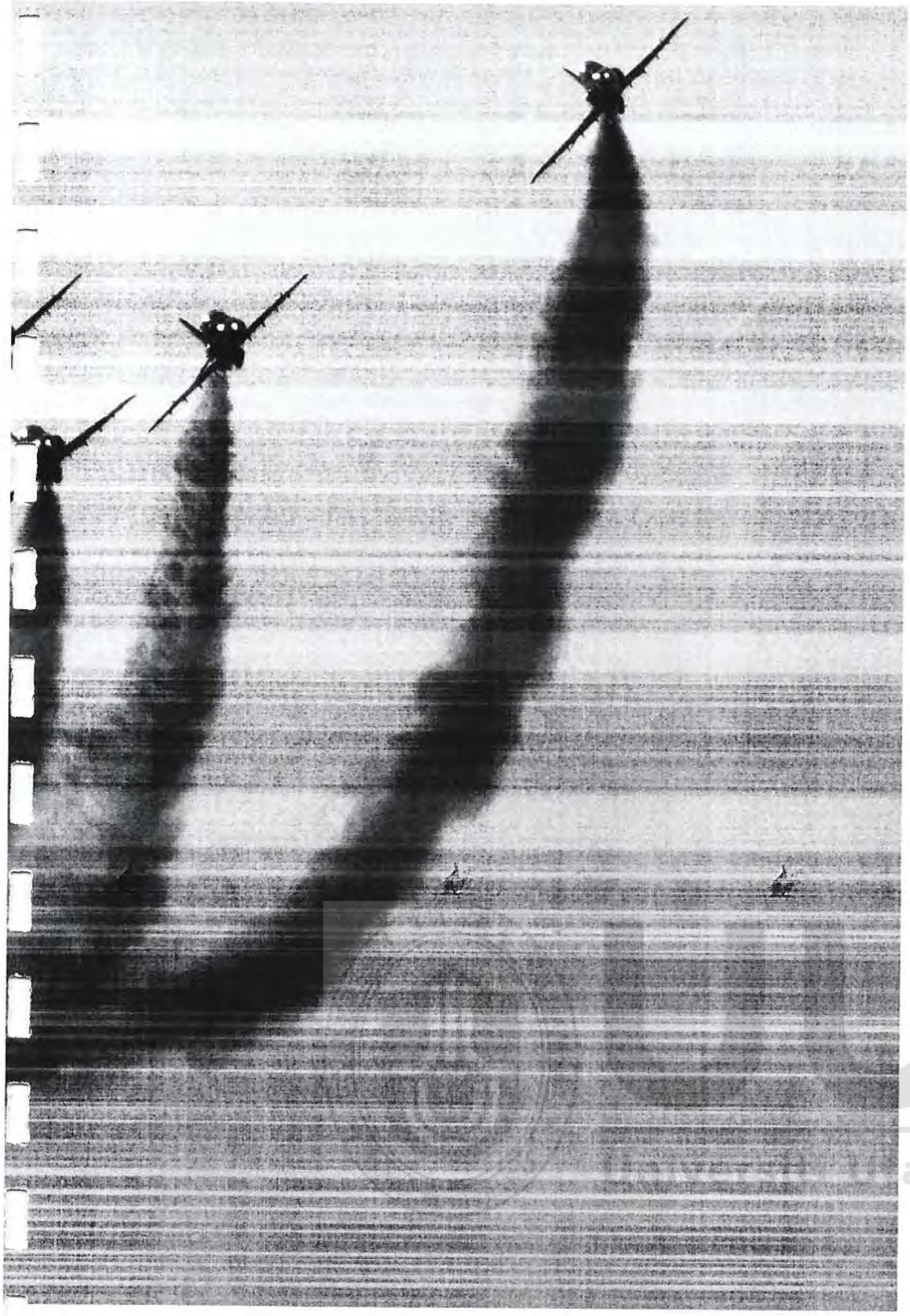
AN AMBITIOUS NATION



AN AMBITIOUS NATION..
EFFECTIVELY GOVERNED

THE ROLES AND REQUIREMENTS OF GOVERNMENT HAVE GROWN SIGNIFICANTLY SINCE THE KINGDOM OF SAUDI ARABIA'S FOUNDING. GOVERNMENT - ANY GOVERNMENT - NEEDS TO EVOLVE AND IMPROVE CONTINUOUSLY, IF ONLY TO KEEP PACE WITH RISING EXPECTATIONS AND NEW CHALLENGES. THIS REQUIRES US TO MEET HIGH

EMBRACING TRANSPARENCY

We shall have zero tolerance for all levels of corruption, whether administrative or financial. We will adopt leading international standards and administrative practices, helping us reach the highest levels of transparency and governance in all sectors. We will set and uphold high standards of accountability. Our goals, plans and performance indicators will be published so that progress and delivery can be publicly monitored. Transparency will be boosted and delays reduced by expanding online services and improving their governance standards, with the aim of becoming a global leader in e-government.

