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**TOKAT GAZIOSMANPAŞA UNIVERSITY INSTITUTE OF GRADUATE
STUDIES**

**THE EFFECT OF LEADERSHIP BEHAVIOR ON JOB
PERFORMANCE AND JOB SATISFACTION: A STUDY IN DUHOK
POLY TECNIC UNIVERSITY**

Prepared by

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SCIENTIFIC ETHICS PAGE

According to the thesis writing guide of the Graduate Institute of Tokat Gaziosmanpaşa University, I declare that my master's thesis titled " **THE EFFECT OF LEADERSHIP BEHAVIOR ON JOB PERFORMANCE AND JOB SATISFACTION IN PUBLIC SECTOR CASE STUDY IN DUHOK POLYTECHNIC UNIVERSITY** ", which I have prepared under the supervision of Prof. dr. Yucel EROL is an original work that complies with scientific, ethical values and rules, and I will accept any legal sanctions if it is determined otherwise.

Signature

(Mohammed ABDULRAHMAN)

27 / 8 / 2021

DEDICATED

All the credit and success is due to the merciful Allah always and forever. Besides that, there won't be a world that can describe how grateful I am to my lovely family's unconditional love & support.

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I dedicated this work to the generous parents, may God prolong their lives, to my brothers and all the family members, to everyone who had a touch in my school journey from primary to university, to all my friends inside and outside the university

Abstract

The modern world is witnessing rapid changes in every aspect of life, given the environment, many further developments. Different institutions and their activities consider the best way to reach Achieving their goals are to improve their overall performance, which is the result of individual efforts workers, by choosing leaders capable of achieving their goals. Leadership is essential to many institutions. It's about influence in individuals and groups achievement Business, and it's now clear that different organizations offer a natural result of efficiency. Their leadership in many areas is trying to uncover their personnel's leadership capabilities and work on Train and develop them to play a leading role in achieving their goals. Leadership is important because it is able to efficiently and effectively utilize the resources and components of the organization Specifically, it's about upgrading workers' performance by using practical leadership skills Competence and the right conditions to work within the organization are one of the most essential duties of an effective leader in the lead and anticipate what might happen, and thinking about how to avoid problems, as well as The Commander has prepared the conditions for the workers to unleash their talents and creativity and motivate them to contribute to their thoughts to solve problems, to improve performance and productivity and to allow for enterprise excellence and excellence, Leadership behavior and attitudes are important indicators of what kind of effort personnel are involved in Improving performance and developing human institutions and resources, and that's where the problems of this research come into play In this study to answer it by asking the following fundamental question:

How practical are leadership behavior skills in achieving job satisfaction and job performance at Duhok Polytechnic University?

- Sub-questions To answer the main problem, the following sub-questions can be asked:

-What are the main features that leaders must draw on to benefit from the organizational study?

-What is the standard pattern followed by the leaders of the organization understudy?

-What is the level of job satisfaction and job performance in the concerned organization?

Keywords: Leadership Style, Job Satisfaction, Job Performance

Özet

Modern dünya, çevrede birçok, çok farklı gelişme göz önüne alındığında, yaşamın her alanında hızlı değişikliklere tanık oluyor. Farklı türdeki kurumlar ve onların faaliyetleri, hedefe ulaşmanın en iyi yolunu düşünür. Hedeflerine ulaşmak, çalışanların bireysel çabalarının sonucu olan genel performanslarını, hedeflerine ulaşabilecek liderleri seçerek geliştirmektir. Liderlik birçok kurum için önemlidir. Bu, bireyler ve gruplar üzerindeki etki ve iş başarısı ile ilgilidir, artık farklı organizasyonların verimliliğin doğal bir sonucunu sunduğu açıktır. Hedeflerine ulaşmada rol oynarlar. Liderlik, organizasyonun kaynaklarını ve bileşenlerini verimli ve etkin bir şekilde kullanabilmesi nedeniyle önemlidir. Spesifik olarak, etkili liderlik becerilerini kullanarak çalışanların performansını yükseltmekle ilgilidir. Liderlikte etkili bir lider ve neler olabileceğini tahmin eden ve sorunlardan nasıl kaçınılacağını düşünen komutan, çalışanların yeteneklerini ve yaratıcılıklarını ortaya çıkarmaları ve sorunları çözme düşüncelerine katkıda bulunmaları için onları motive etmeleri için koşulları hazırlamıştır. Performansı ve üretkenliği artırmak ve kurumsal mükemmellik ve mükemmelliğe izin vermek için, liderlik davranışı ve tutumları, personelin performansı iyileştirme ve insan kurumlarını ve kaynaklarını geliştirme konusunda ne tür çaba sarf ettiğinin önemli göstergeleridir ve bu araştırmanın sorunlarının devreye girdiği yer burasıdır. Bu çalışma aşağıdaki temel soruyu cevaplamak içindir:

Duhok Teknik Üniversitesi'nde iş tatmini ve iş performansının sağlanmasında liderlik davranış becerileri ne kadar etkilidir?

Ana sorunu cevaplamak için aşağıdaki alt sorular sorulabilir:

-Liderlerin örgütsel çalışmadan faydalanmak için kullanmaları gereken temel özellikler nelerdir?

-İncelenen organizasyonun liderleri tarafından takip edilen standart model nedir?

-İlgili kuruluştaki iş tatmini ve iş performansı düzeyi nedir?

Anahtar Kelimeler: liderlik tarzı, iş memnuniyeti, iş performansı

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ABBREVIATIONS

EU European Union

UN United Nations



SECTION ONE: THEORETICAL FRAMEWORK

INTRODUCTION

Leadership is considered an essential axis on which private and public establishments rely in managing their affairs and conducting their business, In the modern era, with the development of the state and the expansion of the organization's responsibility, conscious and rational leadership has become indispensable in rationalizing and directing the stale behavior of workers, mobilizing their energies, coordinating their efforts and directing them to the right direction towards achieving the desired goals and objectives, A successful administrative leader is one whose decisions are based on the strategic recommendations of the organization with positive change through communication to solve problems and crises, And the search for thoughtful and effective ways to find the right leader, to qualify and activate him constantly, to adapt to sudden changes and to expand his vision in his field of work and foresee the future, Also, the large size of the role that the establishments play, the large size of their work and their complexity, the diversity of internal relations, their bifurcation and their influence on the external environment from political, economic, social and technological variables necessitated continuing research and continuing to bring about changes and developments significant for growth and continuity at the level of the individual and the group and this can only be achieved in light of leadership behavior Conscious.

The first chapter includes the following themes:

The First topic: leadership:

Second topic: Job Satisfaction:

Third topic: Job performance:

Forth topic: the effect of leadership on job performance and job satisfaction:

FIRST TOPIC: LEADERSHIP

Definition of leadership

Several definitions of leadership have been found, which does not mean that it has the same point of view, As this relates to the rapid transformation of the world today compared to the past as well as the change of society's focus from industry to information, As the concept of leadership is considered a broad and bifurcated concept, this suffers from the absence of an agreed-upon concept by the majority of researchers, and due to the nature of leadership and the role that leadership plays in the organization, its study angles varied and varied, And it led to the emergence of several definitions of leadership and for familiarity with all dimensions of leadership a set of reports are presented, the most important of which are generally defined leadership as a system through which the process of motivation, influence and change in the behavior of others takes place and enables them to contribute efficiently and effectively in the organization and in a particular situation to achieve specific goals (Nassira et al, 2015:3-48).

Likert says leadership maintains a spirit of responsibility among the group's members towards achieving common goals (Ahmed, 2015:18).

(Shiha) defines it as the superior ability to direct, coordinate and control others to achieve the general goal of the organization, through influence and influence that makes subordinates follow their leader willingly and with conviction, or by using formal authority when necessary (Samah, 2017:17-95).

As defined by Jolson et al. (1993), Leadership is the extent of the leader's ability to influence the performance of subordinates through direct dealing with employees and focus on developing relationships with them, motivating and persuading them to provide all their experiences and cooperation in achieving the goals and vision of the organization. The leader must be courageous, face the organization's crises, and have a future idea of what the organization will be. He must be honest in dealing with partners and be honest in dealing with them. Leaders must also be able to contain the feelings of employees and feel them, take into account their feelings, and know their problems about proximity and what makes them motivated to work and intervene if necessary to influence them positively and put them on the right track to

achieve organizational goals. Daft (2005) concluded that leadership is an effective relationship for those who follow their leader and work to innovate and develop work to bring about fundamental changes and participate as a group to achieve the common goals of the organization. 'the common point of these methods was to understand the human factor as part of the mechanical production process and to see it as a machine without a social life, in addition to achieving communication in these systems such as orders from the higher ranks to the lower classes, and as the provision of accounts from the lower levels to the higher grades. The duty of the manager or leader in this period was to reach the goals set by the top management (Sevket, 2014:103).

THE CONCEPT OF LEADERSHIP AND ITS IMPORTANCE

1-1-1-Leadership concept

Each activity has a goal or goals that efforts are directed to obtain. These goals are not individual or related to a specific individual but somewhat related to the movement, the group, and the institution. This necessitates a person who has leadership qualities and is characterized by a leadership style capable of leading subordinates. Therefore, it is necessary to lead the group in pursuit of goals. Leadership is the foundation for the organization's success because the leader plays an essential role in defining goals, drawing methods, and defining the means to achieve them. We do not mean by leadership a specific manager but all individuals at all administrative levels. Instead, it may be an individual around whom individuals gather and trust his opinion (Anwar, 2017:95). Studies and research have been carried out to understand leadership better, So it came in a survey of (French) Where it came in a (French) study that interpreted leadership as motivating the minor productive employees and influencing them to achieve the group's goals. Effective leadership creates positive behavior among individuals and focuses on the quality of workers' achievement of the organization's goals. Leadership is considered a highly communicative and behavioral skill that the individual performs, and The leader helps achieve the objectives pursued by the group. When that leader can unite the purposes of the group and the organization with each other, These goals become easy to achieve (Moulay, 2017:3-5).

Leadership is the activity practiced by the leader in motivating subordinates, making decisions, issuing orders, and supervising performance using official authority and by

influencing and appealing to achieve a specific goal. Leadership in this concept combines the use of formal authority with an influence on the behavior of others and their inducement to cooperate to achieve goals. The individual's unique abilities in any organization are the stone for the success of the leadership and distinguish it from the rest of the organizations as this organization can achieve its goals effectively and efficiently, which gives motivation to other individuals and creates for them the spirit of honest competition to achieve the goals and elevate the organization to the world. Leadership is one of the essential factors that significantly impact the group's movement and the organization's activity (Jahel, 2017:4-9). Where the concepts related to leadership differed, and through it, the extent of the organization's success is recognized, As it can be measured within the framework of these concepts, which differ in terms of the idea of leadership according to the traditional theories that focus on coordinating efforts and influencing behavior through the use of influence and the exercise of control over people, Many studies have shown the existence of a concept according to conduct, and they called it behavioral theories or the art of influencing people, On the other hand, the idea of the situational leader or the contingency theory appeared or the extent to which the leader influenced workers in a particular situation, which facilitates individual and collective efforts to achieve goals (Al-Omari, 2009:8).

1-1-2- The importance of leadership

Leadership is considered one of the administrative functions derived and complementary to the central administrative functions that the manager performs. It is clear from the introduction and definitions about leadership how important leadership is for thinkers. Leadership is a dynamic and powerful tool for moving toward goals. And further from that, as it has become based on the effectiveness and efficiency of leadership that determines the success of any administrative organization, and for this reason, leadership is an essential and main topic in the studies that management scholars deal with in their studies in most books of business administration and management psychology (SeifalDin, 2016:5-7). The importance of leadership stems from influencing the group and subordinates who work at the various levels of the organization and the extent of its influence on work outcomes and achieving the goal. The efficiency of the outputs depends on the time of the power of the leadership on the employees.

Without it, the organization cannot succeed, and leadership takes its importance by focusing on human behavior. And because of the different views of scholars who researched this issue, converging ideas were gathered and formed schools, so each group developed a definition consistent with the nature of the school they belong to. The role played by universities and higher education organizations have the most significant impact on the development of human resources sciences, and leadership in university education is one of the essential components of developing this type of education for its effects on individuals and its excellence with specialized staff and the prepared mentality represented by the staff cadre to guide individuals' ideas and behavior to achieve the goals that The university seeks it. We can say that democratic leadership considers the process of decision-making and the steps for its implementation by creating human relations at various levels within the organization, which creates an atmosphere of participation in work and inspires capabilities towards achieving the desired goals. Tyranny in opinion, centralization in decision-making, and following methods of directing actions through orders, and this behavior is based on several values that required this individual and made him a dictatorial leader. The missionary leaderships are keen to give workers a degree of freedom in practicing their work and leaves all responsibilities to them (Al-Hadidi, 2010:2). The need for effective leadership is dictated by the fact that "everything rises and falls on the shoulders of the leadership" and that "the success or failure of every human endeavor depends solely on the type of leadership available for such endeavors and thus, as Denga (1986) explains, a leader in an organization is an embodiment of the power that directs The entire organization is about achieving organizational goals." Thus, leadership means "the ability to positively inspire, direct, motivate and encourage others to achieve the intended goal. It is the ability to lead others as it" represents the authority and the pinnacle of the organization. It is the form that administration takes when it enters a process (Afolabi, 2013:34).

1-1-3- Leadership nature

Leadership plays an essential and significant role in the lives of individuals and people. There is a growing need in all societies, especially developing societies, for leaders who can organize, develop and manage formal and other institutions to improve their performance, as in developed societies. This confirms the community's need for the efforts of researchers and

educators to study the phenomenon of leadership in its various dimensions and aspects to identify its distinctive characteristics. To know the nature of leadership in educational institutions, some researchers have conducted research and studies to reach the essence of leadership, and the results are as follows (Abd, 2018:71).

