Quality of life and its relationship to the level of leadership skills of educational leaders

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A B S T R A C T

Leadership skills are very important for reaching educational objectives and improving the education system in Saudi Arabia. Making the lives of educational leaders better is key to enhancing their work performance, boosting their abilities, and fulfilling the education system's aims, aligning with Saudi Arabia's vision for 2030. This study looked into how the quality of life relates to leadership among educational leaders in Saudi Arabia. It explored how much quality of life contributes to leadership skills and checked if there were any differences between men and women in terms of quality of life and leadership abilities. The research used a mix of number-based and detailed methods to accurately describe the quality of life and leadership skills among educational leaders. Information was gathered through surveys on general data, quality of life, and leadership skills from 322 educational leaders, both men and women, with different educational levels and years of work experience. The main discovery was a positive link between quality of life and leadership skills that was statistically significant. Also, there were notable differences in certain aspects of quality of life and leadership based on gender. Furthermore, a strong positive relationship was found between the educational level, years of work, quality of life, and leadership skills among educational leaders.

1. Introduction

To support the Saudi Arabia Vision 2030, which emphasizes the importance of improving citizens' quality of life, the Council of Economic and Development Affairs introduced the Quality of Life Program (Alshuwaikhat and Mohammed, 2017; Alamoudi et al., 2023). This program, with a budget of 130 billion Saudi riyals, aims to fulfill the vision by enhancing the country's economic prosperity and societal vitality. Prince Mohammed bin Salman, the Crown Prince and Chairman of the Council of Economic Affairs and Environment, closely monitors the program. It seeks to improve individuals' and families' lifestyles, initiate new events, and engage in activities that boost the quality of life. The program focuses on several key areas, including developing city infrastructure, offering comprehensive services to meet residents' needs, fostering a social environment for citizen interaction, providing diverse and high-quality lifestyle choices, and establishing regulatory frameworks to support these goals. Quality of life is thus a core element of achieving Vision 2030 by fostering a vibrant society. It plays a crucial role in development processes across all communities.

Given that leadership skills are essential for achieving the aims of educational institutions, the leadership capabilities of educational leaders are prioritized to enhance the educational system's progression towards excellence and quality in society. Therefore, improving the quality of life for educational leaders is vital for boosting their job performance, skills, and experience, aligning with Vision 2030's objectives. This involves uniting individual efforts to provide care and services to enhance leaders' quality of life, thereby facilitating their development and problem-solving abilities to perform their roles effectively.

The study seeks to answer the following questions:

1. What is the current quality of life for educational leaders?
2. How proficient are educational leaders in their leadership skills?

3. Is there a meaningful link between educational leaders' quality of life and their leadership skills?
4. What role does quality of life play in enhancing educational leaders' leadership skills?
5. Are there noticeable differences in quality of life and leadership skills among educational leaders based on gender?
6. Does a significant relationship exist between educational level, years of service, quality of life, and leadership skills among educational leaders?

2. Literature review

2.1. The concept of quality of life

The quality of life is the possession of some of the wealth that brings them happiness. A good life is one in which work and study opportunities are available. Kaplan and Ries (2007) mentioned that quality of life is the life in which an individual can get what he/she wants without trouble or effort and defined it as a life free from fraud and deceit. Tiliouine (2014) defined it as a life full of physical and psychological health free from diseases and disorders. It can be said that what is important is the extent to which the individual feels and is aware of the availability of the consensual meaning of that concept. Abdelouahab and Guendouz (2019) defined it as representing the luxury of life for man in general and the factors affecting his life in particular. It is also defined as the degree of upgrading the level of material and social services provided to members of society and the extent to which these individuals are aware of the ability of services to satisfy their different needs and the psychological and social environment in which the individual lives in Mohammadi-Bolbanabad et al. (2016).