PROTECTING OUR VITAL RESOURCES

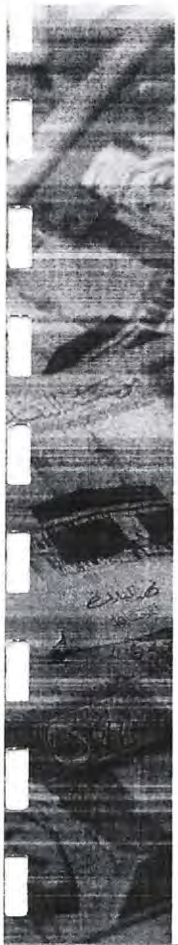
We will continue to build safe and sufficient strategic food reserves, to better guard against emergencies. Aquaculture will be promoted, as will strategic partnerships with countries blessed with natural resources such as fertile soil and water reserves. In Saudi Arabia, the use of water in agriculture will be prioritized for those areas with natural and renewable water sources. We will also continue to collaborate with consumers, food manufacturers and distributors to reduce any resource wastage.

STANDARDS OF TRANSPARENCY AND ACCOUNTABILITY. WE ARE COMMITTED TO MANAGING OUR FINANCES EFFICIENTLY AND EFFECTIVELY, AND TO CREATING AGILE PUBLIC ORGANIZATIONS AND TO TRACKING BOTH THEIR OWN PERFORMANCE AND THAT OF THE GOVERNMENT OVERALL

ENGAGING EVERYONE

We will deepen communication channels between government agencies on one hand and citizens and the private sector on the other. We shall facilitate interactive, online and smart engagement methods and ways to listen to citizens' views, and to hear all insights and perspectives. We will encourage government agencies to improve the quality of their services, and to meet the needs of every citizen. We want to give everyone the opportunity to have their say so that the government can serve them better and meet their aspirations.

AN AMBITIOUS NATION..
EFFECTIVELY GOVERNED



AMONG OUR GOALS BY **2030**

To increase non-oil government revenue from SAR 163 billion to SAR 1 Trillion

To raise our ranking in the Government Effectiveness Index, from 80 to 20

To raise our ranking on the E-Government Survey Index from our current position of 36 to be among the top five nations

AMONG OUR COMMITMENTS..

KING SALMAN PROGRAM FOR HUMAN CAPITAL DEVELOPMENT

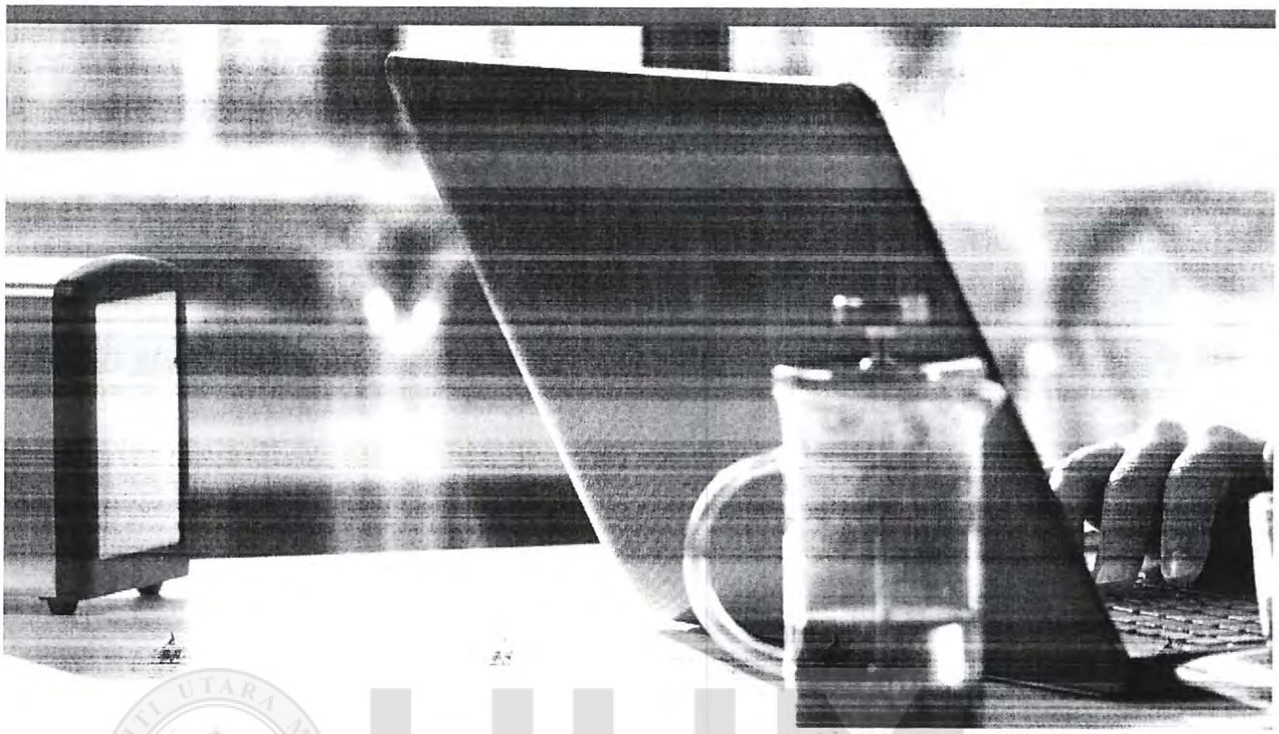
We have yet to identify and put into effect the best practices that would ensure that public sector employees have the right skills for the future. However, by 2020, we aim to have trained, through distance learning, 500,000 government employees. All ministries and government institutions will be required to adopt best practices in human capital development. We will continue to hire individuals according to merit and work towards building a broad talent base, so they may become leaders of the future.

