Leading with Love and Its Relationship to Faculty Members' Job Loyalty in Jordanian Universities

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Abstract: In This study we investigate the relationship between academic leaders' practice of leading with love and faculty members' job loyalty in Jordanian public universities, the study recruited (358) faculty members. The study finds that academic leaders practice leading with love to a high degree and that faculty members have high job loyalty. Additionally, there is a statistically significant positive relationship between practicing leadership by love and faculty members' job loyalty. The study suggests that adopting leadership by love can enhance employee performance and achieve job satisfaction in universities.

Keywords: Leading with love; job loyalty; public university; academic leaders; faculty members.

1 Introduction

Leadership considerably impacts developing institutional performance and achieving employee satisfaction and job loyalty. The rapid advancement in all academic, social, political, economic, and educational domains necessitates all institutions to develop their dominant leadership styles to achieve employees' job satisfaction, productivity and competitivity. Higher education institutions, which play a significant role in producing skilled human capital, are also entitled to develop their leadership style. There are many organisational leadership styles; however, this paper focuses on leadership by love, 'leading with love' and its impact on job loyalty. Leading with love denotes that human capital cannot be sustained without enhancing employees' emotional intelligence, training them to control their emotions, and encouraging them to express those feelings freely in the workplace. [1] claimed that the need for a leader who can guide an organisation toward its goals while also considering the needs of its employees is the driving force behind the importance of leadership by love. Furthermore, it has been established that good leadership practices positively impact employees' attitudes and the production process [2].

Leading with love is the skill of organising, motivating, and influencing others [3].It is known as leadership that is based on building mutual relationships between the leader and the employees of the organization, and that is based on contribution in order to achieve specific goals, as a leader who has the qualities of love motivates consistency, unification and wisdom; This is done by granting bonuses and incentives to employees in the organization to achieve transcendent motivation towards work [4]. Leadership by love is defined as one of the modern leadership styles, and it depends on creating a mutual love relationship between the leader and the employees and pushing the employees to work in a team spirit and a spirit of partnership towards achieving the desired goals [5]. According to [6], leading with love is exemplified by its desire to place the right employee in the right position, doing the work they love.It represents the best style of leadership. Therefore, it was the approach of the greatest leader known to humanity, the Prophet of Allah Mohammed (PBUH), who led the first Islamic state to be an integrated reference and a solid approach in people's politics and the leadership of societies [7]. It is the art of influencing people's hearts, which can only be achieved with mutual love and appreciation between the manager and his employees. It makes individuals voluntarily and docilely obey the executive's orders. Love, in its simple sense, means deep concern for others, and it is a strong emotion that generates affection and personal attachment among employees [8].

Leading with love is based on three characteristics: spiritual leadership, which seeks to instil positive values, principles

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and attitudes in employees, and the characteristic of clarity of vision of the loving leader that he can bring about the required change, and it also expresses the reciprocal relationship based on human relations between the leader and subordinates at work. [9] described love as a style and leadership by love as a phenomenon extensively used in the modern day and many different activities and areas. Still, many institutions that don't use it stick to the traditional leadership style when managing their activities. They added that a leader who demonstrates love for their followers is a visionary. He understands that the relationship with employees varies over time since people are diverse. Each has a unique method of coping with time, serving as an example and an ideal for others [10]. [11] suggest that the best ways for a leader to enhance their skills are through constant practice, self-training to learn new skills, developing their methods by accumulating the most data possible about the workflow, and observing effective material models of leadership.

Loyalty represents a human need necessary to achieve community cohesion. Some believe belonging manifests through acceptance and approval by individuals or groups and pursuing a privileged position in a group or society [12]. However, belonging also constitutes an important manifestation of the human connection with his surroundings. Human nature instinctively tends to belong to the family first, then to the group in which the individual lives, his community, and consequently to his homeland [13]. Job loyalty denotes a constant, reciprocal contractual relationship between the individual and the institution he works in, which requires him to go above and beyond what is expected. The individual's desire to contribute to the institution's success and continuity is evidenced by their willingness to put forth more effort, volunteer, and take on new duties [14].

Higher education institutions are influential institutions whose main job is to prepare qualified human capital through providing quality academic services, conducting scientific research and providing community services. In addition, they play a significant role in the advancement of their society; therefore, it is required to adopt considers the demands of its main influential factors. This leadership management should be characterised by love and the good selection of those qualified leaders, as the better the characteristics of the leaders, the more it is possible to provide an organisational climate that encourages creativity [15].