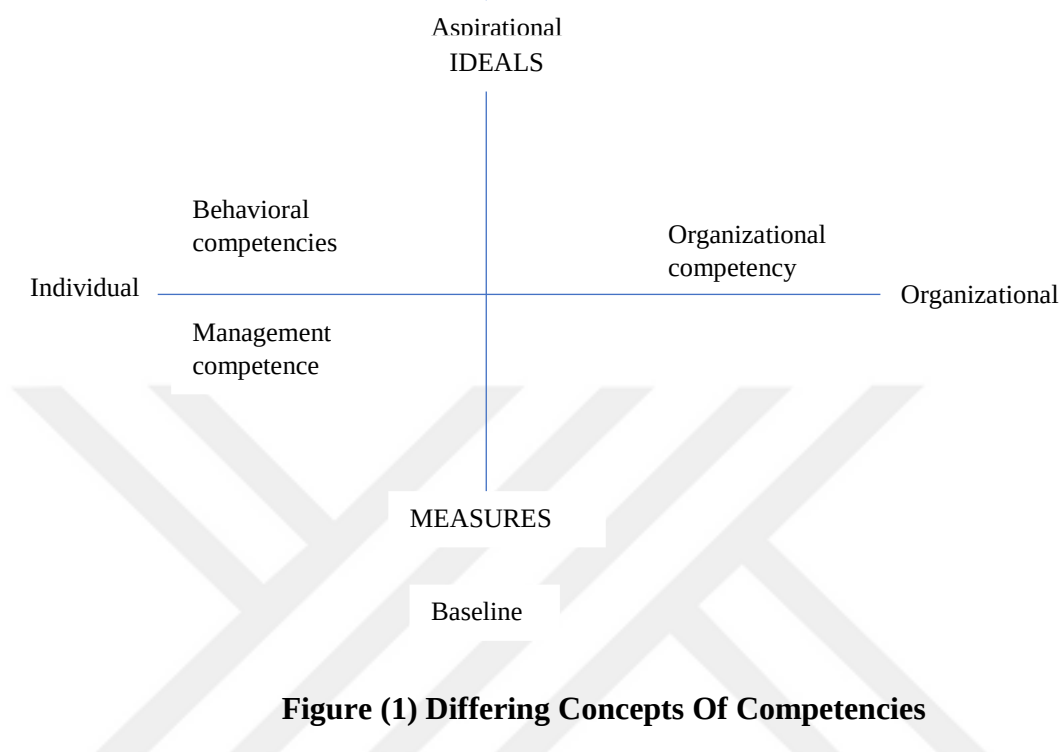
- 1- Leadership by its nature is the practice of a group and their effective participation with each other, and there is no leadership without a group.
- 2- Continuity in the leader's interaction with subordinates.
- 3- Leadership has many aspects, and it exists in various formal and informal systems.
- 4- The quality of leadership is affected by the nature of work, the heart of the group, and organizational factors.
- 5- The group influences the leader, and at the same time, he is affected by it because subordination is mutable.

1-1-4- Leadership Competence

Based on Herringer (2002) description of a competency assessment, Competency assessment shows that the individual's ability to successfully achieve a task with his skills such as his level of education, experience, and knowledge and using them correctly to achieve a goal that represents competence and these qualities are used, primarily when used in competency assessments, with the specific tasks required for performance to succeed in a particular position. Bernick (2001) linked the growth of the organizational individual and the main competencies that individuals possess to achieve the organization's goals and future requirements, where Bernick identified the competency determinants represented by using the general leadership competencies found in theory, building their competencies, or deriving competencies from the organization's mission statement and core values. There is no set of competencies that are suitable for everyone because the methods of determining competency are different and the size of organizations and their other structures, meaning a large number of organizational differences., there is no doubt that leadership skill affects the organization's overall performance

because it is the leader who drives the efforts and directs the energies to achieve the best levels of achievement (Rick D. Rudd, 2004:23).

The United Kingdom is considered one of the pioneers in assessing administrative efficiency and an essential model for hegemony to determine efficiency due to the rapid development of the competency approach. Despite the common origins and similarity of terms used in the UK and USA, the 1980s and 1990s saw a divergence in how the concepts surrounding competencies were being applied. Sparrow (1997) distinguished three aim categories of approach. The first of these was the management competence (or 'technical/functional') system developed in the UK, which depended primarily on functional analysis of job roles to determine expected standards of workplace behavior. This approach is most evident in using the NOS to select National Vocational Qualifications (NVQs). The second approach, derived from the work of Boyatzis and colleagues at McBer consultants in the USA, identified behavioral competencies of effective and superior managers. In this case, the aim was not to describe a baseline measure of acceptable performance but to promote the behaviors that lead to enhanced performance. Third, Sparrow distinguished the organizational competency (or strategic 'core competence') approaches that shifted attention from the individual to the organization and the business processes leading to enhanced innovation, learning, and performance (e.g., Goddard, 1997). Figure (1) indicates how these conceptual distinctions point to fundamental differences in how managerial competency can be conceived, including a baseline standard versus an inspirational goal or a set of individual competencies versus a series of shared organizational capabilities. Sparrow (2002: 112) points out, though, that 'administrative practice has, of course, muddled the distinction between the three perspectives, with competency-based systems operating using different elements of managerial competence, behavioral competency, and organizational competency thinking at different levels of the hierarchy and at other points of time (Bolden, 2006:147-163).



1-2 LEADERSHIP BEHAVIOR

Behavior in the language is according to what was mentioned in the (tongue of the Arabs). And behavior in psychology is the overall response that a living organism displays to a confident attitude towards it (Jagham, Leadership styles on career development, 2015:34).

1-2-1- Concept of leadership behavior

Globalization, progress, and rapid development in technology have thrown significant challenges in the way of higher education, the most prominent of which is the intensity of internal and external competition, so it was necessary to find leaders with a high level of education, experience, and competence to meet the challenges. Efficient leadership that keeps pace with developments is a significant factor in the success of any organization in the shadow. In these conditions, the progress of any institution's performance level depends on having the competencies and experiences at the leadership level. The conduct of the leader and his leadership qualities and the extent of its relationship and integration with the concepts and

theories of modern administrative leadership enable the institution to move in the right direction and will allow it to take steady and rapid steps to accomplish the tasks.

Here are some studies on leadership behavior, where the study of Al-Borseidi (2002) aimed to reveal the leadership behavior practiced by the heads of departments of the colleges of Sultan Qaboos University as perceived by the faculty members in it, gender, age, academic rank, and experience at the university (for faculty members in leadership behavior). The study population consisted of (308) individuals. Data was collected through the use of two tools: The Visionary Leadership Theory (Theory Leadership) and the Questionnaire Behavior Leader (LBQ) Job Satisfaction Questionnaire and a survey of the impact of these variables on their job satisfaction.

- Al-Borseidi reached a set of results, including The level of leadership behavior practiced by department heads in university colleges from the perspective of visionary leadership stands at the third level except for the College of Education, which got the fourth level according to the concept of creative leadership. And cultural construction (the results indicated a disparity between department heads in different colleges, and the highest score was in the field of leadership behavior and leadership characteristics for each Commerce, while the College of Engineering got the highest average in the area of cultural construction. It was found that there is a statistically significant correlation between the leadership behavior of the department head and the job satisfaction of all members of the study sample. The study came out with a set of recommendations, including establishing training programs for leaderships to develop their leadership skills.

. As for the field of leadership behavior in higher and public education institutions, many studies have been conducted, including the Shehadeh study (2008), which aimed to uncover the relationship between leadership behavior patterns and communication patterns of administrators and academics from the point of view of faculty members in Palestinian universities. The researcher selected a sample of (400) faculty members constituting 2.57% of the original community and applied two questionnaires to them. The first is leadership behavior patterns (and it consists of (39) items divided into three types: dictatorial, democratic, and Tzipi, and the second) Communication (which is made up of) 55 items divided into four groups: written communication, verbal communication, communication-based on directions, and communication through symbols, movements, and expressions. The study reached a set of results, including The

existence of a statistically significant correlation between leadership behavior patterns and communication patterns of academic administrators; And that the democratic style is the most common pattern they have, and the study came out with several recommendations, the most important of which is promoting interest in communication patterns by encouraging freedom of communication in all directions (Zamili, 2011:43).

Leadership behavior is generally considered an individual and human behavior, so the attention and focus on the leader's behavior or everything he does, says, feels, and emits from him increased. There are several definitions of leadership behavior

It means the patterns of behavior that a leader adopts to help his group fulfill its duties and satisfy its desires. Leadership behavior may be defined based on the behavior it tends to and distinguishes two types:

1- Employee-oriented behavior: it means to respect and that the leader's activities are geared towards achieving the well-being of his subordinates and establishing a positive relationship with them.

2- Production-oriented behavior: it means orientation towards the completion of work, and the leader's activities are directed towards improving productivity and getting the job done.

In our research, we mean by leadership behavioral the types of behavior issued by the leader that indicates that he is interested in work, or interested in workers, in an attempt by him to influence workers to achieve a goal or a specific set of plans (Wahab, 2009:24).

As for Fiedler, he defined leadership behavior as the specific actions that the leader performs in directing and coordinating his subordinates' work. This may include building work relationships, praising them, and showing appreciation for their interest and feelings. It appears from the previous definitions that although most of them agree that what the leader is seeking is to reach the goal, they differed in the extent of the effect of the interaction between the leader and the group (Rasheed, 2018:26).

1-2-2- The qualities that should be present in leadership behavior

The skills or abilities that must be provided in a successful leader depend on some of the essential characteristics that a leader must have, which are the basis of leadership competence, including the characteristic or characteristic of perception and expectations, where the leader must realize that he focuses on one goal and must strive for victory because he The road to successful leadership, as the leadership potential lies in an increasing number of people and is waiting for the opportunity to emerge. The colleges of administration and business, and through special training (Coaching) and practice, can teach individuals to become better off than they are, where this institution can play A role in the graduation of potential leaders who, in turn, can ensure the creation of an organizational climate in their organization that nurtures and nurtures entrepreneurship and leadership potential. As for the characteristic of challenge and distinction, the leadership can apply its knowledge and skills effectively in unusual situations. The challenge lies in the extent of the leader's abilities and courage to make the right decisions. What is more important than setting the strategy is what we do with it (Peter, 2005: 36-68). And several studies illustrate and some of the characteristics of leadership behavior, as in the study of both (Hemphill & Coons), by developing general measures to describe leadership behavior by observing the behavior that the leader practices during his interaction and friction with members of his group that he leads and measuring the period that he spends. The leader is among the members of his group while they are doing their work. What relationship binds the leader to the group's members and the nature of the leadership behavior that he distinguishes during his dealings with the group. It has been assumed that the qualities of leadership behavior fall into nine main categories (Magda, 1977).

- 1- integration
- 2- communication
- 3- production emphasis
- 4- representation
- 5- fraternization
- 6- evaluation
- 7- initiation

8- organization

9- domination

1-2-3- Indicators (dimensions) of leadership behavior

Leadership behavior consists of two fundamental dimensions after work, and the set of behaviors whose goal is to organize the work, define its positions and organize the relationships that it includes in order to achieve the purposes of the system, and it can be defined procedurally as: A set of activities carried out by the trainer that reflect the extent to which performance directs the tasks assigned to it and the importance of the players' responses. Therefore, this dimension refers to the behavior of the leader that is directed towards defining the roles of subordinates and planning and running activities, and this dimension is considered the best dimension of leadership because the leader is linked to a prevailing relationship and cooperation with his subordinates, and then it focuses on collective work and participation in it, and does not depend on a specific individual and the focus of the leader. His interest is focused on tasks in making the decisions that must be taken to impose the achievement of goals and determining the appropriate methods for the success of the mission entrusted to him. The leader also relies on the threat of punishment and does not give importance to the followers' feelings, feelings, and emotions. Human relations are those relationships that are based on suitable treatment and are based on virtues, human values, and the personal concerns of the administrative leader with the needs of the subordinates. He accepts the individual differences between them. This management style makes the manager focus on production at the expense of the conditions and needs of the workers. The human relationship that should prevail between him and them, and this, in turn, increases the pressure and tension in the relationship, and leads to a decrease in the morale of the subordinates, and as this dimension indicates the behavior of the leader directed towards the workers. Through trust, mutual respect, cooperation, and interest, these relationships provide an atmosphere, with the feelings of subordinates, their feelings, and socially ideas, so that each member of the group feels that he belongs to that administrative family and feels positive when he satisfies his desires and needs through the performance of the work, the more the human relationships can be found on a solid basis. Affection, love, and loyalty among individuals and the importance of human relations stem from that it is an essential factor in the administration. It

is possible to work with others constructively. In this way, it remains one of the crucial qualities or features that an administrator must have, which is characterized by his personality, especially in social services.

Education and successful leaders are those that can harness others, gain their satisfaction and appreciation, and benefit from their best work and experience, and whether They are individuals or groups (Khaled, 2010). A study reached by the University of Ohio, OHAIO, classified these dimensions in nine significant categories borrowed: integration, communication, focus on production, group representation, fraternity, organization of work structure, initiation evaluation, control. After a study of the factor analysis on these dimensions by Hemphill & Coons, it was possible to summarize them into three dimensions: concern for workers, interest in goals, and facilitation of interaction between group members. Then Winer and Halpin made a second attempt that led to identifying four dimensions of leadership behavior: esteem, structure organization, labor induction, and social sensitivity. Stogdil has improved this classification to define its scale as the Modified Leadership Behavior Description Scale (LBDQXII), which includes 12 basic dimensions and has gained wide fame. Those dimensions are group representation, conflict confrontation, ability to withstand ambiguity, persuasion, organization of work structure, tolerance, Freedom of Followers, Adherence to Role Discretion, Motivation of Production, Predictive Accuracy, Integration, Influencing the Superiors. The Social Research Center at the University of Michigan, after a series of studies under the supervision of Likert and with the assistance of another group of researchers, found that there are two styles of leadership behavior: employee-centered leadership and work-centered leadership (Al-Sahrawi, 2016:212-214).

1-2-4- Factors affecting leadership behavior

The optimal leadership behavior is reflected in the appropriate style chosen according to several factors, including factors specific to the manager and some to employees, including environmental factors according to the situations. We mention the following:

- 1- The manager's behavior is affected by the system he believes in in terms of the amount of importance he attaches to the efficiency of the organization and the personal growth of the employees in achieving the organization's goals.

2- The trust factor in the subordinates, where managers differ in the extent of trust in the employees who supervise their work each period.

3- Personal leadership and its effect on the manager's behavior. Most managers feel more comfortable when their leadership is authoritarian, and some feel comfortable when their personality is cooperative, participatory, and has a team spirit.