The King Salman Program for Human Capital Development will establish HR centers of excellence in every government agency, and provide training. We will work to raise the productivity of employees to the highest levels possible, by implementing proper performance management standards, providing continuous training for professional development, and sharing knowledge. We will develop targeted policies to identify and empower future leaders, and will furnish a stimulating environment that provides equal opportunities and rewards for excellence.

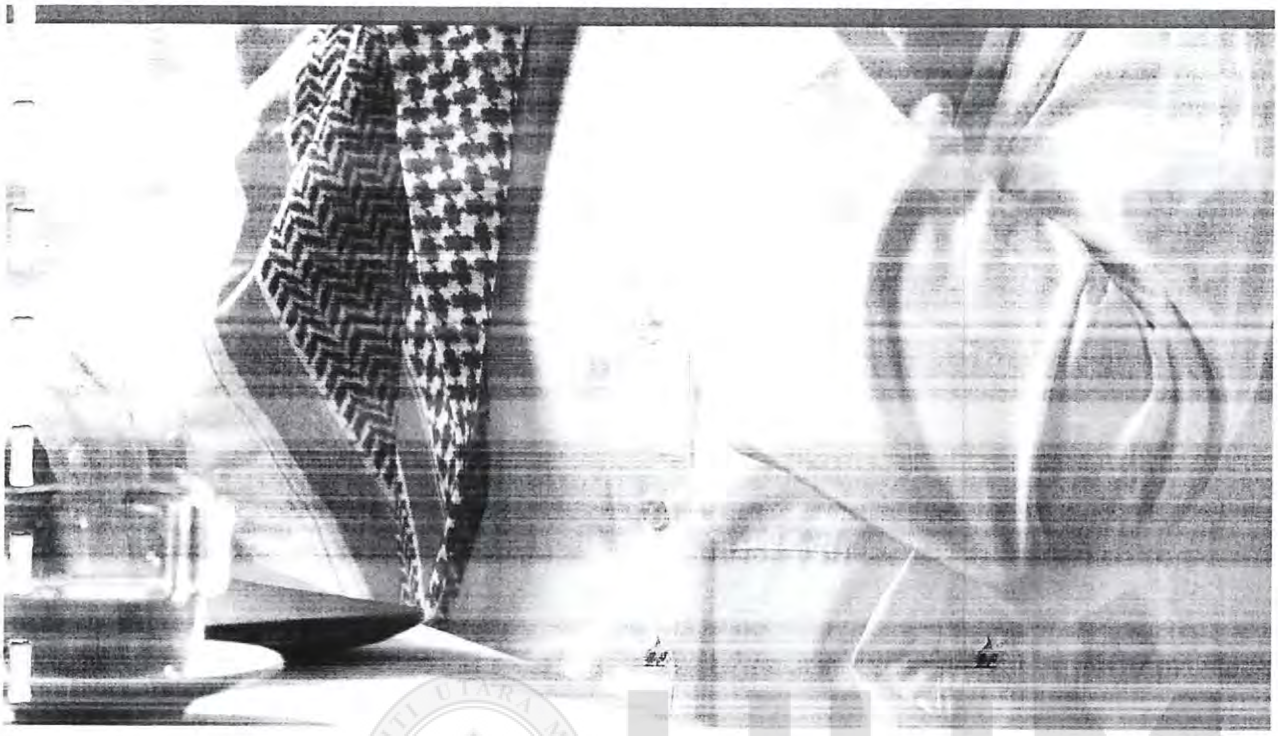
SHARED SERVICES TO OUR GOVERNMENT AGENCIES

We are working towards shared services across our government agencies. This will contribute to achieving our goal of increasing productivity and raising the efficiency of government spending. Shared services in our government will also aim to increase quality, cut costs, unify our efforts, and provide a suitable work environment for all parties at the lowest cost.