Many factors affect employees' belonging; some are related to the institution's external environment, and others to the characteristics of the individual, job, working conditions, and other organisational factors. For example, [16] reported several factors as follows:

- **The external environment**: Aspects of the external environment, such as the state of the labour market and the availability of options, have an impact on people's attitudes, which in turn have an impact on their level of job loyalty, particularly in the initial weeks and months of employment.

- **Individual characteristics**: Much research has been done on how an individual's age, length of service, education level, gender, motivations, and values relate to organisational loyalty.

- **Characteristics of the job position**: Job characteristics may directly or indirectly impact organisational loyalty. Job diversity, freedom, challenge, and feedback may have a positive impact, whereas stress, a lack of role clarity, and disputes can impact performance negatively.

- **In terms of the internal working environment**, for instance, organisational loyalty is higher when salaries are fair and aligned with effort. Regarding the workgroup, the level of organisational loyalty increases in direct proportion to how positively the work group views the institution. Democratic supervision and participation raise employees' levels of loyalty inside the company, whereas leadership and management impact job loyalty.

- **Organisational structure-related factors**: Numerous research studies have studied the connection between organisational loyalty and structure.

To successfully fulfil their mandate of fostering a sense of belonging among employees, higher education institutions must take into account several aspects, including formulating a strategy with precise and unambiguous criteria, considering the individual traits of employees in light of current social and political conditions, and the institutions' dedication to their core values and principles that are stemmed from the values of their society. In addition to promoting cultural and scientific awareness among employees, upholding the institution's commitment to ethics in dealing with internal and external issues, avoiding any conduct that is inconsistent with the customs, culture, and traditions of the community, and taking advantage of any opportunities that highlight the status of the institution and the society around it, to increase confidence among citizens and among employees in their workplaces, and their societies [17] .

The significance of job loyalty relates to the degree of sincerity and loyalty demonstrated by the individual toward his work, and it reflects on the individual's acceptance of the organisation's e those contribute to the success and continuity of institution. It also refers to individual's willingness to make a greater effort, carry out volunteer work, and assume additional responsibilities [18].

Institutions that experience strong leadership, intimacy, and love demonstrate their ability to endure and maintain continuity. Also, they are able to constructively respond to a variety of internal and external changes and work to strengthen their sense of institutional loyalty. However, a successful leader must recognise that these problems could occasionally hinder work. They can increase stress in workers' lives and reduce morale and productivity at work if they are not handled correctly. Leading with love emphasises improving employee performance and increasing involvement in planning, implementation, control, and decision-making. It also emphasises universities' cultural values, social nature, and significance in maintaining human capital [19].

A number of researchers dealt with studies related to using love, job loyalty. Dughmsh [19] revealed that secondary school principals in the Gaza governorate practice leadership styles a high degree and that their practice of leadership by love. On the other hand, Al-Alqami [20] found that the principals' love for their school was weak, while their love for the employees, themselves and society was moderate. It also showed weak community support for schools. Khandelwal & Mehta [9] concluded that leading with love is a phenomenon widely practised in the current era in various fields. Still, it is not applied by many business institutions that follow the traditional leadership style in managing their various activities. Also, [5] found that school leaders practice leadership based on love to a high degree. The findings also showed differences due to the effect of the gender variable (females). [21] revealed that love is an effective leadership method for achieving job satisfaction. Whenever the worker feels his leader's love for him and sees sincere actions towards him, he becomes loyal to his leader, cooperative and willing to sacrifice.

In the field of job loyalty, [22] found organisational loyalty Kuwait University moderate between sample's answers about organisational loyalty, variables gender, nationality, age, and gender:

college and academic rank Shannon [23] concluded that the most important factor of organisational loyalty was the continuity of obtaining material benefits, followed by the style and structure of the university's administration. The study determining the factors loyalty, where material loyalty was most common among males. In contrast, emotional loyalty was more common among females. Iran & Muhmmad [24] revealed that faculty members' organisational loyalty and commitment to work were average. On the other hand, Darawsheh [25] study found that the level of job loyalty among faculty members was high, and differences due to the variables: (type of university, academic rank, gender).

The Researchers benefited from the previous studies in developing the study tool, identifying its results and comparing them with the current research results, using appropriate statistical analysis, and supporting some opinions related to the theoretical framework. This study was distinguished from its predecessors by its tool and the sample it recruited. In addition, it combined two variables by showing the degree of academic leaders' practices of leadership with love in Jordanian universities and its relationship to the level of job loyalty among faculty members for the academic year (2022/2023).