As for the factors specific to the employees, the manager must take into account the forces that affect his subordinates and what are the conditions that affect the employees' freedom of action such as the increased needs for independence and self-reliance and the amount of space given to the employees in terms of the decision-making process and bearing responsibility, and some employees prefer to assign specific tasks to them regarding Others want the freedom to carry out their work, which increases their interest in the problem they face, and at the same time they have the ability to solve problems, which makes it easier for the organization to reach the goals, and in order to give a good idea of the factors affecting the behavior of the leader, we must mention another important factor, which is the environmental factor or The position that the leader is exposed to in the external or public environment in which the manager works, such as the type of values and traditions prevailing in the organization, because since the organization has a set of systems and controls, so the individual also has a set of values and principles that affect him and this results in the presence of some differences, some of which are acceptable and others Unacceptable in the new environment in which they are living, as the amount of the contribution and participation of workers is affected by the size of the organizational units and their geographical distance (Al-Sharif T. A.-M., 2004:77-79).

1-2-5 the difference between leadership and presidency:

It is noticeable that there is an abundance of religion. They talked about the difference between the leader and the president

It creates a strategic vision for the organization while the president is a vehicle for delivering benefits and rewards. The leader is successful through change, while the leader is successful through problem-solving. The boss does the right thing or thing, while the leader does the right thing. The president uses his power of legitimacy (power legitimate) to advise workers, while the

leader influences the workers by pulling them toward achieving goals. Authority belongs to subordinates, while leadership includes more specificity of the organization process within the institution and is directed towards specific tasks such as supervision, planning, and budgeting (Wahab, 2009:24).

The following Figure (2) explains the distinction between the roles played by presidents and leaders. Illustrates the roles of the leader and the manager and the difference between them:

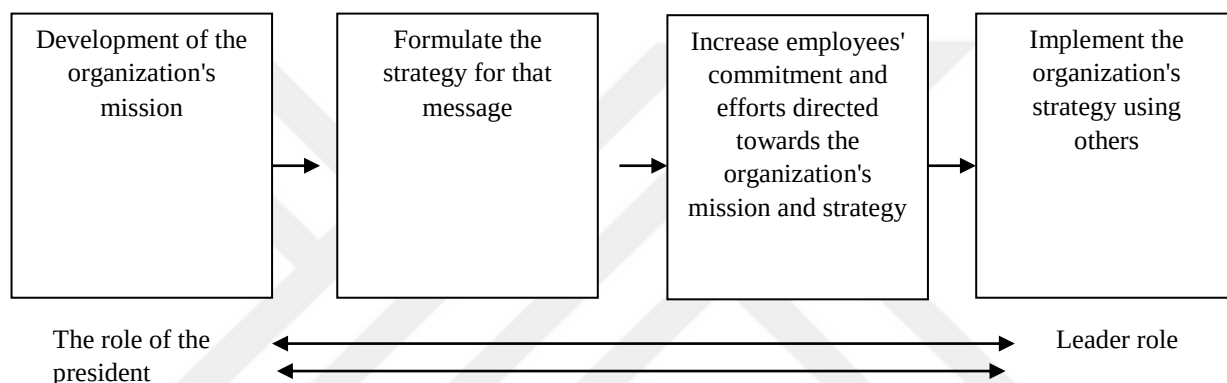


Figure (2): The Distinction Between The Roles Played By Presidents And Leaders

1-2-5- Theories of leadership behavior

1-2-5-1. Ancient (traditional) theories

Leadership theories are considered ancient because leadership is social, it is a trait or behavior that can influence others, and in the science of leadership, the student must be familiar with leadership theories and how modern theories were arrived at, the approach is a person's idea or vision that needs proof Or the negation, social sciences such as (psychology, sociology) are changing sciences or rich in theories. Every theory is an explanation of the theory that preceded it and is based in addition to it. Due to the development of leadership theories and their principles, many scientific research and studies emerged as they could develop those theories and add to them. It led to modern approaches, and leadership has always been a preoccupation for humankind since ancient times. It was natural for opinions to differ and ideas about what and how the leader's personality should be, so there was a multiplicity of research on leadership. As a result of that, the views and diversity of different studies about its nature, dimensions, and

components appeared As a result of these researches, ideas, and studies, and they were able to reach valuable facts, effects, and phenomena about the phenomenon of leadership (Jahel, 2017:4-9).

The following are the most critical theories that were reached, clarifying, and demonstrating the most important features of leadership:

1-2-5-1.1. Trait theory

Many approaches deal with the theories of leadership behavior, the most prominent of which is the approach of traits, after the many criticisms directed at the entrance to the characteristics, which was considered ineffective to predict successful leadership behavior. The soul, which has made an individual's behavior a core of its study, is the oldest theoretical approach in leadership and is based on the assumption that leaders are born and not made. In light of the above, traits theory can be defined according to what Al-Sabab et al., (2013) mentioned as the theory based on the assumption that traits and characteristics can be acquired through learning, experience, and training, makes the individual an effective leader. Leadership attributes were conducted between 1948 and 1970. They identified ten characteristics related to leadership, namely:

- 1- The tendency to take responsibility and accomplish tasks.
- 2- Continuous perseverance in achieving goals.
- 3- Boldness and originality in solving problems.
- 4- The movement of initiative in social situations.
- 5- Self-confidence and a sense of personal identity.
- 6- Willingness to accept the results of actions and actions.
- 7- Willingness to absorb and endure emotional pressure.
- 8- Willingness to deal with cases of frustration and delays.
- 9- The ability to influence the behavior of others.
- 10- The ability to build interactive social systems to achieve the set goals.

The researcher tends to have leadership traits observed in the leader's personality, whether he inherited it genetically or acquired it during his social upbringing. Still, hereditary traits are not the only criterion for discovering leaders and getting to know them. Leadership traits alone are not sufficient for a leader's success (Hussein Al Qamash, 2020).

1-2-5-1.2. Situational theory

Fred Fiedler developed a model called the Changing Conditions Model for Effective Leadership, and it is considered the first model for situational leadership. Responding to group members' needs, desires, and interests is a feature of the attitudinal leader's characteristics. This position and the main rule in this theory is that the leader's competence depends on the interaction between the leadership style and the situation faced by the leader. And through it, he has the opportunity to become the leader of the group. By diagnosing the leader of his behavior, he will succeed in synthesizing the situation with style, and this method is considered the best as a leadership style. Three attitude criteria are: the leader's relationship with the employees, the degree of trust, love, and respect of the employees for their leader, the strength of the position, and the extent of power the leader has over the variables (appointment, dismissal, discipline, etc. And finally, the organization's structure and the leader's ability to define tasks and translate them into decisions, then according to Fiedler, the effectiveness of leadership depends on the interaction of leadership style with appropriate conditions and the essential factor in the relationship between the leader and individuals is the appropriateness of circumstances (Hisham, 2018:93).

Leadership is or should be specific to a situation - and that the choice and characteristics of leaders should be indicative of the problem. More recently, Ken Blanchard, author of a series of books (The One Minute Manager), which achieved tremendous success, proposed what he called the concept of (Situational Leadership), which was a development of the original idea that teams or groups facing new challenges always go through four predictable stages. Enthusiasm and optimism, intrusion and confrontation, adaptability and self-sufficiency, high performance. Blanchard gained the original view an attractive additional weight by saying that leaders should adapt and adapt their leadership style to suit the group's state of mind and produce it during each of the stages of team development. The effectiveness of leadership in a given organizational and

timely performance has a significant role in making assumptions about the future or addressing infinity; Fundamentally sustainable reality will depend on how accountable we are for our interpretation and implementation of the progress of the strategic management process. Not many leaders seem to address issues beyond short-term profitability, so the time component is essential in evaluating the effectiveness of situational leadership. Situational leaders rely on institutional decision-making and work behavior when a particular situation arises, as the organization derives its performance strength from decisions taken at the appropriate time and place today, yesterday, or tomorrow (Peter, 2005:36-68).

1-2-5-1.3. Reactive theory:

It is the interaction of the leadership with the awareness of all the surrounding conditions and elements (human, social, material, and functional). This theory dramatically emphasizes the leader's awareness of himself and others and the perception of others to him, not through controlling and controlling them. Hence, the leader's personality and positive role in the group he leads, In terms of its characteristics, needs, and goals, create an existing, solid, and functional relationship between the leader and the group. As shown in figure no (3), Leadership, in its essence, is based on the available interaction between the personality, its characteristics, and components on the one hand, and the situational conditions and the surrounding environment on the other hand (Jahel, 2017:4-9).

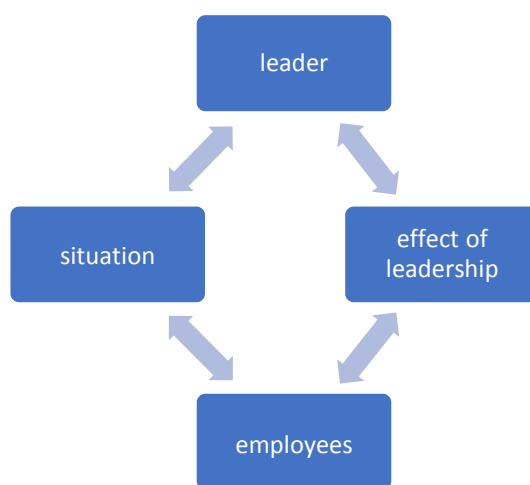


Figure no. (3) the Effect Of Leadership In Light Of The Reactive Theory

1-2-5-2. Modern leadership theories

Leadership was found in the military model until it was the standard model of leadership, and with the development of industry and the significant progress that the social sciences in general and administrative in particular have reached, it became necessary to diagnose leadership behavior and study the latest findings of research on the pattern of leadership behavior and to know its types and directions, and how to be a leader who has the characteristics New ones, including (positive influence on employees, pushing and motivating them) to give their best, and further from that by focusing on the behavior of an ideal leader who has qualities that are only available in essential leaders such as the leader who is present at the right time that motivates his subordinates and works on their development, development and preparation to achieve goals effectively And efficiency, leadership is not exclusive to anyone, it is for everyone) and as a result of the progress of ideas in the art of leadership, modern leadership theories appeared, and as a result of the shortcomings in some aspects of the traditional approaches, leadership theories continued to emerge and develop through studies, innovations and contributions from senior researchers, so the emergence of modern leadership theories taking into account the variables New leadership and to define recent explanations to explain how leadership is effective? Notable among them is transformational leadership (Jahel, 2017:4-9). Moreover, Most of the research and studies presented indicate no leadership without an effective leader. Most of the proposed theories and experiences in ancient and modern history indicate that successful leadership needs an effective leader who can influence his followers. Without successful leadership, institutions and states decline because they lack a leader who affects their surroundings, negatively affecting individuals. There is no single model that is best in leadership. However, most definitions and theories of leadership converge on an essential point: the leader must be effective, or else he will not be able to influence his surroundings. As a result, we can say that the best way to lead is to deal with the situation, which is the most realistic theory in this changing world (Naghmish, 2019).

1-2-5-2.1. Transformational Leadership Theory

Transformational leadership is a modern trend called the transformer (transformer) leader model or transformational leadership style. It is transformative toxicity because it transforms

(evolution) the traditional behavior of individuals into modern, which leads to an improvement in the job performance of workers (Nassira qtal, 2015:3-48). A transformational leader can be defined as the leader who raises the level of subordinates for the sake of achievement and self-development of the individual and society in addition to increasing awareness of the main issue and increasing the confidence of associates themselves, thus directing their attention towards work, development, and achievement of goals (Al-Jumaili, 2008:27).

This theory is considered one of the very modern theories, about which research and studies are still ongoing, that this theory took into consideration the vertical communication with its two types descending (between the leader and his subordinates) and ascending (between the leader and his superiors) and its impact on the effectiveness of the leader and his progress in the organization. One of the first researchers in transformational leadership was the leading scientist (Burns Macgregor). Then the concepts and texts of this concept followed (Conger) see that leadership goes beyond providing incentives for performance to being a development process from the supreme task of the organization and diverting workers' attention to developing their creativity and encouraging them intellectually. As for Burns' book (Leadership), where he considers transformational leadership as a newly emerging management thought that appeared in the late seventies of the twentieth century, as this leadership style works to meet the apparent needs of individuals and invests their maximum energies to achieve the goal, he defined it as the increase in awareness and discipline at the level of Leadership or individuals and the override of personal interests for the public interest (Muhammad, 2010:117).

Importance of transformational leadership:

Transformational leadership focuses on the future vision of the organization and the mental stimulation of workers, and achieving the organization's goals. Transformational leaders can create a better future beyond the commercial reality by motivating the permanent members of the organization and collecting the necessary information and developing the ability to use that information to increase the competitive advantage, and oversee the management of Complexity and dealing with the assortment of variables at once, regardless of the degree of change, ambiguity and different goals, as the transformational leadership adapts to the global trend and develops a future vision with an international orientation at all levels, defining the organization's

mission to reflect the global trend, and changing the pattern of values, convictions and behaviors. Forming teams capable of achieving the required international communication, representing all disciplines and administrative levels, and supervising the development of the capabilities and skills of the organization to deal with repeated surprises for decision-making, especially in unstable situations (Hassoun, 2016:32).

1-2-5-2.2. Transactional leadership theory

This theory appeared as a complement to the interactive approach and an extension of it on the assumption that social interaction is a model for the integration of tasks in the organization, or it can be interpreted as a process of exchanging roles between members of the group, such as sacrificing time and effort for the benefit of others in exchange for other sacrifices made by others for them. The members persist in this type of interaction. As long as they benefit from this exchange, Blau believes in the light of this concept that the more outstanding the leader's contribution and the prominent role in helping and developing the members of the group, his position rises in them. In return, to the extent of the commitment of the members of the group and their cooperation with the leader, the contribution and generosity will be. The leader and his assistance to these members, and accordingly, the leader benefits greatly, as well as the members of the group when following his good and distinguished advice, as their lack of direction and their appreciation for it give him more leadership potential (Abu al-Fadl, 1996).