Shared services can be applied globally and locally in many sectors. This is our long-term goal, and we will implement it gradually. As a first step therefore, we will examine the status of support services in government sectors, set the scope of work and develop comprehensive priorities and implementation plans. We will follow best practices in employing shared services, with a robust set of performance indicators that will measure quality, workflow improvement, cost reduction and knowledge transfer.



AMONG OUR COMMITMENTS..



"QAWAM": INCREASING SPENDING EFFICIENCY

We are committed to making our public spending radically more efficient, using our resources more effectively, and limiting waste. We will launch the "Qawam" program as a reflection of the Qur'anic verse that calls for moderation in spending between excess and parsimony. Allah the Almighty says: "And those who, when they spend, are neither extravagant nor niggardly, but hold a medium (way) between those (extremes)"

Through this program, we will comprehensively review financial regulations in all government agencies. The program is intended to move away from a narrow reliance on process auditing, and move towards a more integrated approach with effective and efficient spending controls, and specific and measurable goals, while sustaining resources and assets. We will raise awareness and reward a culture of efficient spending throughout all administrative levels. Specialized training for employees and other key stakeholders will be provided as required, boosting the performance of finance departments and internal auditing.

EFFECTIVE E-GOVERNMENT

We have made remarkable progress in e-government. The scope of online services has already been expanded over the last decade to include employment programs, online job searches, e-learning services, traffic, passports and civil affairs, online payment services, online issuance of commercial registers, among others. This has improved Saudi Arabia's ranking on several global indicators. In the UN e-Government Index, for instance, we ranked 36 in 2014, up from 90 in 2004.

We will expand the scope of current online services further to include areas such as geographic information, health care and education. Quality will be improved by streamlining processes, and diversifying communication channels. We will also support the wider use of online applications in government agencies, such as cloud applications, data sharing platforms and HR management systems. Finally, we will strengthen the governance of online services within the government itself.

AN AMBITIOUS NATION..
RESPONSIBLY ENABLED

THE NATION WE ASPIRE TO BUILD WILL NOT BE REALIZED WITHOUT A GRAND, COLLECTIVE NATIONAL EFFORT WHERE EVERYONE CONTRIBUTES. WE ALL HAVE ROLES TO FULFILL, WHETHER WE ARE WORKING IN THE PUBLIC, PRIVATE OR

BEING RESPONSIBLE FOR OUR LIVES

We have already faced and overcome many challenges and accomplished much, by the grace of Allah and our brotherhood. We have contributed to building our country. We have been, and still are, a great example in assuming responsibility. Today, as we face fresh challenges, new roles and responsibilities are required. We should feel great confidence in our capabilities, in our understanding of our obligations and in our ability to achieve excellence for our nation, our society, our families and ourselves.

We are each personally responsible for our own futures. As such, we will develop ourselves and will work to become independent and active members of society, developing new skills in the process. We will remember our lifelong obligations to our families. In the workplace, we will be committed and disciplined, acquire new experience and pursue our ambitions.

We will create the right environment to enable us to fulfill these responsibilities. We will promote greater financial independence by providing planning tools such as mortgages, savings portfolios, and retirement options. We will set up a regulatory framework that empowers the non-profit sector.

This will all be achieved by adhering closely to Islamic principles, Arab values and our national traditions. As we build our own long-term future, we will remember our duty to respect these principles, which include supporting the vulnerable and needy, helping our neighbors, being hospitable to guests, respecting visitors, being courteous to expatriates, and being conscientious of human rights.

NON-PROFIT SECTORS. WE WILL THEREFORE WORK CONTINUALLY TO ACHIEVE OUR HOPES AND FULFIL OUR ASPIRATIONS AND RESPONSIBILITIES TO OUR COUNTRY, OUR SOCIETY, OUR FAMILIES, AND TO OURSELVES

BEING RESPONSIBLE IN BUSINESS

We aspire to have businesses that contribute to developing our society and our country, not be geared solely towards generating profits. We expect our companies to observe their social responsibilities and contribute to creating a sustainable economy, including by creating the stimulating opportunities for young men and women that can help them build their professional careers. We will encourage the businesses that follow through on this commitment to participate in our country and to address national challenges.