2.2. Dimensions of quality of life

The quality of life has dimensions represented in the emotional quality of life: it includes a sense of security, spiritual aspects, happiness, exposure to hardship, self-concept, satisfaction, or contentment. Also, the quality of interpersonal relationships includes intimate friendship, emotional aspects, family relationships, interaction, and social support. Moreover, the material quality of life includes the level of education, personal skills, and achievement (Kaplan and Ries, 2007). Tiliouine (2014) added the quality of physical life, which is represented by health status, nutrition, recreation, motor activity, healthcare level, health insurance, leisure time, daily life activities, and self-determinants that depend on independence, the ability to make personal choices, self-direction, goals, and values. It also includes the quality of social life, which includes social acceptance, status, characteristics of the work environment, interaction, social participation, social role, voluntary activity, and the home environment, as well as rights, which include privacy, the right to vote, perform duty, and the right to property. Halabi

(2006) stated that the areas of well-being are the quality of family life, the quality of marital life, the quality of social life, the quality of academic life, the quality of professional life, the quality of personal life, the quality of cognitive life, and the quality of environmental life.

2.3. Theories explaining the quality of life

Many theories explain the quality of life, including the cognitive approach, which is based on two basic ideas. The first is that the nature of the individual's perception determines the degree of his feeling about the quality of life. The second is within the framework of the difference in perception between individuals' lives. As for the integrative approach, the owners of this approach indicated that the individual's awareness of his life makes him evaluate what is going on around him and enables him to form ideas in order to reach satisfaction with life. Three characteristics combined together lead to a sense of the quality of life: the first is related to ideas related to the personal goal that the individual seeks to achieve; the second is the existential meaning that characterizes the relationship between ideas and goals; the third is Personality and Inner Depth Abdelouahab and Guendouz (2019). Psychological trend: the owners of this trend see that perception is a basic determinant of the quality of life. They see that the quality of life is an expression of the individual's self-perception. For a person, life is nothing but what he perceives of it, just as all the variables of social orientation depend on the individual's evaluation of the objective material indicators in his life. That is, the psychological factors on which this approach depends are several basic concepts: the concept of values, the concept of self-realization, the concept of needs, the concept of trends, the concept of ambition, the concept of expectation, and the concept of self-esteem, in addition to the concepts of satisfaction, compatibility, and psychological health. The social trend: interest in the study of quality of life began a long time ago and focused on objective indicators of life such as death and birth rates, quality of housing, educational levels of community members, and income level, in addition to the individual's work, professional status, and their impact on life. Many researchers confirmed that the individual's relationship with colleagues is one of the effective factors in achieving a quality of life, which significantly affects the individual's satisfaction or dissatisfaction with his work (Mohammadi-Bolbanabad et al., 2016).

2.4. Indicators of quality of life

Quality of life indicators focus on how a person feels about their life. This includes their emotional state, which influences whether they feel capable of meeting their basic and extra needs, enjoying their environment, and their mental well-being. This can show up as feelings of anxiety and depression or,

conversely, feelings of happiness and satisfaction (Helgeson, 2003). Abdelouahab and Guendouz (2019) noted that social aspects of life quality are seen in the quality of personal relationships, participation in fun and social activities, and how much one enjoys and is satisfied with their job, including their ability to do their work and meet job expectations. Physical aspects of life quality involve being content with one's health, managing pain, sleeping well, and having good eating habits (Alshammari, 2022).

2.5. The concept of leadership skills

Leadership skills include the ability to supervise and organize operations and direct and motivate people toward achieving individual or collective goals (Khassawneh et al., 2022). Leadership skills are represented in communication, persuasion, negotiation, management, planning, and innovation skills. Educational leaders and others in leadership positions must be able to make the right decisions and manage resources effectively to achieve goals (AL-Ghamdie, 2018; Zanabazar et al., 2023). Leskiw and Singh (2007) defined leadership skills as the leader's ability to create harmony between the team and the external and internal environment surrounding this team so that it makes this environment a driving force to achieve the team's goals. Undoubtedly, every leader must be characterized by qualities and skills that help him influence his subordinates' behavior and achieve management goals. Leadership skills are defined as a set of leadership characteristics and standards required for the organization's overall development (Samyal and Narang, 2016).