Reciprocal leadership is those exchanges that occur between the leader and the two businesses to exchange something valuable from the point of view of the two parties. It is a relationship based on the idea of exchanging benefits and standard promises between the leader and the workers on one side and between the workers themselves on the other hand to achieve the goals of the organization. Reciprocal leadership is based on an exchange process between the leader and the subordinates, as the familiar leader identifies the needs of the subsidiaries and then sets the responsibilities and roles appropriate to the requirements. Kohnert and Lewis defined reciprocal leadership as those initiatives that the leader undertakes with the workers to exchange value to both parties. The employees themselves in terms of jobs and services to achieve the organization's goals. The main idea of reciprocal leadership proposed by Burns is that the organizational goals of any organization can be achieved by exchanging rewards for the

performance of followers. This type of leadership is, in essence, a process of social exchange between each Leader and Subordinate, include bonus-based deals or businesses (YOUSSEF, 2017:28-32).

1-2-5-2.3. Charismatic leadership theory

The Appearance of the charismatic leadership theory by House and Konger (1976) and sharing of leadership views that studied personal traits and traits. For studies and research presented on these theories, House and his friends reached two groups of charismatic leaders. This group includes charismatic leaders who work for their benefit and exploit their power to satisfy their desires without caring for others, and on the contrary, a positive group that enhances empowerment and strengthens individuals' self-confidence through their participation and containment by giving them powers (Ammar, 2014:42-43).



Figure (4) Modern Leadership Theories

Strategic leadership: refers to the ability to influence others.

- **Transactional leadership:** where the reciprocal leader is the one who clarifies the roles and tasks required of subordinates.

- **Transformational leadership:** It is considered that the transformational leader is innovative, has vision and initiative ability, as he seeks to advance subordinates to reach the highest levels of defense and ethics

Charismatic leadership: A charismatic leader is associated with attractiveness and personality that influences subordinates and pushes them to respond to his directives and orders.

- **Moral leadership** and servant leadership: Moral leadership adopts appropriate ethical behavior to increase returns while providing support to followers by offering rewards. Servant leadership works to give needs to others and help them develop.

Female leadership: as women, do not differ much from men in being a leader in terms of performance, advantages, and returns (Abdel Hakim & Salahuddin, 2015:8-9).

1-1-5- Leadership styles

The influence exercised by the leader on his subordinates is the basis upon which the leadership is based, and the power of the leader on his associates varies according to the methods used in administration and its patterns. The pattern refers to the general framework that distinguishes the individual from others in physical formation and interpretation. The individual to follow a specific pattern such as mood, physical and psychological patterns, and perhaps the last type is the most acceptable in terms of the relationship between psychological formation and types of behavior. In all cases, the leader's characteristics as individual work to determine the orders he issues to subordinates and must focus on the leader's essential function in achieving homogeneity. And the compatibility between the needs and desires of the members of his group (Ali, 1995:112-222). Because of the different leadership styles and the diversity of classifications identified by researchers and writers regarding defining the concept of leadership style and differing opinions about the idea of leadership style, several studies have tried to distinguish between those styles, so it was necessary to define a standard or a division of styles, as researchers studied the source of authority types, including The three sources of power (Max and Pero) which prevail in rural, tribal or (traditional) societies. What is based on obedience and loyalty, where this type of leader is seen as the ideal person who does not make mistakes, he is an inspiring person or (attractive), Or what focuses his attention on the rule and implementation

of laws and regulations and expects from his subordinates the same behavior and is called (the rational pattern). Hersey and Blanchard adopted their position theory in addition to the two dimensions of work and the workers on a third dimension that expresses the position in which leadership is exercised in compliance with the level of maturity of the subordinates, which represents their ability to set goals and achieve them and their desire to assume responsibility as well as their possession of the skills and experience required for performance, Leadership styles are classified in light of the varying levels of maturity into three styles (the command leadership style), where the leader focuses on direct direction, as he defines the task that the workers perform, as well as how the study is carried out with little concern for social and human relations with workers. Work, production affairs, and the interest in building human and social relations with workers and the leader here present to the workers the ideas with the intention of adoption even though they will be under implementation in the subconscious of the leader. And debate and discussion in the hope of understanding what he wants. And (participant leadership style) in terms of the manager's interest to a large extent in human relations and support for workers to strengthen and encourage subordinates to solve their problems and assume greater responsibility for work, as well as that communication is two-way, where both the leader and the assistant participate in making decisions, either (the delegated leadership style) It is known that the administrative head has pledged part of his competence that he derives from the law to one of the other managers at the lower levels, and as a result of that, whoever delegates these powers to him shall issue decisions on what he has charged without referring to the authorized president (Nawal, 2001:8). In addition, the study (Lewin, Leight, and White 1939) explains leadership styles based on the type of leadership behavior followed. The study is based on a statement of three leadership styles (Bo Akaaz, 2015:28-31).

1-1-5-1. Democratic leadership style

It is a pattern that depends on the participation of subordinates and encourages discussion in some tasks so that the leader who makes the decision raises the dialogue between the workers before implementing it. If he does not find approval from them, he re-examines his decision again and adjusts it. This type of procedure generates a feeling among the workers about the spirit of participation and the extent of importance that the leader attaches to his subordinates,

which is reflected in the performance of employees positively, and the leader in the democratic pattern is part of the fabric of the work team by distributing jobs among the members. Full participation, the ultimate authority rests with the leader. (SeifalDin, Previous source, 2016:3-7) Some aspects must be available in leadership styles, regardless of their diversified fields, whether related to the leadership style or the leader in itself. Identifying some of the things that must be considered when determining the use of the democratic type, its characteristic and its dimensions, as follows (Quraiqa, 2016:24):

Characteristics of Democratic Leadership

According to Anderson's (1959) definition, a democratic leader discusses people before making decisions. High morale in some situations increases the chances of success of the democratic leader. He denied that democratic leadership is associated with low productivity and confidence, and on the contrary, low morale with productivity belongs to authoritarian leadership. Hackman and Johnson (1996) also supported Anderson's interpretation of the relationship between democratic leadership and productivity. That builds on satisfaction, commitment, and participation to increase productivity. Although the significant barriers to democratic leadership are time-consuming activities and lengthy policy debates, member satisfaction and leadership nominations are greater under democratic leadership. However, participation is an essential feature of democratic leadership and ideal as it plays a key, friendly, helpful, and encouraging role in increasing leadership productivity. Here are some characteristics of democratic leadership (Chois, 2007:246).

- Different administrative environments limit the degree of development of the democratic organizational system in the leader's way. This pattern is not suitable for use. On the contrary, harmony within the organization's environment helps facilitate the leader's interaction with subordinates.

The situation, the speed of achievement, and the secrecy, as the democratic leader, needs to take quick and firm decisions in some cases. Subordinates cannot participate in such decisions.

- The type of leader it is wrong to acknowledge the desire of all leaders to use the democratic style as a basis for dealing with subordinates.

1-1-6- skills of democratic Leadership

There are many trends among educators and specialists in administrative work regarding the skills that must be available in the leadership of the organization and its officials, regardless of their organizational levels, as he identified three skills that must be available to these officials in the organization, where he classified them as follows: Intellectual skills, Human skills, Artistic skills, Senior Management Middle Supervisory Management Lower Executive Management.

1- Technical skills

These are the skills related to the leader's perfection, his mastery of his work, his familiarity with the outcome of subordinates, his ability to process, use and analyze information, his perception and knowledge of the available methods and means that ensure the completion of the work flawlessly, and an understanding of the type of work that the institution performs so that he becomes distinguished by his knowledge and experience among the workers of the organization and this can be acquired. Wisdom through experience, study, and training while he is on the job or before joining the job and the extent of the need for technical skill varies according to leadership levels, as the operations carried out by each group differ, and technical skills include the scientific foundations and applications that are: policy-making, planning, supervision, work distribution and determination of specializations As well as the use of tools, means, procedures and methods that help in performing his leadership tasks The appropriate mix between these skills varies according to the managerial level of the leader, the percentage of technical skills decreases as the leader rises in the administrative level as the intellectual skill increases. Hence we find that technical and academic skills differ accordingly. Leadership levels are the greatest common denominator between all of these levels is skill Humanity, considering leadership influences others to achieve the desired goals (Noria, 2017:2).

Human skills refer to the leader's ability to deal with subordinates to coordinate their efforts, form work teams, and encourage cooperative teamwork among individuals, and this requires the leader to know the attitudes of associates, their opinions, tendencies, aspirations, and motivations, and to have a mutual understanding between him and them, and his ability to change their behavior in the direction that It serves the interests of the group and the organization as a whole. The managerial leader who represents these skills has an excellent ability to achieve

self-understanding that allows the possibility of mastering the "personal role" in performing the work and paying attention to the feelings of others. This skill depends mainly on the leader himself and the extent of his relationships, and how he deals with subordinates. Among the most prominent human skills, establishing relationships with others and mastering the art of leading others, and dealing with them successfully is required. You lie the skill of communication and communication. The skilled leader organizes his organizational and administrative tools to facilitate communication between him and subordinates effectively, and take into account the ease of information flow from him to various levels of the level of associates, and make sure that information is easily accessible Subordinates to him, which leads us to the necessity of having the skill of working within a team where the human abilities of the leader appear in his ability to organize the workers under his leadership in the form of working groups or cooperating teams, says James Kodis and Paribusz (The ideal leaders in some way all who must share to live with the results, and they can Others from doing a good job), also the skill of emotional and social intelligence or a person's ability to understand people and their emotions and thoughts, Ruling on it so that he can manage his relationships with others, and direct them in the direction of his interests and interests, which makes him more flexible in his dealings with others (Hammam, 2017:41-47).

3- Thinking skills

One of the most prominent features of the contemporary world is the tremendous development in quantity and quality of human knowledge, its continuous renewal that humanity has not previously experienced, and the lack of time that the institution uses to achieve its goals, on the one hand. On the other hand, due to scientific progress and rapid technological development, which urges the institution, should be concerned with teaching its employees the way of thinking, for the basis of success is in learning a correct intellectual habit that makes him think about any problem in scientific and objective thinking, and adds new solutions to those problems, that thinking based on discrimination is thinking that depends on showing the essential differences between the things or components that It belongs to a certain type of it (Creative Thinking). This type of thinking is one of the crucial types. It is thinking beyond what is clear and which results in solutions and ideas that are outside the cognitive framework of the thinking individual or the environment in which he lives, or it is the process that leads to the existence of

A product that is separated in its fact from the one who created it. (Sternberg) defined thinking skills as the learner's ability to explain, define, understand and practice mental processes quickly and proficiently. He described cognitive processes with the learner's ability to perceive the relationships in situations, choose alternatives, foresight, and organize ideas and available experiences to reach new ideas through intellectual fluency and proficiency. To summon the most significant possible number of good ideas in a specific period for a problem or situation means the ability, speed, and ease in generating a large number of alternatives, synonyms, ideas, concerns, or uses when responding to a specific stimulus. Thinking is a renewable force for the survival of the individual and society together in the world of today and tomorrow, Where the world is witnessing tremendous changes. The individual, regardless of his energy, cannot control more than a small part of the massive amount of information that flows through the various means of communication in the era of the explosion of knowledge, and in front of this reality highlights the importance of learning thinking skills and its processes that remain valid and renewable (Dzdiab, 2000:20-110).

The framework of “democratic leadership in democratic movements” DLDM

This study proposes a framework of (DLDM) shown in Figure (5) consists of contexts, motivations, characteristics, outcomes, and leader-follower interactions. The horizontal arrows in the framework depict an influence on another construct. In contrast, the vertical arrows indicate the interactions between leaders and followers who engage in the motivations and characteristics of (DLDM). Given the framework, this study defines (DLDM) as a political and social relationship among leaders and followers for achieving democracy through sacrifice, courage, symbolism, participation, and vision. The relationship implies that a leader affects and is affected by followers (Choi, 2007:246)

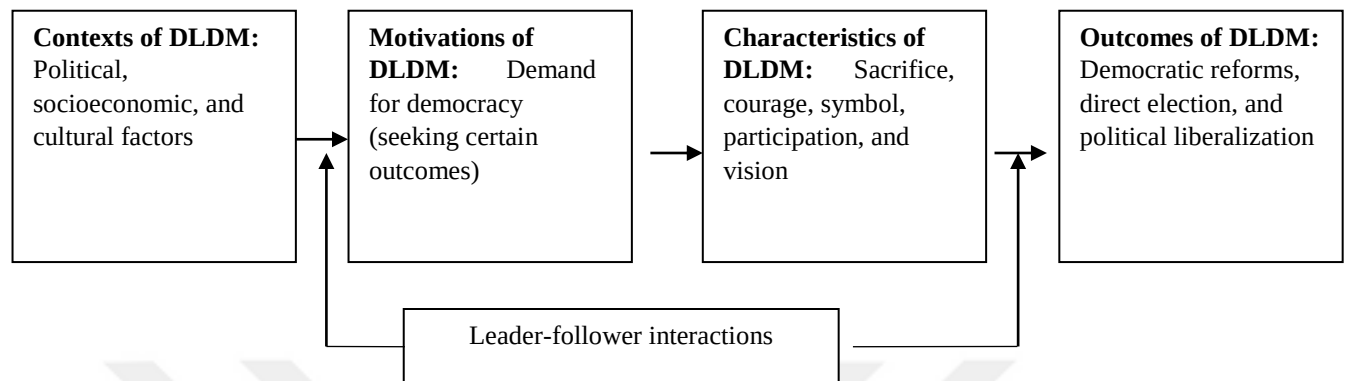


Figure (5) Framework Of DLDM.

1-1-5-2. Free leadership style:

It is called divisive, unguided, or chaotic leadership. Free leadership is concerned with giving subordinates freedom in performing their duties, and giving more room to subordinates to demonstrate their capabilities and prove themselves in the performance of their duties and practice their activities on the one hand and generate confidence in them in making decisions. They deem it appropriate to accomplish work (Al-Sharif T. A.-M., 2004: 77-79) This makes the leader settle for the consultant's job, and he may set goals, but leaves his employees with the task of defining tasks and methods of implementation. In the field of work, this pattern is often imposed and not optional, which has created some of the following advantages and disadvantages (Abdul-Razzaq, 2011:26):

- The leader's professional level is weak in front of the group of his subordinates.
- The weakness of the leader's personality is in front of the personal strength of some or all of the employees.
- The leader's frustration due to his failure to achieve his goals and the deteriorating conditions of the work team

the characteristics of the behavior of the free leader:

- Giving a great deal of freedom to employees, especially during work.
- Employees conforming to their tendencies and desires.