BEING RESPONSIBLE TO SOCIETY

The values of giving, compassion, cooperation and empathy are firmly entrenched in our society. We have already played an influential role in providing social aid locally, regionally and globally. In the future, we will formalize and strengthen the organization of our social and compassionate work so that our efforts have the maximum results and impact.

Today, we have fewer than 1,000 non-profit foundations and associations. In order to increase the resilience and impact of this sector, we will continue to develop regulations necessary to empower non-profit organizations. We will review our regulations to encourage endowments to sustainably fund the sector and to encourage corporations and high net worth families to establish non-profit organizations.

Government support will be directed to the programs with highest social impact and we will support training workers to encourage volunteering and careers in the non-profit sector. Enabling non-profit organizations to attract the best talents in order to ensure best management practices and the transfer of knowledge, which will strengthen these institutions over the long-term. This will ensure that the non-profit sector plays an enhanced and more efficient role in critical sectors such as health care, education, housing, research, and cultural and social programs.

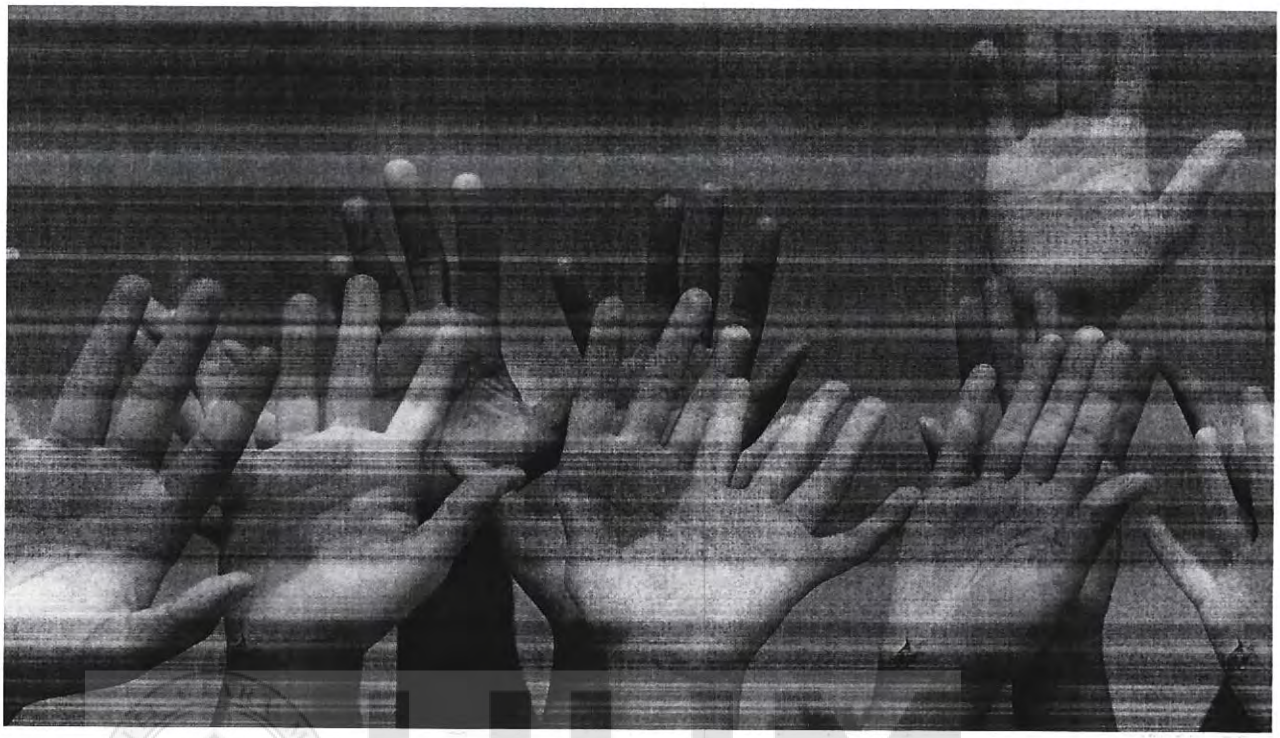
AN AMBITIOUS NATION..
RESPONSIBLY ENABLED