2.6. The importance of leadership skills

Leadership skills are important in setting goals, as the leader must have a clearer vision and imagination of the team's goals, what needs to be done, and the mechanism for achieving those goals. The leader not only directs the organization's vision but also communicates and explains it to others to motivate and support them to do their tasks properly. Moreover, the leader provides the right environment for his employees to help them perform at their best. By motivating collective efforts by practicing successful leadership, a leader can influence any group of people to get the job done as the leader works to consolidate the relationships between individuals within his team and raise the team to a better level (AL-Ghamdie, 2018; Zanabazar et al., 2023).

Instilling values: A successful leader can inculcate the work ethics and principles followed by the organization within his employees by being a role model and an example by doing good and upright behavior in front of them. These values may be responsibility, discipline, and honesty, making the organization a better workplace. Providing the best performance and obtaining the highest results, as the best strategic and organizational plans to achieve business goals, are just words so that the leader of those operations can implement those plans. His leadership skills enable him to distribute tasks efficiently to employees in proportion to their capabilities and desires, thus obtaining the best performance and results (Kanji and e Sa´, 2001).

2.7. Areas of leadership skills

There are a number of areas of leadership skills that any successful leader must possess to be able to manage the organization toward success, including strategic thinking skills, which mean that the leader has a vision and a goal that he wants to reach and works hard to achieve that. Good strategic thinking is based on collecting and analyzing information (Khassawneh et al., 2022). Communication skills, which are general interpersonal skills, are important to everyone. Communication skills include good listening, the ability to build strong relationships quickly and effectively, giving constructive feedback on employee performance, speaking in meetings and conferences with confidence, and communicating information easily. Strong communication skills create an aura of charisma around the person, which makes people want to approach and follow them (Le, 2015).

Planning and organizing skills, the vision possessed by the leader will not be able to be transformed into reality. If he does not have planning and organizing skills, which are no less important than strategic thinking skills, they can be considered complementary skills. Leaders with personnel management skills should encourage their employees to perform best by creating a positive and motivating work environment. Understanding how to build and manage an ideal team is also imperative (Eva et al., 2019). Change and innovation skills: With scientific and technological development at lightning speed, institutions must develop and update themselves to accommodate these changes. Influence and persuasion skills: Successful leaders can persuade and influence others with their ideas. To be able to do that, they first need to create a kind of communication with others and their natural understanding (Kanji and e Sa´, 2001).

2.8. Leadership styles

Leadership is distinguished by the diversity of its methods, including the training method: It is one of the most beneficial methods for organizations and the employees who work in them. However, it is rarely used by managers when leading because it takes a lot of time to implement compared to other leadership styles. Insightful style: Insightful leaders can raise the level of performance and achievement at work, give employees new ideas, and motivate them to innovate. This approach is suitable for small companies with a rapid growth rate or large organizations that go through many changes and

transformations in a short period (AL-Ghamdie, 2018).

Service style: This method adopts the idea of "people's interest comes first," as leaders who use this method believe that employees' sense of satisfaction and comfort in their jobs will reflect positively on their performance and level of productivity. This method is suitable for all organizations of any size or field of work, but it is widely used in nonprofit organizations (Zanabazar et al., 2023). The autocratic method: It is noticed that the people who adopt this method focus in particular on the performance of the work and the results. Most of the time, they make decisions independently or with only a limited group of people. The employees must abide by the decisions. Laissez-faire style: It relies on distributing workloads to employees and delegating them to do tasks as they see fit with little or no oversight. The laissez-faire leader devotes time to working on other projects (Le, 2015). Democratic method: This method is between the autocratic method, whose idea depends on making decisions by the leader alone, and the laissez-faire method, which authorizes experts to do their work and make the appropriate decisions themselves. There is the democratic method that combines the two methods by listening to the employees' opinions first and making the final decision to the leader. Bureaucratic style: Like the autocratic style, employees follow business rules and procedures exactly as they are written. The bureaucratic method depends on the hierarchy and job tasks assigned to each job level (Eva et al., 2019).