- He tries to satisfy all employees, although this is sometimes impossible.
- He interacts a lot with his employees, and he lacks strictness and seriousness and his behavior.
- He refuses to use the method of threatening and threatening.

Factors affecting the free leadership style

There are several ways to develop subordinates' behavior and perform their jobs, including:

- 1- The process of delegating authority or giving more powers within the level of work to subordinates gives them a measure of independence. It encourages them to make decisions when exercising their activities. It is considered a supportive means for them to carry out their duties smoothly and uncomplicated. Flexibility in communication and facilitating the transmission of subordinates with their leader gives more freedom in the practice of management work, for example, it will be feasible for the leader to make his door open to subordinates, which makes it easier for them to contact him to clarify an idea or confusion they can face (Bo Akaaz, 2015:28-31).
- 2- Availability of skills such as a high level of education and the appropriate conditions lead to the achievement of personal creativity, so they obtain their independence at work, and their freedom to perform their tasks and take reasonable measures according to circumstances and situations, to prove that they are up to the good of the leader in them (Yunus Z. M.-A., 2016:37).

1-1-5-3. Autocratic leadership style

The autocratic style is considered a leadership-based style. The word autocrat is originally a Latin word (Autocrat), it means that all human resources in the organization are subject to the orders and influence of the authority of the leader, who is unique in his decisions and policies without the participation of his subordinates, so the leader's view of his subordinates is based on his view of the human resource as a productive unit. The leader controls it and changes its behavior, and motivates it financially to work. Studies refer to multiple behaviors of the autocratic style, including (authoritarian behavior), where the leader uses his powers as a

threat to accomplish the work without concern for human relations in his dealings with his subordinates. It has been proven in the study ((Levin)) that the behavior of the autocratic leader is Authoritarian behavior, authoritarian and strict in dealing with his subordinates. And (human behavior), which is the use of positive leadership methods to influence the subordinates through praise and praise and, in some cases, light punishment, thus ensuring the loyalty of his subordinates in the implementation of his decisions. Work, as well as (graceful leadership), where the leader deludes his subordinates that they participated in decision-making by providing them with what he obtained and the results he received and that he discusses with them what he intends to take decisions and entices them to bring their approval and thus supports and obeys him, and therefore he appears less extreme than other types of By allowing employees to participate in power, but remain within the circle of autocracy because it retains its decision-making power (Jagham, Leadership styles on career development, 2015:34). And in it, the leader seeks obedience on the part of his group. He decides politics and considers issuing a decision the process of one man, which is that man. It is divided into two types of personalities, a personality that is hostile and resistant to authority, and this method has the effect of limiting the energy of subordinates to constructive purposes. A dependent person feels the need to rule, and his sense of subordination thinks that he is in a position with no link between them unless the leader is one of the two struggles of control and authority. Fm guidance sends himself Tranquility (Orion, 1953).

In another study presented by (Pablo), where this leadership style divides the three forms, namely:

Backbiting and hard-liner autocrats: who use negative influences to a large degree, such as punishment and intimidation?

The benevolent autocrat: who tries to use many positive methods through praise and light punishment to ensure the loyalty of subordinates in implementing his decisions?

The manipulative autocrat makes subordinates believe that they participated in the decision-making while he was the one who made the decision himself (Hatem & My attributes, 2010:45).

SECOND TOPIC: JOB SATISFACTION

1-2- JOB SATISFACTION

Introduction

Since the beginning of the thirties of the last century, the topic of job satisfaction has received attention from researchers in the fields of management, organizational behavior, and industrial psychology (Muwaffaq, 2016:48). And it is one of the trends of work through the reliance of organizations on the effectiveness of individuals in performing their tasks for the organization's success, which in turn reflects the degree of satisfaction of employees and their enthusiasm for work. And because of the difference in research and studies on job satisfaction as it is an individual subject on which we base the behavior of individuals and their reactions to working, where satisfaction can be formed for a person and not formed for another, there is no agreement on a clear concept of the meaning of job satisfaction, as (Victor From) says that behavior in Any moment is the result of the accidents that occur in those moments only and that one person excludes my product without the other, or the person is neutral (Yahya, 2015:3).

Job satisfaction has been researched widely in Western countries. Salary is an essential factor in job satisfaction. There was a positive correlation between pay and job satisfaction in a study by Cimete et al. (2003). Shields and Ward found a statistically significant negative correlation between job satisfaction and intention to quit (2001). In China, there have been many studies of job satisfaction. Questionnaires were used to investigate nurses' job satisfaction. Qun (2002) and Yuefeng et al. (2001) found that nearly a half of nurses felt dissatisfied with their salary, career development, and welfare. A statistically significant negative correlation was found between job satisfaction and job strain in nurses by (Ning, 2009:65).

1-2-1- The concept of job satisfaction

Priorities of employees related to their work can vary. For that reason, employees in different positions can achieve other satisfactions from a specific situation. Job satisfaction is a balance created from the salary and people individuals get happy from working together.

Suppose someone is materially and morally satisfied with the senior-junior relationships, working conditions, relations in team works, and get happy due to this environment. In that case, their achieving job satisfaction will facilitate. Moreover, the personal characteristics of employees affect job satisfaction differently. Individual factors affecting job satisfaction are age, education, gender, status, personality, experience, level of intelligence, working conditions, wage, and socio-cultural environment.

What is job satisfaction?

In the social literature, job satisfaction is defined as an overall emotional orientation on the part of individuals towards the work roles they currently occupy (Kalleberg 1977). General satisfaction is directed towards the overall career position of individuals and differs from satisfaction with the more specific dimensions or aspects of his work role. Accordingly, job satisfaction refers to a personal and emotional reaction towards various parts of a job, viewed as a dynamic state resulting from assessing a person's condition (Jessen, 2010:3).

It is also essential to know what the researchers have reached regarding the definition of job satisfaction, as Locke believes that job satisfaction is a pleasant emotional state resulting from the individual's perception of his job as being saturated or fulfilling the values of the job or task on the condition that these values are identical with the needs of the individual (Munif, 2018:55).

Job satisfaction is defined as the outcome of a group of relevant factors and job work. It is mainly measured by the individual's acceptance of that work with comfort, self-satisfaction, and effectiveness in production due to the emotional feeling that enables the individual to do his job without boredom or distress (Abdul Latif, 2015:9).

Job satisfaction is defined as a behavior that individuals form with their jobs. It is a necessary behavior that can comprehensively evaluate employee contributions and intent to leave the organization. If the organization can measure the factors affecting job satisfaction, it will boost employee morale and provide a positive outcome for their organization (Puri, 2017:402-403).

Daniel also knows that it is helpful to distinguish between the concept of job satisfaction and the concept of satisfaction at work. Workers may be satisfied at work, but not with the work itself, meaning that the source of satisfaction is through work's social atmosphere, not the characteristics of the work itself (Bozen, 2006).

. According to Spector (1997), job fulfillment is what individuals feel about their job, either they like or dislike it. Liking shows satisfaction, or disliking shows the dissatisfaction of employees. Literature reveals that job satisfaction is affected by various factors. Spector (1997) develops a “job satisfaction measuring scale” to evaluate employees' satisfaction regarding their job, covering multiple aspects like pay, benefits, supervision, promotion, nature of work, and coworkers. If employees get the salary, benefits, promotion, nature of work, management, and coworkers they want, they will be more satisfied and like to stay with the organization (Saleem, 2014).

On the other hand, process theorists downplay the role of needs and focus on cognitive processes that lead to job satisfaction. Process theories include Vroom's expectancy theory (1964) and Adams's theory (1963) of fairness. Modern literature (Rawlinson, 2008). however, it posits that the two perspectives are complementary and invites scholars to incorporate both in studying those factors that determine job satisfaction (Abdulla, 2011:127-129).

Definition of Job satisfaction

It may be challenging to find agreed-upon definitions between researchers of satisfaction searching for reality, given that it is a psychological phenomenon related to man, which characterizes a created society of a different nature and changing from time to time. The definitions of job satisfaction have varied due to the different approaches that various scholars and researchers have addressed. Many attempts have been made to define the specific meaning of job satisfaction. For example, job satisfaction is the psychological feeling of contentment, satisfaction, happiness, the satisfaction of needs, desires, and expectations with the work itself and the work environment, with confidence, loyalty, and belonging to work and with the relevant internal and external environmental factors and influences (Mervat, 2011:60).

Locke Edwin defines job satisfaction as "the positive emotional state resulting from an individual's evaluation of his or her job" (Chater, 2009:4).

J.william's definition: "Job satisfaction is the difference between what an individual expects from his job and what he finds" (Noureddine, 2008:28).

He defined job satisfaction as "one of the terms used to express the psychological feelings that an individual feels towards his work, and among these terms is the moral and psychological direction towards work and job satisfaction. These terms indicate, even if the details of their meanings differ, the real emotional feelings that the individual feels towards the work he occupies. These feelings may be negative or positive " (Mohamed, 2010:6-7).

1-2-3- Determinants of job satisfaction and work environment

The rate of employee retention can increase when the level of employee satisfaction rises. Job satisfaction is often determined by how well results meet or exceed expectations. For example, suppose participants in the organization feel that they work harder than others but receive fewer rewards. In that case, they are likely to have negative attitudes toward work, the boss, and co-workers. On the other hand, if they feel that they are being treated very well and paid fairly, they are likely to have positive attitudes towards the job (Puri, 2017:402-403).

Also, a content perspective that approaches job satisfaction from the standpoint of meeting needs and from a process perspective that emphasizes the cognitive process that leads to job satisfaction, the content perspective assumes that all individuals possess the same set of requirements, and thus describes the characteristics that must be present in the jobs. The level of employee satisfaction enhances the level of customer satisfaction, which in turn will increase organizational productivity. Therefore, organizations must try to meet employee expectations to meet job satisfaction. In addition, the emotional state of the employees will also affect their fulfillment. Managers have to keep employees in mind when they create working environments as it should be desirable for them. Factors motivating and satisfying employees are diverse tasks, pleasant co-workers, and an attractive work environment (Naduk, 2015:925).

1-2-4- Measuring job satisfaction

The measurement of job satisfaction depends on several methods, the most important of which is measuring job satisfaction according to work turnover, performance, and absenteeism rates, through the following indicators (Okasha, 1999:115).

1- Work turnover the work turnover in the organization is estimated by the number of job leavers by their choice, as there are many factors and variables that affect the work turnover negatively and positively, among which is job satisfaction, as it was found that there is an inverse relationship between job satisfaction and worker turnover, as most of those who leave their jobs and they look for other positions of those with low satisfaction. An employee who is not satisfied with his work is more responsive to work turnover than other organization members (Amal, 2013:39).

2- Performance levels It is the essential indicators to know the amount of guest satisfaction through knowing the interpretation of the relationship between performance and guest satisfaction and on the basis that the human elements are not affected in their behavior and performance by the physical conditions of light, ventilation, heat and rewards only, but rather are affected to a greater degree by social situations, where there is a relative relationship in which satisfaction is represented The independent variable and the resulting variable performance, with the idea that the human resource who has a high level of job satisfaction increases his motivation towards work and increases his link with his job and his performance increases, and on the other hand, the relationship between performance and happiness may be conditional, that is, the increase in performance increases job satisfaction provided there are returns Like injustice and rewards, and in this particular case, performance is the result of satisfaction (Al-Miloud, 2016:47).

3- Absenteeism rates Indicate job dissatisfaction and a reflection and reaction to the behavior of individuals in the organization. Absence, status of work stoppage (such as strikes, injuries, and illness) and some hostile behaviors such as sabotage and frequent complaints, so the individual undertakes his daily work based on a decision he takes on the necessity of this work and the returns it brings that affect Directly on job satisfaction, the satisfaction increases with the increase in returns and decreases with the decrease, according to a study in the International Harvest Company in 1955, where it was found that the negative correlation coefficient was high in the relationship between job satisfaction and absenteeism rates, which is followed by leaving

work, so the individual cannot continue to work while he is not Satisfied with his work, the ease of this measure lies in the management keeping records of attendance and absence for each worker and every workgroup or department in the organization, which allows it to track absenteeism and attendance rates and discover any imbalance phenomenon that requires study and treatment. The absenteeism rate is usually calculated by the US Department of Labor method as follows: (Asseily, 2008:37-42).

$$\text{Absenteeism rate within a period} = \frac{\text{The total number of days of absence for individuals}}{\text{The average number of employed persons}} * 100$$

1-2-5- Dimensions related to job satisfaction

Based on the title of our research, the effect of leadership behavior on job satisfaction, we have to address the most critical factors that a leader should focus on in his dealings with individuals, and on the basis of the concept that job satisfaction has multi-dimensional images, including subjective dimensions related to employees, factors related to the individual himself that affect the degree Satisfaction with the job and these factors are the individual's personality, personal values and group of external affiliations, the complementarily or contradiction of the individual's roles he performs and the degree of stability of the individual in his life, abilities and experiences represented by educational qualification, age groups, level of ambition and others, and organizational dimensions that are not related to the individual's performance in a particular job but related With the organization's policies, and it has an impact on the employees' satisfaction with their jobs, such as working hours, working conditions and conditions, conditions and relationships that bind the employee to the job and the employee and with his colleagues or heads of work, as well as there are environmental dimensions related to the environment in which the individual grew up and the culture of the society in which he lives and its effect on the employee and on the other hand. The services and facilities available in the workplace and surroundings also include society's view of the employee, his appreciation for his role, and his integration with his work (Ahmed T. E., 2011:67).

1- empowerment

The essence of empowerment is about giving the subordinate freedom to perform the work. Empowering workers is one of the necessities of increasing productive effectiveness because increasing effective effectiveness depends on the organization investing the maximum energies of its employees to obtain more creative ideas that are in the interest of quality in customer service. Service leads to achieving the organization's growth goals and employee job satisfaction and customers in excellent service, as empowerment is related to workers' feelings. It is not a quick process but rather a permanent awareness of a set of dimensions that the organization continuously strives to achieve (Boukady, 2019:33).