AMONG OUR GOALS BY 2030

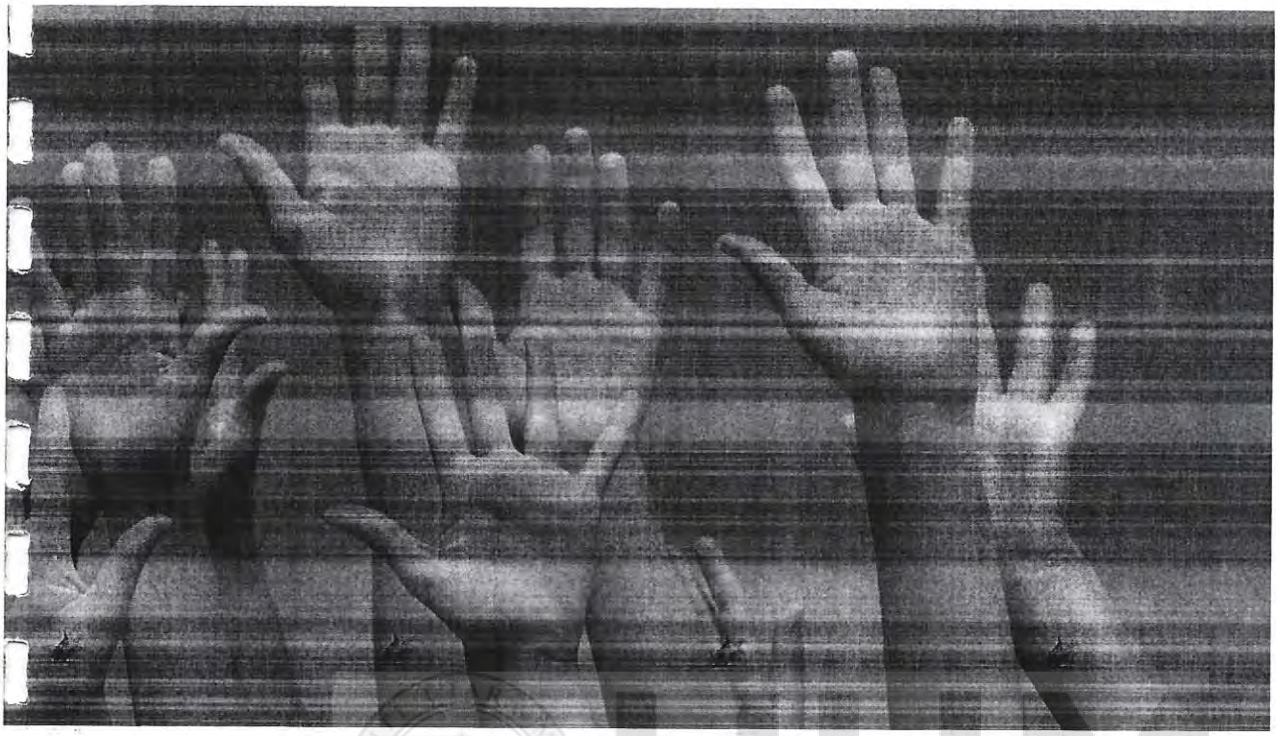
To increase household savings from 6% to 10% of total household income

To raise the non-profit sector's contribution to GDP from less than 1% to 5%

To rally one million volunteers per year (compared to 11,000 now)



AMONG OUR COMMITMENTS..



A MORE IMPACTFUL NON-PROFIT SECTOR

Today, we have fewer than 1,000 non-profit and charitable foundations and associations. They contribute just 0.3 percent of our GDP, much less than the global average of 6 percent. Currently, just 7 percent of projects are focused on generating social impact or are aligned with the long-term national priorities. By 2020, more than one third of our non-profit organizations' projects should have measurable and deep social impact.

The recently published regulations on non-profit organizations and on the General Authority for Endowments will help the non-profit sector become more institutionalized, formalized and more efficient. We will accelerate this shift further by supporting projects and programs with high social impact and by facilitating the establishment of non-profit organizations by high net worth families, which will promote rapid growth of the non-profit sector. We will support this growth by creating a supportive and cooperate environment in which the sector's institutions and government agencies can collaborate.

At the same time, we will encourage the non-profit sector to apply proper governance standards, facilitate high quality training to staff and promote a culture of volunteering and full-time careers in the sector.