3. Methodology

3.1. Research methodology

The research followed the descriptive analytical approach, which is based on an accurate and detailed description of the reality of the quality of life and leadership skills of the educational leaders in the education departments in the regions of the KSA, as a quantitative description or a qualitative description.

3.2. Research limits

Human limits: The study sample consisted of 322 educational leaders from the various educational departments in the regions of the KSA, males, and females, with different educational levels and a different number of years of service.

Geographical limits: The sample was collected from the educational departments in all regions of the KSA, which includes 13 administrative regions, in a random-purpose way. Time Limits. The field application took place from mid-November until the end of December (2022).

Objective limits: The research adhered to the variables derived from the theoretical framework and previous studies, which determined the quality of life, leadership skills, and educational leaders.

3.3. Research tools

The researchers developed electronic tools for their study, which included the following components:

3.3.1. General data form

This form collected essential information to meet the study's goals, such as the participant's gender (male, female), level of education (Diploma, Bachelor's, Master's, Ph.D.), and years of experience in a leadership role. Experience was categorized into less than five years, five to less than ten years, and ten years or more.

3.3.2. Quality of life questionnaire

This questionnaire aimed to assess the quality of life among educational leaders across three main areas.

Emotional life quality: Assessed by 32 items, with a total possible score of 96, segmented into three levels based on participants' scores: low (less than 53 or under 55%), medium (53–74, or 55%–77%), and high (over 74 or above 77%).

Social life quality: Evaluated with 16 items, total score of 48, also divided into low (less than 29 or under 60%), medium (29–37, or 60%–77%), and high (over 37 or above 77%) levels.

Work life quality: Measured by 15 items, with a total score of 45, categorized into low (less than 27 or under 60%), medium (27–36, or 60%–80%), and high (over 36 or above 80%) levels.

The overall scoring of the questionnaire was out of 157, divided into low (less than 98 or under 62%), medium (98–117, or 62%–74%), and high (over 117 or above 74%) levels based on participants' responses.

3.3.3. Leadership skills questionnaire

This tool aimed to identify the level of leadership skills among educational leaders, focusing on three main areas.

Thinking and strategic planning skills: Evaluated through 13 items, with a total score of 39, and categorized into low (less than 27 or under 69%), medium (27–33, or 69%–84%), and high (over 33 or above 84%) levels.

Change and innovation skills: Measured by 15 items, with a total score of 45, divided into low (less than 28 or under 62%), medium (28–33, or 62%–73%), and high (over 33 or above 73%) levels.

Influencing and persuasion skills: Assessed with 19 items, total score of 57, classified into low (less than 40 or under 70%), medium (40–47, or 70%–82%), and high (over 47 or above 82%) levels.

The overall score for this questionnaire was out of 141, segmented into low (less than 106 or under 75%), medium (106–124, or 75%–87%), and high

(over 124 or above 87%) levels based on participant scores.

3.4. Validity

The validity of the tools was confirmed by Construct validity, which is the validity of internal consistency, by finding the Pearson correlation coefficient between the degree of each phrase and its dimension, which showed a positive correlation at the level of significance (0,01), indicating the validity of the tools.

3.5. Reliability

The reliability of the tools was calculated using Cronbach's alpha method. The values of Cronbach's alpha coefficient for the quality of life questionnaire and leadership skills questionnaire were 0.968 and 0.952, respectively, which were high and acceptable values and confirmed the consistency and reliability of the tools.

3.6. Tool correction

The search tools were corrected for the triple assessment by selecting one from multiple choices (always, sometimes, rarely) in each questionnaire statement.