Empowerment is a contemporary concept that elevates the human element in the modern organization to high levels of cooperation and the spirit of initiative. The essence of empowerment is centered around giving the subordinate freedom to perform the work, broader participation in bearing responsibility, and a greater awareness of the meaning of the work that he does, and empowerment needs long-term components. From the positive relationship, trust and feeling of partnership between management, employee, worker, and empowerment, not merely delegating powers and responsibilities, but rather a sense of equality against the principle of class in dealing 'Empowerment means giving more opportunities and broader freedom in planning and organizing work and transferring some powers to employees, as it is defined as giving authority or moving energy from the decision-maker and involving workers in management and having representatives who contribute to decision-making and formulating the institution's policies to develop a sense of responsibility among workers. Supporting employees for the decisions they make and participating in setting them, taking into account that the level of tasks is close to the story that the employee was practicing, provides the opportunity for the employee to practice various specializations, which reduces the monotony of work and increases his performance and job satisfaction (Mansur, 2011).

2- work condition

The conditions under which a job is performed can be different - from those entirely comfortable for those very difficult and dangerous to employees' life and health. Difficult working conditions can be influenced by external factors that include climate - meteorological conditions, temperature, humidity, drafts, lighting in the workplace, noise and interference,

gases, radiation, dust, smoke, and other harmful factors and subjective factors that include gender and age of the worker, fatigue, monotony, unfavorable posture during work, etc. also aspects related to the organization of production such as duration of the work shift, work schedule, working time, work pace, excessive strain, etc., Jobs with difficult working conditions may perform only those employees who meet specific requirements in terms of age, sex, qualifications, health, physical and mental disease, and psycho-physiological and psychological capabilities. Difficult working conditions influence employees' performances. Therefore, it is necessary to take measures to eliminate uncomfortable working conditions or, if not possible, take appropriate safety measures. Safety at work is carried out to ensure working conditions without danger to life or health or avoid accidents, injuries, occupational diseases, and, at least, mitigate their consequences. In the context of safety at work, it should be talking about equipment that employees use in their daily work. Equipment (machinery, equipment, plant, tools, supplies, laboratory equipment, etc.) that employees use in their employment must be functional and correctly to avoid injuries or reduced performances. Workers must be trained how to work with the equipment because inadequate equipment handling can result in accidents or deviations in performance no matter how much equipment was proper. Employees' training should also be oriented to the appropriate use of protective equipment and personal protection (Bakotic, 2013:207).

3- teamwork

It can be defined simply as a group of individuals united in pursuit of a shared mission or goal, in other words, strategic performance with a focus on the ideal role of systematic leadership towards successful studied tactical results to ensure the quality of work and create a balance that will satisfy stakeholders and thus reach the goals of the organization, and this Often it is at the expense of personal gains, which are a victim of team gains. Where diversity and a shared sense of teamwork and solidarity between members of the group and crowned with the sharing of knowledge, where most researchers agree that these qualities are found in teams formed by individuals who are enthusiastic about work and looking for opportunities for success, who are racing to find solutions to the problems facing them without knowing boredom. As a result, workgroups are formed with a proven and strong record in satisfying customers and employers. An effective leader must be present to achieve these admirable lofty goals. Leaders' main

concern is to build individuals to be strong leaders within their groups and direct them towards the goal. The world today is full of knowledge and information that is abundant, available, and easy to acquire, which positively affects leaders and thus teams and motivates them. They are not forced, but instead discover challenges and work to create a collective vision that culminates in transferring it to the individuals amicably to achieve results to move to the next step and advance the individuals and the organization and create the change that suits the stage reached to achieve the goals, the locations of group development were created for Tokman by the educational psychologist Bruce W. Tuckman in 1965. After observing the behaviors of small groups in a range of work and learning environments, he described the distinct stages that groups go through. He said all groups need to try each scene for maximum effectiveness. Teams are made up of different people who bring diverse attributes to the project (Staggers, 2008:477).

Kelchner (2013) also emphasizes the importance of the diversity of skills within the team and the convergence between them, the sharing of those skills, and the generation of ideas to reach the best results. Opposing the team's development path and setting up barriers can weaken the team's confidence and make it difficult for the team to communicate dynamically between its members. A creative approach must be taken to advance the organization's strategic vision through effective leadership, and there is no substitute for effective leadership. To create an integrated success. A balance between effective leadership and synergy with an efficient and motivated team is undoubtedly essential for successful results (Sohmen, 2013:9).

1-2-6- Factors and elements that affect job satisfaction

The factors that affect the individual's guest satisfaction vary and differ. Relevant studies and research have shown a general level of satisfaction reflected in what individuals decide in terms of satisfaction with the various work factors. The degree of individual satisfaction with one of the work factors affects the degree of satisfaction with the elements. Other factors include (Okasha, 1999:115) :

1- Satisfaction with the level of work through what studies have found that work content is the main reason for happiness at work, for example, the diversity of tasks the employee will not feel bored and giving freedom to an employee to choose the way he performs his career gives him a degree of self-control, and whenever the employee applies his skills His experience and abilities

at work the more, he became satisfied with the outcome. These factors can be summarized as follows.

2- Satisfaction with supervision. Accurate monitoring and evaluation are successful through positive communication with individuals and gaining their satisfaction. As a result of this good supervision of subordinates, their tasks are performed without any negative repercussions and reactions from their supervisors.

3- Satisfaction with the wage, as researchers found a direct relationship between the level of income and job satisfaction. The purpose of the existence of the salary is nothing but to satisfy the needs (material, moral and social). If we delve into the importance of wages, we find that wages are important to the human side. On the human side, the institution also is to satisfy the individual's needs (eating, drinking, dwelling etc.). As for the institution, higher pay for a particular organization brings distinguished scientific competencies to it, thus preserving the current competencies (Azizou, 2015:67-68).

4- Promotion, studies indicate that the effect of this factor in the individual's job satisfaction has stopped on one variable, which is the level of ambition and expectation of promotion. Failure to provide opportunities for employees to advance at work creates an atmosphere of dissatisfaction and vice versa. It is appreciated and respected and that he will receive a promotion that improves his status, which increases his efficiency in the work and increases his work satisfaction (Al-Shammari, 2009:12-14).

1-2-7- Theories that explain job satisfaction

Researchers have been interested in explaining job satisfaction since ancient times. Researchers have been interested in defining job satisfaction since ancient times. In the beginning, the concept of the economic man, which was the dominant concept for a period of (Frédéric Taylor) advocated by the classical school led by Frederick Taylor, was long, as this concept believes that material returns are the basis for increasing Job satisfaction, which was followed by other factors that have been identified (Elton Mayo), the school of human relations led by Elton Mayo, drives the motivation of human resources, which is the desire to form human

relations, and many theories followed that tried to explain job satisfaction of human resources in institutions. We will deal with the most important of them in points next (Shater, 2009:17).

1-2-7-1. Maslow's theory of needs and the explanation of job satisfaction

Abraham Maslow is considered one of the first scholars to explain job satisfaction, as in 1954, he arranged human necessities in a hierarchical form. After conducting several experiments in a psychological clinic, he reached the five conditions illustrated in the following figure.

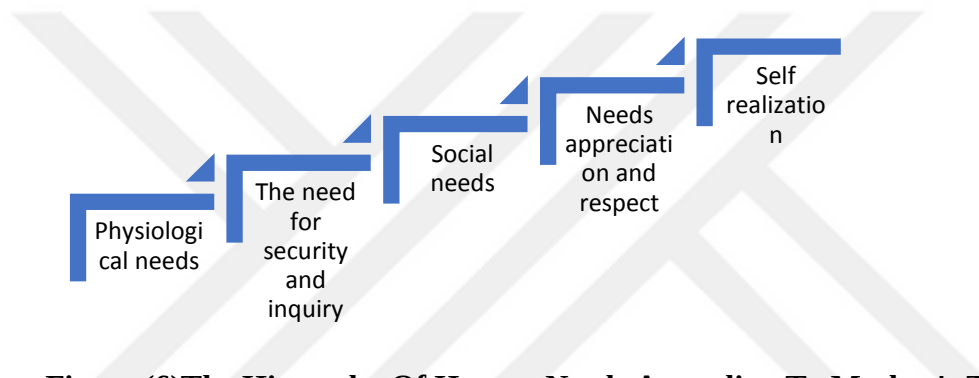


Figure (6)The Hierarchy Of Human Needs According To Maslow's Theory

According to Maslow's theory, physiological needs are the starting point, and they are the necessary (biological) needs such as food, water, and air. Security and stability is the second step in Maslow's hierarchy, meaning the need for security, which consists of a feeling of strength and consistency in work securing against disability and unemployment. As for social needs, It comes in the third rank of the degree of importance. It takes the form of the needs of belonging, love, and forming relationships inside and outside work. It moves to appreciation and respect and the human desire to gain love and respect the esteem of others for him. Finally, the need for self-realization reflects the human desire to be distinguished from others and do anything he wants.

1-2-7-2. Herzberg's two-factor theory 1955 to explain job satisfaction

This theory shows that two types of the strongest are considered sources of satisfaction for employees, namely satisfaction and dissatisfaction. These forces are represented by two factors, namely, the internal strengths inherent in the individual himself, whether physiological or psychological. And pushing him to increase production is related to work itself, such as

recognition and appreciation that the employee enjoys, a sense of accomplishment at work, growth in employment, and responsibility. He has called them motivating factors. The factors that lead to dissatisfaction are related to the work environment regarding regulations and relationships with bosses, colleagues, salary, and status. Herzberg has called social appreciation and appreciations health factors, and their lack of availability leads to guest dissatisfaction (Khawla, 2016:40).



THIRD TOPIC: JOB PERFORMANCE

1-3 JOB PERFORMANCE

Introduction

The human resource has received significant interest from many specialists in various fields according to foundations and criteria of varying importance in terms of its relationship with the human resource. Their personality, their motives, ...) and their encouragement is the way to increase production. We find those who considered the human element one of the most critical resources that should be invested in, adapting to the rest of the other assets if their motives are identified and then directed towards a specific behavior. It aims to excel in performance (Hamdi, 2013:32).

Functional performance is a purposeful management behavior that the administrator performs to accomplish the work assigned to it. As a result, it reflects the level of doing the work. It depends on the suitability of the internal work environment and the administrative elements it includes, including leadership style and legislation, systems, regulations, laws, policies, set goals, control, communication, and official relations. The informal nature of work, specialization, incentive systems, rewards, lighting, and material ventilation elements work to develop the values of commitment to work, laws, and regulations of the administrator (Rahmon, 2014:16).

Definition of job performance

Job performance is defined as the outputs and goals that the organization seeks to achieve through its employees, and it is also known as the specific results of behavior. Thus, positive performance is the desired result that determines the behavior, and in return, negative performance is the undesirable consequences particular to the behavior (Al-Halabi, 2015:72).

According to the understanding of modern management, the human element is the essential ax that the current administration focuses on in its success, unlike the old administration, which focused on the material aspect of profitability, market share size and tax collection. And its effects on institutional performance should be considered (Mehmet Sahin and Büşra, 2016).

Sultan (2003) also defined performance as the net effect of an individual's efforts that begin with capabilities and awareness of the role and tasks, which thus indicates the degree of achievement and completion of the functions constituting an individual's job (Badawi Ahmed, 2017:45).

The concept of job performance

Performance is one of the essential topics that determine the economy's degree of development and organization. Therefore, attention must be paid to measuring performance, as the old studies focused on the movements performed by the employee and their timing to reach the time required to manage and stop them. Where Taylor has conducted an investigation, he worked on a set of details of movements that are similar in many processes so that if all these movements can be seen and the time taken for their completion can be studied, it is possible to consider the result as a technical unit that can be used in similar processes for which no particular time study has been conducted (Farhi, 2016:46).

It was also referred to as the degree of achievement and completion of the tasks that make up the individual's job. It reflects how it is achieved or satisfies the individual with the requirements of the job. There is a difference between performance and effort that refers to the energy exerted, while performance is measured based on results (Halabiya, 2013:36-37).

Although researchers differ in defining job performance, three factors combine the images (Albosh, 2016:45).

- 1- The employee is the knowledge, skills, values, motives, and trends he possesses.
- 2- The position characteristic of the organization includes the work climate, supervision, administrative systems, and organizational structure.
- 2- The job is characterized by in terms stringent requirements and the job opportunities it offers.

1-3-1- Motivation and job performance

Among the most critical responsibilities of a leader at any level is directing and motivating individuals to perform their tasks. For the success of the motivation process

for individuals, the manager or leader must understand the behavior of individuals and group members. Many components directly affect motivation, and due to the overlap between these components, motivation is a more complex function than imagined. These principal components are the individual, the job, the work situation, as shown in the following figure.

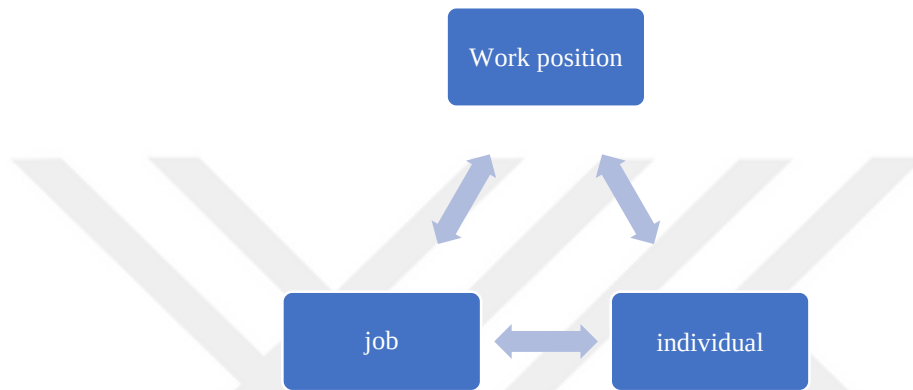


Figure (7) Components Of The Motivation System

At the individual level, there are differences between the needs of managers and the needs of individuals. The values of managers include their concern for responsibility, autonomy, and the title of the job. On the level of chirps, such as for computers, the precedence is for safety, work location, hours, and the necessity to learn new skills, but at the job level, individuals are rushing to the job and its challenges. In contrast, others prefer routine appointments, so the managers must reconcile the individual and the position to achieve the best performance. The third place, the work environment, depends on the relationships between members and individuals in the workgroup, so the manager must organize the work to reach the ideal climate (Al-Shammaa, 1999:232-241).