Statement of Problem:

Most leaders at higher education institutions seek to change their leadership styles to remain relevant in the modern era. Working in universities calls for a high level of leadership, familiarity, love, and ability to deal with and have positive contact with various changes. Universities require a new breed of leaders with cutting-edge abilities and distinctive styles since effective management that values compassion and altruism is seen as one of the key elements in fostering employee loyalty to an organisation. We conducted this study to understand better the relationship between practising leadership by love by academic leaders' loyalty of the faculty members in Jordanian by addressing following queries:

First question: In which degree do the academic leaders at Jordanian universities practice Leading With Love according to the teaching staff's point of view?

Second question: Are there statistically significant differences ($\alpha = 0.05$) in the degree of practising leadership by love among academic leaders attributable to the variables (college and academic rank)?

Third question: What is the level of job loyalty among faculty members in Jordanian universities?

Fourth question: Are there statistically significant differences ($\alpha = 0.05$) in the participants' responses about the job loyalty of faculty members in Jordanian universities from the viewpoint of faculty members due to the two variables: (college and academic rank)?

Five questions: Is there a relationship between the degree of academic leaders practising leadership with love and the level of job loyalty among faculty members?

2 Materials and Methods

Approach: The descriptive correlational approach was employed. It best fits this research because it accurately describes the phenomenon, helps analyse and interpret its results and makes appropriate recommendations.

Study population and Study sample:

The study population consisted of all faculty members in the official Jordanian universities, which numbered (11,400) individuals, according to official statistics from the Jordanian Ministry of Higher Education website for the academic year 2022/23. The study sample consisted of (362) members, who were chosen by stratified random method from three public universities (University of Science and Technology, Hashemite University, Mutah University), shown in the following table (1):

Table 1: Distribution of the Sample members due to the variables (faculty /years of Experience).

Variables	Category	N	Percentage
College	Scientific	165	0.46%
	Humanities	191	0.54%
Academic rank	Assistant Professor	113	0.32%
	Associate Professor	137	0.38%
	Professor	106	0.30%
Total		**356**	**100%**

Instrument:

After studying and analysing a number of earlier studies, the researchers developed two questionnaires: Leading with Love Measure ([19]; [20]; [9]; [5]; [21]) and Job loyalty Measure ([22]; [23]; [24]; [25]). The first measure aims to gauge how academic leaders in Jordanian universities practice leadership by love. The questionnaire had twenty items spread across three areas: Investing love to encourage creativity and intellectual stimulation, the ability to solve problems with affection and love, and the ability to change through love. The second measure, Job Loyalty Measure, was developed after reviewing the previous studies. It comprises (20) items distributed over three areas: Planning, implementation, and evaluation.

The instrument's content validity was checked by presenting it to (9) university professors who specialised in educational administration and policies in Jordanian universities. All their recommendations were considered. In addition, the internal consistency (Cronbach alpha) was employed to check the measure's reliability, as shown in Table (2).

Table 2: Results of internal consistency (Cronbach alpha) for the study measures

Variable	Cronbach alpha
Practising leadership by love	0.86
Job loyalty	0.92

Shows that the reliability for both measures was acceptable: for Practising leadership by love (0.86) and job loyalty (0.92). After validating the study measures' validity and reliability, the researchers obtained formal approval from the competent authority at universities :(Hashemite, Science and Technology and Mutah), to apply the two measures to the targeted sample (n=362). Finally, the link to the electronic questionnaires was delivered to faculty members' emails with a confidentiality document to assure them that all their personal information would be used for scientific purposes only. Next, data were collected, coded and analysed using the SPSS program. Then the study findings were interpreted and compared with previous relevant studies

3 Results

1.   Leading with love by academic leaders:

To answer this question, the arithmetic means and standard deviations for the degree of practicing leadership with love were calculated by academic leaders in the faculties of Jordanian public universities, according to the point of view of faculty members in these universities, as shown in Table (3).

Table 3: Means and Standard deviation for Leading with love

N	Field	Mean	SD	Rank	Degree
1	Investing in love to encourage creativity, intellectual stimulation	3.74	0.66	1	High
3	The ability to solve problems with affection and love	3.70	0.78	2	Medium
2	The ability to change through love	3.68	0.79	3	Medium
Total		**3.71**	0.77		Medium

Show results demonstrate academic leaders practise leadership with love a high degree.