4. Result and discussion

4.1. The level of quality of life for educational leaders

The level of availability of the quality of life and its dimensions (quality of emotional life, quality of social life, and quality of functional life) among educational leaders in educational departments in various regions of the KSA was also measured. As shown in Table 1, the most common is the middle level, with a percentage of 53.2%, 45.1%, 53.5%, and 68.6%, respectively. This result agrees with the studies of Harahsheh et al. (2021) and Sucuoğlu and Uluğ (2022) in that the degree of quality of life among educational leaders was moderate.

Table 1: The level of quality of life for educational leaders

	Low		Medium		High		Std. deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Quality of emotional life	61	18.9	145	45.1	116	36.0	6.9	50.6
Quality of social life	132	40.9	172	53.5	18	5.6	4.4	29.8
Quality of functional life	72	22.4	221	68.6	29	9.0	4.7	29.8
Quality of life	48	14.9	171	53.2	103	31.9	12.01	110.2

4.2. The level of leadership skills of educational leaders

The intermediate level is the most widespread level among the study sample of educational leaders in educational departments in various regions of the KSA in leadership skills and their themes (thinking and strategic planning skills - change and innovation skills - influence and persuasion skills), with a rate of 68.4%, 92.5%, 61.8%, and 85.4 %, respectively (Table 2). This result is consistent with the studies of

Khassawneh et al. (2022) and Harahsheh et al. (2021) in that the level of leadership skills among workers in leadership positions was moderate. In contrast, it differs from the study of AL-Ghamdie (2018) in that the degree of educational leaders' practice of leadership skills was high. This is because the assessment of leadership skills in the study of AL-Ghamdie (2018) was from the teachers' point of view and not from the point of view of the leaders themselves.

Table 2: The level of leadership skills of educational leaders

	Low		Medium		High		Std. deviation	Mean
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
Thinking and strategic planning skills	22:	6.8	298	92.5	2	0.7	3.6	29.4
Change and innovation skills	80	24.8	199	61.8	43	13.4	3.1	29.5
Influencing and persuasion skills	43	13.4	275	85.4	4	1.2	4.9	41.4
leadership skills	99	30.7	220	68.4	3	0.9	7.6	102.8

4.3. The correlation between the quality of life and the level of leadership skills

The study found a statistically significant positive relationship between the quality of life (including emotional, social, and functional aspects) and the leadership skills (encompassing thinking and strategic planning, change and innovation, and influencing and persuasion abilities) of educational leaders at the 0.01 and 0.05 significance levels. This means that in various regions of the Kingdom of Saudi Arabia (KSA), educational leaders with higher levels of quality of life in its different dimensions tend to also have higher levels of leadership skills in

its various areas, and the reverse is also true (Table 3). This finding aligns with previous research by Cerit (2010) and Harahsheh et al. (2021), which also identified a positive link between leadership skills and the quality of functional life.

4.4. The percentage of quality of life participation and its dimensions in the level of leadership skills

The emotional and functional well-being of educational leaders are key factors that significantly influence their leadership abilities. Emotional well-being had a strong predictive power for leadership

skills, with an R^2 value of 0.166, followed closely by functional well-being, with an R^2 value of 0.147. These factors also significantly affected their ability to influence and persuade, with R^2 values of 0.142 for emotional well-being and 0.125 for functional well-being, all significant at the 0.001 level (Table 4).

Table 3: The correlation between the quality of life and the level of leadership skills of educational leaders

	Quality of emotional life	Quality of social life	Quality of functional life	Quality of life
Thinking and strategic planning skills	0.130*	0.242**	0.431**	0.380**
Change and innovation skills	0.153*	0.330**	0.337**	0.385**
Influencing and persuasion skills	0.195**	0.264**	0.354**	0.372**
leadership skills	0.211**	0.299**	0.383**	0.409**

*: Correlation is significant at the 0.05 level (2-tailed); **: Correlation is significant at the 0.01 level (2-tailed)

Furthermore, functional well-being was identified as the most critical factor affecting educational leaders' thinking and strategic planning skills, with an R^2 value of 0.186, indicating a significant influence at the 0.001 level. Additionally, both social and functional well-being were significant predictors of change and innovation skills, with R^2 values of 0.140 and 0.114, respectively, again showing significant influence at the 0.001 level. This highlights the importance of these aspects of life quality in enhancing educational leaders' effectiveness.