1- Capability

It is the solution of the problems that are difficult to solve for others in exceptional circumstances through the capabilities that the individual possesses of experience, skills, and information, which is a result of the minor problems he faced in moving on and turning them into the background over the years, or as an illustration of the “ability” Figure 1. The most capable

manager has the ability And the necessary experience to move to solve problems that cannot be solved by his peers and in circumstances that may be worse than theirs. For example, he has experiences in various environments, and through that experience, he can solve the most challenging problems and in force majeure (Townsend, 2003:318-319).

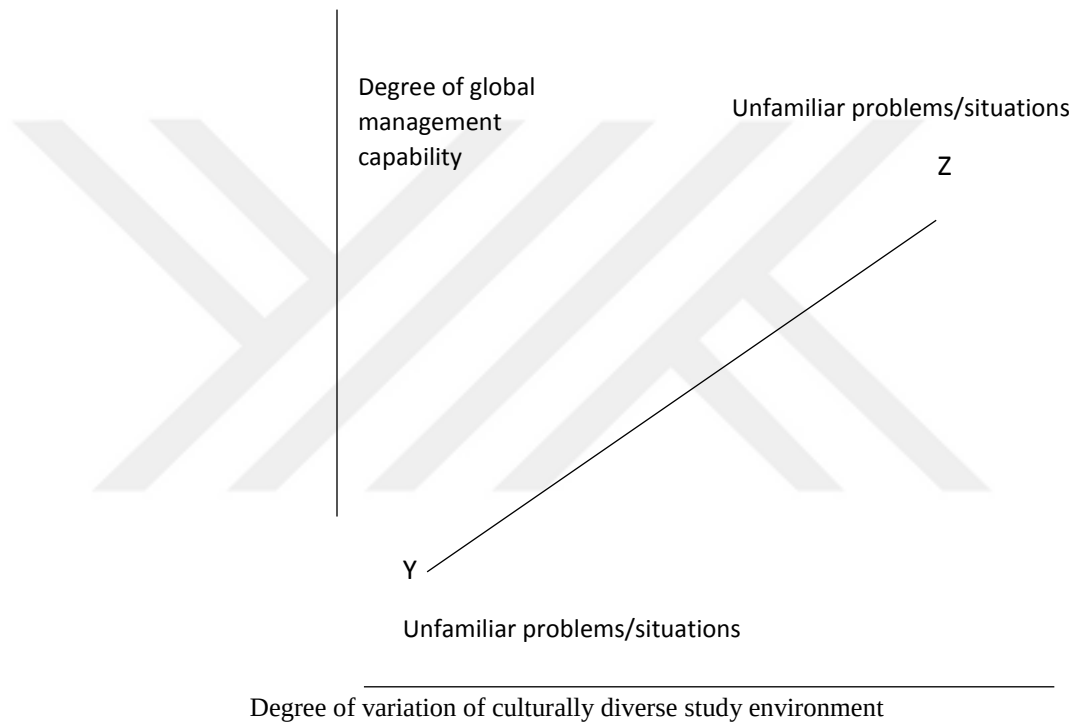


Figure (8) Graphic Representation Of Global Management Capability

Since self-confidence and decision-making are an essential element and a recipe that the leader must characterize, and we do not forget the awareness that the leader possesses in managing work matters, flexibility, and prior knowledge of the steps to implement the work, which will facilitate and enable him to take the most difficult decisions in environments that may not be prepared initially for management. The ability to effectively manage people's learning and formulate, solve and overcome the obstacles they face is one of the highest levels of responsibility that characterizes the leader, which stems from the great faith in individuals. In contrast, individuals' belief in the capabilities of their leader, we need programmed education to develop effective managers with unique abilities, not marginalized. That "ethnic ability" is the ability to transfer "ability" within a single culture and to perform effectively in a multicultural

situation (Townsend and Cairns, 2001). Global knowledge, intercultural communication skills, flexibility, rationality, self-efficacy, appreciation of values, and self-learning to manage in new areas are the capability model's core. In its simplest form, it is an individual construct where Stevenson (1993) notes that justifiable confidence is in your ability to take appropriate and effective action, communicate effectively, cooperate with others and learn from experience in changing and unfamiliar circumstances. Also, Western culture differs from Eastern culture. Educated managers cannot transfer their knowledge and knowledge and turn it into ability in the Eastern culture, and vice versa. There is a need for fundamental elements of experiential learning across cultures and consideration of aspects of 'global management ability' across courses and programmers, which will take transnational or international management students into actual 'global ability'. An essential component of "ability" is the development of self-efficacy, which can be defined as the ability of people to organize and implement courses of action required to achieve certain types of performance. It is not about the skills one has but the directing of those skills one has (Townsend, 2003:318-319).

2- Role perceptions

Role perception theory emphasizes the extent to which we infer our feeling states at the same level we conclude others' feeling states by observing our behavior and the context and interpreting it in the reality in which it occurs. Emotional feelings are supposed to arise from dynamic actions, not the other way around. Thus, the primary empirical difference between subjective perception (and other peripheral theories of emotion) and more traditional views is the prediction that if people could be induced to act as if they had particular feelings, attitudes, motives, or beliefs, they would report feeling for those states. Lots of research has proven that this effect occurs. This interpretive process, such as depth perception, is assumed to be automatic and occurs outside a person's consciousness when we perceive our feeling states. As an in-depth perception, we are unaware of the signals that lead to experience or the process that combines these signals to generate knowledge. All we perceive is the end product, whether it is the perception of depth or the feeling of emotion. In this self-perception view (Damrad-Frye, 1989:315).

1-3-2- Performance elements

There are two aspects or two trends related to performance (Soleimani, 2012:37)

1- Behavioral trend: It is represented by the speck and the employee's behavior within the organization, meaning that the behavior is in line with the skills, accuracy, and completion of the work required by the center.

1- The material aspect: It is represented in the worker's return or production, which is measured in terms of quantity and qualitative.

1-3-3- Performance evaluation

Researchers have wrapped around the performance appraisal currency as many concepts make it difficult to have a standard definition. As explained by the descriptions of job performance, the employee bears the tremendous burden, as he is the one who performs or fails to perform a task. To strive to achieve the organization's collective goals, the individual must put aside his personal goals. It also follows that the appropriate application of leadership styles as the requirements of the situation allows greater participation of the workforce and can also affect individual and organizational performance. Among the essential definitions of performance, an appraisal is the following (Abubakar, 2020:8).

Evaluation is the way through which the level of efficiency, effectiveness, success, or failure to achieve the set goals is determined, and evaluation includes the formulation of plans and knowledge of the appropriate standard that is used in measuring the degree of success with an explanation and recommendations for subsequent activities and programs (Al-Clad, 2008:38).

Performance evaluation is defined as "studying and analyzing the performance of employees for their work and observing their behavior and behavior at work to judge the extent of their success and level of competence in carrying out their work." Also. Randall defines them as "procedures that assist in gathering information, giving and using information gathered about individuals to improve their performance at work" (Ashour, 2015:21).

1-3-4- Determination of job performance

To determine the performance of employees, it is necessary to know the factors that determine this level. Therefore, Soliman mentioned that performance is determined by three factors, which are (Sharif, 2013:43):

1- **Motivation** to act: Motivation means "the sum of the internal forces that stem from the subjectivity of the individual, and that move and directs his behavior in a specific direction."

Because of the importance of motives for human resources and organizations, contemporary management has given particular importance. It has benefited from studies of psychology and organizational behavior in the emergence of different models of motivation and job satisfaction, which have a significant impact on workers' performance and increase (their productivity). The simple definition of motivation is what makes people put real effort and energy into what they do. The field of motivation is characterized by an abundance of different theoretical frameworks and models that make it difficult, if not impossible, to identify similarities and differences. Pinder (1998) sees the motive for action as a set of active forces that arise within and outside the individual's being to initiate action-related behavior and determine its form, direction, intensity, and duration, and Motivation theorists also activate motivation as the direction, effort, and persistence of behavior (Srivastava, 2011:4).

2 - **Work environment** (work climate): The work environment consists of two parts, namely the internal environment of the organization and the external environment surrounding it. As for the internal environment, it is represented in all the components of the organization, including policies, leadership, systems, and others, while the external environment consists of three environments, which are the environment The global, regional background, local environment, and all these environments have their impact on the organization despite being outside the control of the organization's management, so it is necessary to follow the elements of the environment and the changes that may occur and the extent of their impact on the organization. Thus, we assume that, although meaningful inter-organizational differences should be expected on work environment dimensions, there will often also be significant inter-organizational differences between divisions, departments, and workgroups. Farther more, it might be assumed

that even organization-wide elements, such as top management directives, might be perceived somewhat differently by different groups within an organization (Amabile, 1996:1157).

3 - The ability to perform the work: the management of the organization must be aware of the capabilities of individuals, their motives, and trends to be able to distribute the work and tasks to the workers in a correct manner, that is, put the right man in the right place. Ashour mentioned that there are attempts by some scholars to prepare a model for determinants of performance that depends on three factors: effort, and characteristics, Personality, and the individual's perception of his job role. Where we find that the exerted effort shows the degree of enthusiasm of the individual to perform the work and the extent of his motivation to complete, while His reason depends on the individual's abilities and previous experiences, while the individual's perception of his job role is represented by (his behavior while performing his work, but the management scholars could not agree on the determinants of performance because it is difficult in practice.

1-3-5- Dimensions and trends of job performance

Performance has dimensions that depend on it in any institution, which are organizational procedures and mechanisms based on the increased awareness of the organization and are represented by the organizational extent and the approved organizational systems and agencies and their impact on performance in light of them, noting that this measurement is directly related to the organizational structure and not to the expected results of a social nature. The standards adopted in measuring organizational effectiveness play an essential role in evaluating performance. At the same time, in the social dimension, it indicates the extent of achieving satisfaction among the organization's individuals of all levels because employee satisfaction indicates individuals' loyalty to their organization. The management literature has suggested that the quality of management in institutions depends on the extent of harmony between economic and social activity (Tauguri, 2014:53).

1-3-6- Factors affecting job performance

Several factors affect job performance and determine the individual performance level of an employee, the most important of which are:

1- Organizational climate: it refers to factors within the organization such as leadership style, the nature of the organizational structure, the legislation in force, the characteristics of the organization's internal environment, and other factors that positively affect such as motivation and employee satisfaction.

2- The employee's morale: it shows the employee's attitude and attitudes, which have received the attention of the researchers, as they concluded that there is a positive relationship between the effect of the upbeat leadership style and the employee's performance.

3- The extent of the employee's ability to understand his work and the importance of his career with the theories presented at work and enhance his understanding of them at work and perseverance by developing himself and increasing his experiences to overcome difficulties and improve performance.

3- Different levels of performance. Among the common mistakes that the different leadership styles fall into is linking employee performance rates to productivity or payoff. This method is lost to a performance evaluation system to distinguish between the hardworking employee with high performance and the hardworking employee with average performance and the unproductive employee.

4- Job satisfaction problems are affected by many factors, which we will mention later, and their direct impact on performance, which increases performance with increased satisfaction and decreases in the event of dissatisfaction (Baqalya, 2018:96).

And due to the importance of knowing the factors that affect the performance of employees (negatively or positively), what they are and their divisions, and what is implied in the title of our research, the effect of leadership behavior on job satisfaction and job performance, we had to delve into the factors and classifications through which improvement of management's knowledge of workers can be improved. We have cited the experience that The University of North Carolina in the United States of America has divided or classified its performance management system into classifications, including:

1- The excellent class is that type of performance that exceeds the specified expectations for everyday performance.

- 2- Those classified as outstanding performers, those who achieved what was expected of them, and sometimes more than expected.
- 3- Good, which is just the fulfillment of work expectations and the effort of the employee himself.
- 4- Without good, which employees achieve what is required of them for several reasons, such as lack of employee skills and the lack of work environment?
- 5- Unsatisfactory, such as the employee who fails to integrate into the work environment and needs direct and continuous supervision and needs to repeat the same tasks because he does not have the necessary skills (Zanati, 2019:19-20).

FOURTH TOPIC: THE EFFECT OF LEADERSHIP ON JOB PERFORMANCE AND JOB SATISFACTION

1-4-1- Leadership style and its impact on job performance

Institutions of different types and sizes face a common challenge represented in their need to raise their level of performance to be able to adapt to rapid change, and from here emerges the compelling importance of the leader as a person who has a functional and social relationship with the group he leads, and the significant role that he plays in influencing their actions and directing them. There is no doubt that the leadership style applied in any organization and followed by individuals directly impacts their work performance and their achievement of the goals to be achieved (Nassira qtal, 2015:3-48).

There is a lot of debate among professionals regarding leadership styles and performance. With the emergence of the research, it became possible for the different leadership styles to determine the relationship between leadership styles and organizational performance, either to have a positive or negative correlation compared to leadership styles. The corporate performance had significant results, as the results showed a positive relationship between leadership styles and performance. Understanding the effects of leadership on performance is crucial because they are seen as vital driving forces for improving company performance. Leadership style influences individuals' behavior, creativity, and stress management and predicts critical work-related outcomes such as task performance. It also confirms that the employees' performance differs according to the leadership style used, was it democratic or authoritarian. It was found that teachers' job performance was better in schools where school principals use the autocratic leadership style than schools in which school principals use the democratic kind and that the trusted leadership style showed an effect. The study also revealed that although worker performance increases with reliable coaches and policies, human values are often undermined. A survey by Oboro et al. (2011) found that the transactional leadership style (autocratic) was more suitable for motivating job performance in small business organizations than the transformational leadership style (non-democratic) as the organization developed, grew, and matured. However, transactional leadership (extreme authoritarian style) was more important than transformational leadership (democratic/participatory leadership style) (Samsudin Wahaba, 2015).