HOW TO ACHIEVE **OUR VISION?**

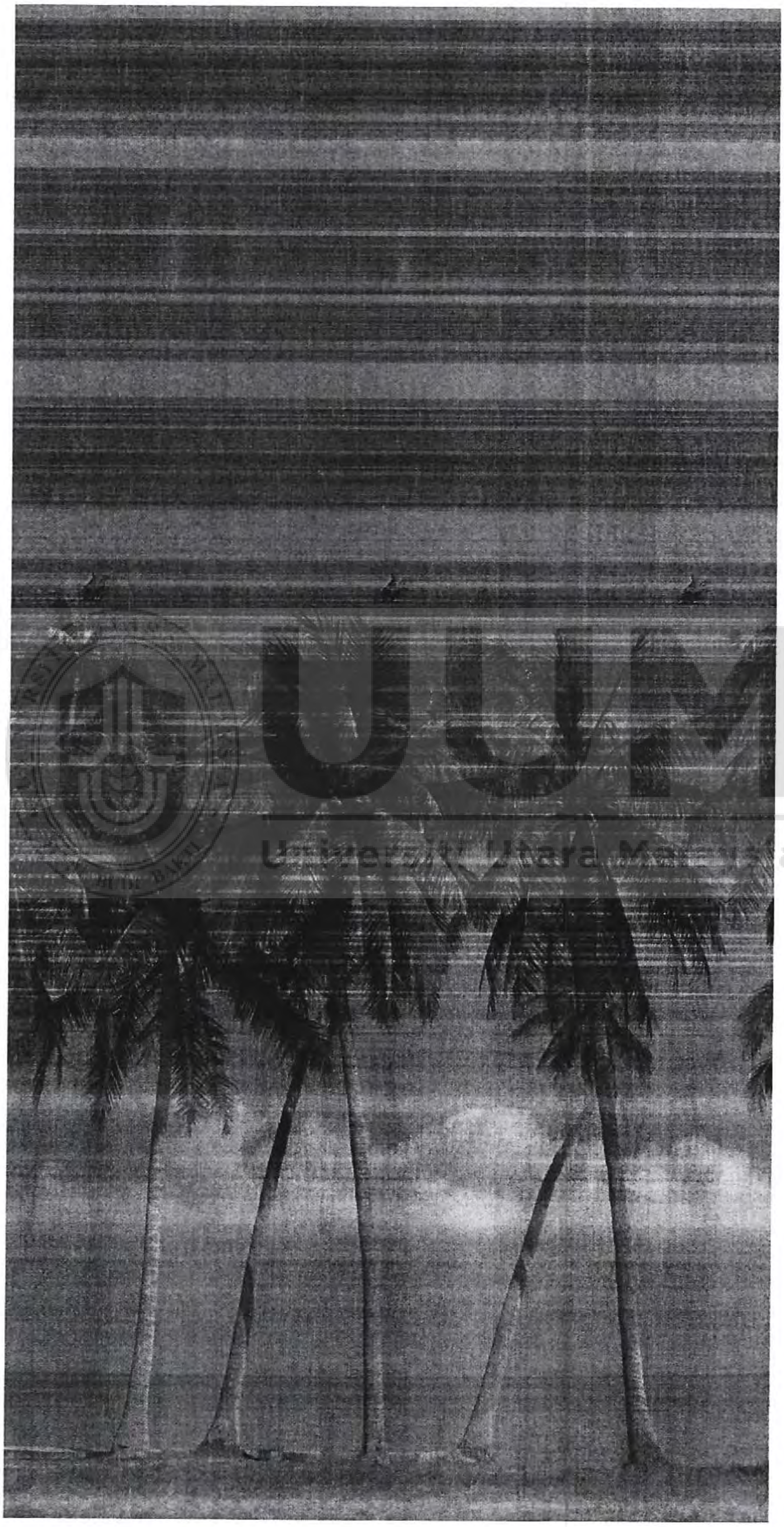
WE HAVE OUTLINED A COMPREHENSIVE AND AMBITIOUS VISION FOR SAUDI ARABIA UNTIL THE YEAR 2030. IT IS THE FIRST STEP ON OUR JOURNEY TOWARDS A BETTER, BRIGHTER FUTURE FOR OUR COUNTRY AND OUR CITIZENS. TO ACHIEVE OUR ASPIRATIONS AND HOPES, WE HAVE ALREADY LAUNCHED MANY TRANSFORMATIVE PROGRAMS THAT HAVE PAVED THE WAY FOR THE VISION AND WILL HELP US ACHIEVE OUR GOALS. THESE INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:

THE GOVERNMENT RESTRUCTURING PROGRAM

Around the world, governments are organizing themselves with agility, continuously restructuring and aligning their systems to national priorities. We have already started moving along this path by eliminating supreme councils and establishing the Council of Political and Security Affairs and the Council of Economic and Development Affairs. These reforms have helped to speed strategy development and decision-making, as well as enhance performance. We will continue this careful restructuring, comprehensively and gradually, based on our clear priorities.

THE STRATEGIC DIRECTIONS PROGRAM

We have approved the strategic directions determined by our government agencies. Existing roles have been reviewed to align with our future economic and social needs. Decisions are based on detailed studies and benchmarks, as well as comprehensive analysis of each agency's programs, plans and relevant performance indicators.



THE FISCAL BALANCE PROGRAM

After the Council of Economic and Development Affairs was established, we began examining our existing capital expenditures, their approval mechanism and their measureable economic impact. We have formed committees and introduced new departments tasked with reviewing relevant regulations and taking the necessary action on the expenditures. As a consequence, last year, we increased our non-oil revenues by 30 percent, and we plan to continue diversifying our non-oil revenues in the coming years, by introducing new measures.