Table 4: The percentage of quality of life participation and its dimensions in the level of leadership skills of educational leaders

leadership skills axes	Quality of life dimensions	R	R 2	F	Sig.	B	Std. deviation	β	T	Sig.
Thinking and strategic planning skills	Quality of functional life	0.431	0.186	58.452	0.000	0.236	0.031	0.431	7.645	0.001
Change and innovation skills	Quality of functional life	0.337	0.114	32.867	0.001	0.164	0.026	0.337	5.733	0.001
	Quality of social life	0.374	0.140	20.786	0.001	0.085	0.030	0.201	2.798	0.001
Influencing and persuasion skills	Quality of functional life	0.345	0.125	36.698	0.001	0.418	0.069	0.354	6.058	0.001
	Quality of emotional life	0.376	0.142	21.020	0.001	0.253	0.115	0.130	2.190	0.05
Leadership skills	Quality of functional life	0.383	0.147	44.023	0.001	1.134	0.171	0.383	6.635	0.001
	Quality of emotional life	0.407	0.166	25.301	0.001	1.054	0.173	0.140	2.400	0.05

4.5. The differences in the quality of life and the level of leadership skills according to the gender variable

There were statistically significant differences between males and females of educational leaders in the quality of life as a whole and the quality of emotional life, as the value of T expressing these differences reached 5.290 and 8.520, respectively (Table 5). They were statistically significant values at a significance level of 0.001, and the differences favored males. The average scores for the quality of life as a whole and the emotional quality of life were 114.39 and 54.22, respectively, compared to 107.44 and 48.12, respectively, for females. This result was consistent with the study of Helgeson (2003) in the presence of differences in the dimensions of quality of life according to gender. While there were no statistically significant differences between male and female educational leaders in the quality of social life and the quality of functional life, the value of T expressing these differences reached 0.004 and 01.50, respectively, which are nonstatistically significant values. This result was consistent with the studies of Cerit (2010) and Sucuoğlu and Uluğ

(2022) in that there were no differences between male and female educational leaders in the quality of functional life. There were statistically significant differences between male and female educational leaders in the skills of change and innovation and the skills of influence and persuasion, where the value of (T) expressing these differences reached (3.891), (5.459), respectively, which are statistically significant values at a significant level (0.001) (Table 6). The differences were in favor of males, as their average score in change and innovation skills was (30.34) compared to (28.98) for females. While the differences were in favor of females, as their average score in influencing and persuasion skills was (42.60) compared to (39.69) for males. This result was consistent with the study of Kanji and e Sa´ (2001) on the presence of differences between males and females in leadership skills. In contrast, there were no statistically significant differences between male and female educational leaders in leadership skills, thinking skills, and strategic planning, as the values of T expressing these differences reached 1.397 and 0.748, respectively, which were nonstatistically significant values.

Table 5: The differences in the quality of life among educational leaders, according to the gender variable

Variables	Male=132		Female=190		T	Sig.
	Mean	Std. Deviation	Mean	Std. deviation		
Quality of emotional life	54.22	4.25	48.12	7.42	8.520	0.001
Quality of social life	29.8	4.11	29.8	4.6	0.004	0.071
Quality of functional life	30.32	4.29	29.51	5.06	1.500	0.074
Quality of life	114.39	8.68	107.44	13.15	5.290	0.001

Table 6: The differences in the level of leadership skills among educational leaders, according to the gender variable

Variables	Male=132		Female=190		T	Sig.
	Mean	Std. deviation	Mean	Std. deviation		
Thinking and strategic planning skills	29.81	5.30	29.45	3.45	0.748	0.601
Change and innovation skills	30.34	2.93	28.98	3.17	3.891	0.001
Influencing and persuasion skills	39.69	3.53	42.60	5.36	5.459	0.001
Leadership skills	102.14	8.14	103.35	7.27	1.397	0.578