2. Are there statistically significant differences ($\alpha = 0.05$) in the degree of practising leadership by love among academic leaders attributable to the variables (college and academic rank)?

To determine whether there are significant differences in participants' responses regarding the effect of the variable 'college'. In addition, the (T) test was used to define the college category.

Table 4: Results of the descriptive analysis and the T-test by college variable

Field	College	N	M	SD	df	T	Sig
The ability to solve problems with affection and love	Scientific	165	3.64	0.74	356	.14	.78
	Humanities	191	3.62	0.85			
The ability to change through love	Scientific	165	3.54	0.81	356	-0.63	.53
	Humanities	191	3.64	0.77			
Investing in love to encourage creativity, intellectual stimulation	Scientific	165	3.59	0.76	356	.33	.73
	Humanities	191	3.61	0.80			
Total	Scientific	165	**3.59**	**0.75**	356	**.13**	**0.89**
	Humanities	191	**3.62**	**0.74**			

The results of the (T) test exhibited no statistically significant differences at the significance level ($0.05 \geq \alpha$) between the means of faculty members' responses about degree of leadership with love university colleges attributed variable, as the value of the calculated was (.13) with a level of significance (.89). Furthermore, the T values reveal mean faculty members' responses to all areas of leadership with love attributable to college variables. To find whether there was any the variable, standard deviations were calculated.

Table 5: Results of the descriptive analysis by academic rank variable

	Category	N	Mean	SD
Academic rank	Assistant professor	113	3.82	0.62
	Associate professor	137	3.81	0.77
	Professor	106	3,63	0.96
	Total	356	3.76	0.85

Data in demonstrate about degree of academic leadership practice with love in the colleges of Jordanian public universities attributed to the academic rank variable. The One- way ANOVA test was carried out to determine the differences by the categories of the variable academic rank as indicated in Table (6).

Table 6: Results of The One- way ANOVA test for academic rank categories

Academic rank	Source of variance	SS	DF	MS	F	Sig
	Between-group	2.31	2	1.63	2.28	0.101
	Within groups	236.74	359	0.72		
	Total	240.06	361			

No statistically significant differences at the significance level ($\alpha \leq 0.05$) about the degree of academic leaders' practice of leadership with love in the colleges of Jordanian public universities were found due to the academic rank variable.

3. **What is the level of job loyalty among faculty members in Jordanian universities?** The means and standard deviations of the participants' responses were calculated to address this area, as shown in Table 7.

Table 7: Results of the descriptive analysis of participants' responses on job loyalty

N	Field	Mean	SD	Rank	Level
1	Planning	3.79	.53	1	High
3	Implementation	3.75	.51	2	High
2	Evaluation	3.69	.54	3	High
Total		**3.74**	**.52**		**High**

Results reveal faculty members have high job loyalty.

4. Are there statistically significant differences ($\alpha = 0.05$) in the participants' responses about the job loyalty of faculty members in Jordanian universities from the viewpoint of faculty members due to the two variables: (college and academic rank)?

To determine whether there are differences in participants' responses attributable to college variable means and standard deviations computed, the T test conducted detect job loyalty by colleges' category, as shown in Table 8.

Table 8: Results of descriptive analysis and the T-test for college categories

Area	College	N	Mean	SD	df	T-	Sig
Job loyalty	Scientific	165	3.77	0.66	356	0.132	0.90
	Humanities	191	3.66	0.73			

The results of (T) test reveal no statistically significant college differences at significance level (α ≤ 0.05) between the mean scores of faculty members' responses were found as value of the calculated t was (.132), with a level of (.90). To determine whether there were differences between the participants' responses due to academic rank variable.

Table 9: Results of descriptive analysis for job loyalty by academic rank variable

Job loyalty by academic rank		N	Mean	SD
	Assistant prof	113	3.37	0.58
	Associate Prof.	137	3.65	0.63
	Prof.	106	3.57	0.50
	Total	**356**	**3.53**	**0,56**

Significant differences exist in the means scores and standard deviations of the faculty members' responses about job loyalty; these differences are due to academic rank. Therefore, the One-way ANOVA test conducted identify these category differences.