THE PROJECT MANAGEMENT PROGRAM

The Kingdom's agencies are currently undergoing a wave of reforms and transformation. To manage this momentum and ensure all efforts are coordinated, we adopted an effective approach to project management and established expert project management offices (PMOs) in the Council of Economic and Development Affairs and many other government agencies. We also set up a central Delivery Unit.

THE REGULATIONS REVIEW PROGRAM

Over the past year, we reviewed many current laws and enacted new laws that have been years overdue. These include the company law, the non-governmental organizations' law, the law concerning fees on non-used lands, the General Authority for Endowments (Awqaf) law, among others. We will continue to review all laws to ensure they are in line with the Kingdom's priorities.

THE PERFORMANCE MEASUREMENT PROGRAM

We adopted the principle of performance measurement, and made sure it is properly used in our evaluation of all government agencies, their programs, initiatives and executives. We established the Center for Performance Management of Government Agencies to institutionalize these efforts for the long-term and built performance dashboards to promote accountability and transparency.

TO ENSURE THE REALIZATION OF SAUDI ARABIA'S VISION FOR 2030, WE ARE PREPARING TO LAUNCH A GROUP OF EXECUTIVE PROGRAMS THAT WILL HAVE A SIGNIFICANT IMPACT ON IMPLEMENTATION. **THESE INCLUDE, BUT ARE NOT LIMITED TO THE FOLLOWING:**

THE SAUDI ARAMCO STRATEGIC TRANSFORMATION PROGRAM

We believe that Saudi Aramco has the ability to lead the world in other sectors besides oil, and it has worked on a sweeping transformative program that will position it as a leader in more than one sector.

THE PUBLIC INVESTMENT FUND RESTRUCTURING PROGRAM

Having worked on restructuring the fund, we are now refining its investment capabilities and enabling the fund to manage a broader portfolio of current and new assets. We aim to transform it into the largest sovereign wealth fund in the world and will announce a comprehensive plan to achieve this goal.

THE HUMAN CAPITAL PROGRAM

Because human capital is a crucial factor in the success of any substantial project, we aim to launch a thorough program for nurturing our human talent. This program will measure, assess and analyze the efficiency of our civil service. It will also support our government agencies with staff, studies, consultations, and strategic partnerships related to human capital.

THE NATIONAL TRANSFORMATION PROGRAM

In a new approach, our government agencies have been working through numerous workshops to examine their role in implementing the initiatives necessary for delivering on national priorities. We are identifying opportunities for partnering with the private sector, as well as innovative administrative and funding approaches. We are detailing specific initiatives that have clear performance indicators..

THE PROGRAM FOR STRENGTHENING PUBLIC SECTOR GOVERNANCE

We will work on restructuring our government agencies continuously and with flexibility. We will eliminate redundant roles, unify efforts, streamline procedures and define responsibilities. We shall also enable our agencies to deliver on their mandate, to be accountable, to ensure business continuity and to show adaptability in the face of new challenges. Under the Council of Economic and Development Affairs, we will establish a strategic management office to focus on coordinating all government programs and ensuring their careful alignment with the national Vision. The office will also prevent gaps, duplication or contradiction between agencies' policies and programs, and ensure that all components of the Vision are detailed in proper sectoral strategies. We will also establish a Decision Support Center at the Royal Court to support decision-making through analytical and evidence-based information and reports.

THE PRIVATIZATION PROGRAM

We are in the process of determining additional sectors suitable for privatization. Our goal is to create a comprehensive privatization program. We will make use of international best practices, transfer knowledge and achieve our goals in a balanced and scientific manner.

THE STRATEGIC PARTNERSHIPS PROGRAM

We are working with our economic partners around the world to build new strategic partnerships for the twenty-first century, in harmony with our national Vision, so that we can be a trade hub connecting three continents and enhance our exports.

OUR COMMITMENT TO ACHIEVING THE GOALS OF THESE PIVOTAL PROGRAMS AND OUR COLLECTIVE CONTRIBUTION SHALL BE THE FIRST STEP TOWARDS ACHIEVING SAUDI ARABIA'S VISION FOR 2030. WE WILL CONTINUE TO LAUNCH NEW PROGRAMS IN THE UPCOMING YEARS AS REQUIRED, AND WE WILL CONTINUOUSLY REVIEW AND ASSESS OUR PERFORMANCE IN ACHIEVING THIS VISION

MAY ALLAH BLESS US AND GUIDE US TO THE RIGHT PATH.

VISION رؤية
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