4.6. The correlation between the variables of the educational level, the number of years of service, quality of life, and the level of leadership skills

There was a positive correlation with statistical significance between the educational level, the number of years of service for educational leaders in the educational departments in the regions of the KSA, and the quality of life in its dimensions (quality of emotional life, quality of social life, quality of functional life) at a significance level of 0.01 (Table 7). Thus, the higher the educational level and the

greater the number of years of service for educational leaders in the educational departments in the regions of the KSA, the higher the level of quality of life in its dimensions (quality of emotional life, quality of social life, quality of functional life) for them. This result was consistent with the study of Abdelouahab and Guendouz (2019) and Mohammadi-Bolbanabad et al. (2016) in that there was a positive correlation between the educational level, the number of years of service for educational leaders, and the quality of life.

Table 7: The correlation between the variables of the educational level, the number of years of service, and quality of life

Variables	Educational level	Number of years of service
Quality of emotional life	0.192**	0.184**
Quality of social life	0.154**	0.167**
Quality of functional life	0.162**	0.175**
Quality of life	0.197**	0.198**

**: Correlation is significant at the 0.01 level (2-tailed)

A positive correlation with statistical significance was found between the educational level and the number of years of service for educational leaders in educational departments in the regions of the KSA and leadership skills in their axes (thinking and strategic planning skills, change and innovation skills, influence and persuasion skills) at a significant level (0.01) (Table 8). Therefore, the higher the educational level and the greater the number of years of service for educational leaders in

educational departments in the regions of the KSA, the higher the level of leadership skills in its axes (thinking and strategic planning skills, change and innovation skills, influence and persuasion skills) they have. This result was consistent with the study of AL-Ghamdie (2018) in the presence of statistically significant differences in the leadership skills of educational leaders, depending on the number of years of service and educational level.

Table 8: The correlation between the variables of the educational level, the number of years of service, and leadership skills

Variables	Educational level	Number of years of service
Thinking and strategic planning skills	0.170**	0.190**
Change and innovation skills	0.169**	0.182**
Influencing and persuasion skills	0.185**	0.179**
Leadership skills	0.204**	0.223**

**: Correlation is significant at the 0.01 level (2-tailed)

5. Conclusion and Recommendations

5.1. Conclusion

The Saudi government has shown a commitment to improving the life quality of its citizens, demonstrated by the Council of Economic and Development Affairs launching the Quality of Life Program with a budget of 130 billion Saudi riyals. This initiative is part of the Vision 2030 to enhance the country's economic prosperity and societal vitality. However, the study reveals that the quality of life and leadership skills among educational leaders in Saudi Arabia are at an average level. A statistically significant positive relationship exists between life quality and leadership skills at the 0.01 and 0.05 levels of significance.

The study highlights emotional well-being and work life quality as critical factors influencing leadership abilities, including influence, persuasion,

and strategic planning skills. Specifically, these aspects of life quality play a significant role in predicting leadership effectiveness in areas of change and innovation. There were statistically significant gender differences in overall life quality and emotional well-being, with male educational leaders scoring higher. Similarly, significant gender differences were observed in change and innovation skills (favoring males) and influence and persuasion skills (favoring females). Furthermore, a significant positive correlation was identified between the educational level, years of service, and the quality of life and leadership skills of educational leaders, all significant at the 0.001 level.

5.2. Recommendations

Improving the overall quality of life for educational leaders, especially in emotional and functional areas, is essential due to their significant

role in predicting leadership abilities. There's a specific need to support the emotional well-being of female educational leaders. Furthermore, organizing training programs to enhance the leadership skills of all educational leaders is crucial, with a focus on developing change and innovation skills across the board and emphasizing influence and persuasion skills for male leaders in particular.

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