Table 10: Results of the One-way ANOVA for the differences in Job loyalty by academic rank

Job Loyalty by academic rank	Variable	Source	Sum	df	Mean	F
	Between-group	2.75	2	1.376	2.636	0.073
	Within groups	170.74	359	0.522		
	Total	173.49	361			

Table 10shows there are no statistically significant differences at the level of statistical significance (α ≤ 0.05) about the level of job loyalty among faculty members in Jordanian public universities attributable to the academic rank variable.

5. **Is there a statistically significant relationship between the degree of practising leadership by love and the level of job loyalty among faculty members in Jordanian public universities from their point of view?** : Is there a relationship between the degree of academic leaders practising leadership with love and the level of job loyalty among faculty members?

The Pearson correlation coefficient was calculated between the degree of practising leadership by love and the level of job loyalty among faculty members in Jordanian public universities, as shown in Table (11).

Table 11: Results of the Pearson correlation coefficient between leadership with love and the level of job loyalty

Practising leadership with love	**Job loyalty**	
	Pearson correlation coefficient	0.57*
	Sig	0.00

*Statistically significance at (α ≥ 0.05)

A positive and statistically significant relationship between the degree of practising leadership with love and the level of job loyalty among faculty was found as the Pearson correlation coefficient was (0.57), and the statistical significance was (0.00).

4 Discussion

Leadership with love is one of the leadership models that have proven successful in managing institutions. Organisational loyalty is also considered one of the most important elements of the success of institutions in all their forms. This result moderate can be explained by humanity's emotional and psychological demand for more feelings of positive treatment along with love, which fosters greater creativity, invention, and psychological stability among employees. Given that needs and goals fluctuate and grow, it is also one of the fundamental requirements for managing institutions of all kinds. As a result, carrying out tasks in universities using the conventional routine methods of leadership is insufficient for the institution's success because doing so will obstruct its progress or result in its failure because it is not based on the kind of friendship, love, and altruism that fosters creativity and success.

This result prestigious ensure their survival and continuity with a strong influence of love. Therefore, they should not stop at the level of competence because they are convinced to do the work correctly that performs the role entrusted to them with honesty and sincerity, as confirmed [9]. Leading with love is a phenomenon extensively used in the current day and numerous activities and disciplines. Still, many commercial institutions do not apply it, following the

traditional leadership style in managing their operations.

Leading with love inspires individuals to strive toward the organisation's objectives. Leadership must be based on love for this impact to be successful and genuine. It must also foster creativity, excellence, and continuity while using what it has learned in academic and administrative endeavours. The other party experiences love brotherhood, and satisfaction, strengthening his sense of belonging to his work organisation. This is in addition to using the method of love in dealing with students and its interest in finding new, creative solutions to problems facing faculty members and students.

Because of his humanity, the kind leader feels a sense of distinction toward others. A person who exhibits a quality of love for others will be highly sensitive to difficulties and handle them with love and care to find a better solution. This person will also be able to identify problems that others may not have noticed. It can mean university administrators adopt innovative management techniques institution. Jibreen [26] suggested as much as faculty members in various departments observe the practices of department heads for the principle of altruism at work, they begin to adopt the principle themselves. This is reflected in the work of faculty members. Insistence on success, accepting responsibility, being emotionally mature, and seeking out novel, creative solutions to challenges are all examples of perseverance. As a result, the sample participants believe that the university's leaders are following these techniques to achieve excellence, academic and administrative inventiveness, and a greater feeling of community among the staff members at their organisation. According to [9], leadership with love is extensively used in the present day and various activities and disciplines. Still, it is not implemented by many institutions which use the traditional leadership style to manage their varied activities.

According to the responses from the study sample, academic leaders demonstrate a high level of leadership with love. This may be because colleges generally have an atmosphere that values collaboration, involvement, and innovation and encourages healthy competition among employees to reach the highest levels of success, fostering a sense of community and job satisfaction. This finding aligns with that of [21], who concluded that love is a powerful leadership tool for achieving job satisfaction. The employee will always give what his leader can do with love, loyalty, collaboration, and sacrifice whenever he senses his leader's affection for him and sees attitudes and acts that show real emotion in him. The results also agreed with the results of ([19]; [5]; [21]), which practising leadership love in institutions in which it was conducted was high. In contrast, the study of Al-Alqami [20], which showed that leadership with love is practised to a moderate.

The results of the second question showed the degree of academic leaders practising with love in the colleges of Jordanian public universities due to the variables of college and academic rank. academic leaders cooperate with all their staff to find alternatives to reach appropriate solutions to the issues facing the work with friendliness and love. They also participate with the faculty members in decision-making. They work to develop the spirit of leadership, excellence and achievement. In addition, they provide a suitable work environment and financial capabilities that contribute to creativity and inculcate institution. ([19]), while they differed with the results of ([9]) and ([5]), whose were statistically significant differences in the study variables for driving with love.

The third question's findings revealed that faculty members have high job loyalty. This outcome factors, desire to help advance by offering courses, lectures, seminars, and conferences. Universities also support faculty members of all ranks and work together to solve problems in the classroom and raise their level of professional loyalty. Finally, it also refers to the faculty member's knowledge of the need for self-learning to improve their professional competence and their perception of their line of work as a lofty calling requiring hard work, honesty, and excellent performance.

This finding also suggests that leading with love in university departments increases faculty members' dedication to their duties. This is because loving leadership encourages planning to realise the departments are reflected.

 This is especially true when the goals are set and implemented precisely. The faculty member works hard to meet the goals established for him at the level of the college and the academic rank because there is also an evaluation of what he has achieved.

The duties of a faculty member include teaching, administering exams, performing original, student research, reports, scientific and social activities, ethical guidance, academic guidance, and participation. Also, endeavour institution encourages advance, dedicate itself to its academic duties, and foster.

In addition, the faculty members' duties of planning, implementation, and evaluation, the level was high, which is reflected in improving production rates, cooperation, and follow-up and keeping abreast of all. Thus, adjustments the plans based on developments and based on the outputs, are reflected in improving the quality of production rates and increasing them. This is indicated by previous studies such as [17] that institutions that have a good level of leadership with love can survive and continuity and can deal and interact positively with various internal and external changes and seek to document their loyalty to their institutions, so the successful leader must understand that all these issues that It may sometimes interfere with work. If not handled carefully, it can add more stress to their lives and cause a drop in

morale and work performance. As leadership with love focuses on the performance of workers and raising their participation in planning, implementation, control and decision-making, it also focuses on the cultural values and the social dimension of universities and their importance in maintaining social capital. However, social capital cannot be preserved without improving workers' emotional intelligence and urging them to express it in workplaces [19].

According to Sahay &Baul [2], the need for a person to lead the organisation results in the importance of leadership with love, as the fundamentals of traditional leadership serve as a source and a point of reference for the leader to concentrate on the areas that must be given attention to and cared for to form a successful and effective leadership that is aware of the attitudes and feelings of the working individuals and the required goals. Collaborative leadership based on love affects how employees feel and achieve satisfaction, thus affecting the production process.

The result of this study agreed with [23], which concluded that the most important factor of organisational loyalty was the continuity of obtaining material benefits, followed by the management style and structure of the university. It also agreed with Darawsheh [25], which indicated that job loyalty was highly appreciated [24] and [22] in that the level of job loyalty and commitment to work was average.

The results of the fourth question showed no statistically significant differences in job loyalty among faculty members due to college and academic rank variables. This result can be explained based on the answer to the third question, which is related to the level of loyalty of faculty members, which came with a high degree of appreciation. Therefore, we did not find a difference in the answers the faculty and their academic rank. Therefore, the loyalty of faculty members to the institution to which they belong and their performance of the tasks and duties they work to implement are college to which or their academic rank in university teaching. This was confirmed by ([25]; [22]).

The findings of the fifth question positive and statistically significant relationship between the degree of practising leadership with love and the level of job loyalty of faculty members in colleges.

This result based on love fosters a sense of belonging among employees. It increases individual and institutional productivity and fosters a sense of having to contribute more. It strengthens their creative energy, makes it easier for them to invest, and helps them achieve the required goals better. It also helps create the right organisational climate to achieve the desired goals. This denotes that one way to increase job loyalty among faculty members is the presence of loving and innovative leadership capable of facilitating tasks for a faculty member to perform his duties best.

5 Recommendations

- Universities must embrace the idea of leading with love due to its beneficial role in realising its mission, vision, and goals, inspiring staff, and boosting their sense of belonging.

- Academic leaders in Jordanian institutions must satisfy demands of for them to feel a sense of belonging and job satisfaction, which motivates them to work with love, assiduity, and honesty.

- Using the best scientific methods to enhance behaviour characterised by love and altruism by promoting loyalty among individuals of.

- Conducting more studies on the leadership style with love challenges facing given the changes and developments that the current era is witnessing.

Conflicts of Interest Statement

The authors certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

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