1-4-2- Leadership Style And Its Impact On Job Satisfaction

Knowing the extent of the influence of leadership behavior on job satisfaction will not have taken on great importance among researchers and thinkers during the last years of the twentieth century, and studies on this topic have continued to our present time, including:

A previous study conducted at the University of Michigan indicated the security of the close relationship between leadership behavior and job satisfaction among workers by defining two dimensions: interest in work and production and concern for workers, where the first dimension describes the leader's focus on display and the technical aspects of employment, As for the second dimension, it indicates the extent of the leader's interest in workers and the importance of satisfying their needs, and these studies indicated that the leader who develops the relationship between him and the subordinates has an apparent effect on the high level of satisfaction they have, while the leader who focuses on work and production and neglects the workers reflects on their level of satisfaction With the negative view of that leader, the University of Ohio studies supported these results (Yunus & Muhammad, 2016:37).

SECTION TWO METHODOLOGY

RESEARCH PROBLEM

2.1 INTRODUCTION

This chapter came as a complement to the theoretical study on the topic. After discussing the theoretical chapter's concepts related to the research topic, represented by the effect of leadership behavior on job performance and job satisfaction, this relationship must be field-tested to enrich scientific research and give a correct and clear picture of the topic. The Technical University of Duhok to determine the extent to which what was stated in theory matches what is happening.

This study aims to know the effect of leadership styles (democratic, accessible, and autocratic) on job performance (motivation, capabilities, role perception) and job satisfaction (empowerment, working conditions, teamwork) at the Polytechnic University of Duhok, and the questionnaire was relied on to collect data to achieve the objectives of the study represented in identifying the styles and patterns of Leadership, job performance, and job satisfaction, the study concluded that.

There is an influence of the independent variable, leadership behavior, on dependent variables, job performance, and job satisfaction at a significant level. Leadership is a vital element in institutions of all types. Nature of work is an integrative process that arises in light of a group of elements within a specific framework to achieve the desired goals, which requires a great effort and a continuous challenge on the part of the leader who plays an essential role in how to satisfy the needs of the minors and achieve harmonization between the goals of the institution on the one hand and the plans of subordinates on the other hand. For the leader to perform his role effectively, a set of leadership and technical qualities and competencies must be available to him, as no leader can dispense with them. It will not have any meaning unless it contributes to the ability of leaders to influence subordinates in the direction of achieving the goals of the institution, and perhaps achieving these goals is only through the performance of the subsidiaries and to gain their job satisfaction also. Therefore, every academic and managerial leader must influence the members of the subordinate group to contribute to raising the organization's job performance and employee job satisfaction.

2.2. DESIGN OF THE STUDY

The study's design reflects how the researcher follows to plan to execute his study to get the most valid findings. Therefore the research design is fundamental due to its determination of the success and failure of the research. The research design decision will also give the researcher a detailed guide to executing the investigation by relating the art and the scientific ways to prepare the study.

This study aims to test its hypotheses, which deal with a correlation that checks the relationship between the three variables of the research. It also tries the impact of leadership behavior on both job performance and job satisfaction with their dimensions at the colleges and institutions Polytechnic of Duhok University in Iraq. Besides that, the research design contains testing the differences in variables of the study according to the characteristics of the individual of the sample. Moreover, all the hypotheses will be measured by both quantitative and qualitative indicators.

2.3. FRAMEWORK OF THE STUDY

The framework of this study will be limited to three main variables, leadership behavior which represents the independent variable, while job performance, and job satisfaction which means the dependent variables. Figure (9) shows the model of the study and explain the relations between the three variables and their dimensions:

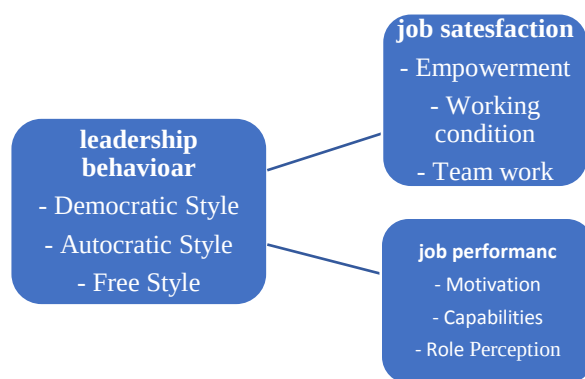


Figure (9) The Model Of The Study

According to the model of the study, we will try to answer some questions that structure the problem of the study, which are as the following:

1. Which leadership behavior did the leaders in the sample depend on when they lead their subordinates in the colleges and institutions of the polytechnic university of Duhok?
2. On which dimension do the leaders in the sample depend on to enhance their subordinates' job performance in the colleges and institutions of the polytechnic university of Duhok?
3. On which dimension do the leaders in the sample depend on to achieve their subordinates' job satisfaction in the colleges and institutions of the polytechnic university of Duhok?
4. Are there any relations between leadership behavior and both job performance and job satisfaction?
5. Is there any impact of leadership behavior on both job performance and job satisfaction?
6. Are there any differences between the sample in dealing with leadership behavior, job performance, and job satisfaction according to their demographic characteristics?

2.4. HYPOTHESES OF THE STUDY

Depending on the model of the study, the researcher adopted three main null hypotheses to test the relations between the variables of the study, and they are:

- H1: leadership behavior significantly correlates with job performance and job satisfaction at level (0.05).
- H2: leadership behavior significantly impacts job performance and job satisfaction at level (0.05).
- H3: There are differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level (0.05).

2.5. POPULATION AND SAMPLE SIZE

The current study population consists of all academic and managerial leaders in all colleges and institutions of Duhok Polytechnic University. Random sampling was adopted as a method in selecting the sample of the study amounting to 118 respondents whose job titles are dean, assistant dean, and head of scientific departments, to whom the questionnaire will be distributed through field visits.

2.6. THE INSTRUMENT OF THE STUDY

The main instrument of the study is the questionnaire that the individuals of the sample will complete without any intervention from the researcher. In this study, the questionnaire was used to collect data from the field side, enabling the researcher to carry out the required analyses, test the study hypotheses, and present and discuss the results. The questionnaire is designed to explore the relationship between leadership behavior and job performance and job satisfaction in the colleges of Duhok Polytechnic University in Duhok. This questionnaire includes two sections. The first section contains demographic information such as gender, age, marital status, level of education, job title, scientific title, and service years.

The second section is divided into three parts.

1. **The independent variable:** This contains 18 structured questions adapted for measuring leadership behavior and its dimensions according to the literature reviews.
2. **The first dependent variable** contains 18 structured questions adapted for measuring job performance and its dimensions according to the literature reviews.
3. **The second dependent variable** contains 18 structured questions adapted for measuring job satisfaction and its dimensions according to the literature reviews.

The questionnaire depends on the five-point Likert scale to weigh the answer of the sample, as shown below:

Strongly disagree =1, Disagree =2, Neutral =3, Agree =4, and Strongly agree =5.

2.7. DATA COLLECTION

The data collection is based on two main sections. The theoretical section depends on the descriptive-analytical method for the supply of secondary data sources and scientific references. Still, the field section has been hanging on the analytical approach to analyze the raw data collected by the questionnaire from respondents and analyze them using the Statistical Package for Social Sciences (SPSS version 25).

2.7.1. Primary Data

The researcher collected the primary data using a questionnaire form; these data are unique and tailored specifically to a particular study. Wilson (2014: 151) mentions that preliminary data can be supported for three reasons. First, “when existing secondary data are unavailable; second, existing secondary data may not be appropriate to your study; finally, some institutions require students to undertake primary research, whereas in others may not be a necessity”. For this research, primary data were collected by a printed questionnaire. The questionnaires were distributed among all academic and managerial leaders at colleges and institutions of Duhok Polytechnic University. For this study, a total of (200) questionnaires were distributed; 118 valid questionnaires for analysis.

2.7.2. Secondary Data

For this study, secondary data were primarily collected from textbooks, journal articles, magazines, conferences, and the internet, presented in the literature review. Furthermore, findings from earlier research in the same area have served as a valuable basis for supporting material.

2.8. DATA ANALYSIS

To analyze the data of the study, many statistical measures will be used as follows:

1. Cronbach’s alpha was used to measure the reliability and credibility of the study variables.
2. Tests study data to follow the parametric or nonparametric analysis.
3. Descriptive statistics involve percentages, frequencies, means, and standard deviation.
4. The hierarchical cluster analysis to test the model of the study.
5. The multi-correlation analysis was used to examine the relationship between the study variables and their dimensions using the Pearson method.
6. Linear regression analysis using enter and stepwise methods to analyze the expected effect of the independent variable on the dependent variable in our study.
7. Compare means by using independent two-sample T-test & one-way ANOVA methods to analyze the differences toward the study variables according to demographic characteristics of the sample.

SECTION THREE CONCLUSION AND RECOMMENDATIONS

3. RESULTS DISCUSSION

The researcher allocated this chapter is to introduce the results of the field side and to discuss them along with the relations between the variables of the study, which were as follows:

3.1. Population and Sample of the Study

The Polytechnic University and its colleges and institutions at Duhok in Iraq represent the field for our study. On another side, all the individuals acting in academic and managerial positions represent the study population. The study's final sample was represented by several individuals who reached (118), like the deans and their assistants, heads of scientific departments, and the heads of management departments. Our focus on this sample related to the following reasons:

1. The characteristics of the study variables and their dimensions can be available very well in this sample.
2. This education sample could answer the questionnaire's questions rationally, which will help the researcher get valuable data for his study.
3. The Polytechnic University represents a Public organization as they are a governmental and non-profit university and has a good reputation among the members of the Duhok community.

3.2. Questionnaire Distribution

The population consists of (98) individuals as academic members like deans and their assistants and the heads of scientific department who represent the educational leaders in (18) colleges and institutions. Also, the (119) individuals represent the managerial leaders in this population. So, the whole population was (217) individuals. The researcher distributes (200) copies of the questionnaire, which represent (74.9%) of the people, and just (120) forms were returned, (2) of them were not valid for the analysis, according to that the final sample of the study was (118) sample with a percentage of (54.4%) from the population of the study. Table (4-1) shows the sample and the questionnaire distribution.

Table (4-1) Questionnaire Distribution

Sec.	Colleges and Institutions	Distributed Questionnaire No.	Collected Questionnaire No.	Valid Questionnaire No.
1	Duhok Polytechnic University	30	22	22
2	Duhok Technical Institute	30	13	13
3	Akre Technical Institute	30	20	20
4	Technical College of Health Shekhan	10	6	6
5	Shekhan Technical Institute	20	13	13
6	Amedi Technical Institute	30	20	20
7	Technical College of Engineering	20	7	5
8	Technical College of Petroleum and Minerals-Zakho	10	8	8
9	Zakho Technical Institute	20	11	11
Total		200	120	118
Final sample				118

3.3. Testing the Questionnaire of the Study

The questionnaire of this study goes through several tests to examine its reliability, validity, and consistency before the final distribution of the sample. The questionnaire was distributed on an exploratory example consisting of (30) individuals at the polytechnic university colleges and institutions to do these tests. From collected data, we conduct the questionnaire tests like the following:

3.3.1. Reliability Test: The analysis of the reliability done by the Cronbach Alpha indicator, which is the most suitable for the researches that use the questionnaire as a tool for collecting data, the results of this test as in table (4-2) show the following:

1. The reliability coefficient for the entire questionnaire was (0.913). This result indicates that the questionnaire cross successfully the reliability test compared with the critical value of the standard reliability coefficient (0.60), as it is greater than the critical value.
2. At the level of the variables, it seems that the value of the leadership behavior variable was (0.742), the value of the job performance variable was (0.843), while the value of the job satisfaction variable was (0.853). Also, those values are more significant than the critical value (0.60), so we can confirm that all the variables items in the questionnaire cross the reliability test.
3. On the dimension's level, the highest value for reliability coefficient was recorded at the teamwork dimension with (0.825). In contrast, the lowest value was recorded at the role perception dimension with the value of (0.614). These values were also more significant than the critical value (0.60), so we can confirm that all the dimensions' items in the questionnaire cross the reliability test.

Table (4-2) Questionnaire Reliability Test - Cronbach alpha

Variables	Dimensions	Coefficient Value	Items No.
Leadership Behavior	Democratic leadership	0.624	6
	Autocratic Leadership	0.713	6
	Free Leadership	0.669	6
Total Indicator for Leadership Behavior		0.742	18
Job Performance	Motivation	0.703	6
	Capabilities	0.821	6
	Role Perception	0.614	6
Total Indicator for Job Performance		0.843	18
Job Satisfaction	Empowerment	0.665	6
	Working condition	0.763	6
	Team work	0.825	6
Total Indicator for Job Satisfaction		0.853	18
Total Questionnaire items		0.913	54

3.3.2. Validity Test: This is the test that confirmed the ability of the questionnaire to measure what was set for it or the characteristic to be measured. The validity is measured by the coefficient based on a strong correlation between the questionnaire reliability and its validity, according to the equation (Validity = Square root of the reliability coefficient). So, taking the square root of the value of the reliability coefficient (0.913), the degree of validity will be equal to (0.956), which is a high value indicating the validity of the questionnaire's content.

3.3.3. Consistency Test: The consistency for the questionnaire represents the multiple relations between its items. The Pearson method was adopted to identify the character between the research variables and dimensions to conduct this test. The results attached in Appendix indicate that most of the items had significant relationships with significant levels of (0.05) and (0.01). This suggests the consistency of the objects of the research variables and their dimensions.

3.4. Testing the Data of the Study: The statistical analysis according to the parametric or non-parametric tests requires checking the research data with some the conditions like normality, homogeneity of variance, and the independence of the independent variables and their dimensions. If the data passed these conditions, then testing study hypotheses goes through the parametric tests, which are more accurate than the non-parametric tests. Therefore the current data of the study has been subjected to the following tests:

3.4.1. Testing the Normality Condition: the normality test is the condition for the availability of the normal distribution (Z) indicator in the study's data. So, we execute the (Z) test was according to the method of (Kolmogorov – Smirnov) to verify this condition, as the results of the analysis in the results in the table (4-3) showed that all results of the calculated (P-Value) for the dimensions of the leadership behavior variable was more significant than the default value of the study's level of significance which is (0.05), depending on this results the current data takes the form of the required normal distribution. These results enable us to use parametric tests to test the hypotheses of this study.

Table (4-3) The Normality Test

Variable & Dimensions	Mean	STD	Calculated (Z)	Tabulated (Z)	P-Value or Sig.
Democratic leadership	4.068	.469	.954	3.297	.275
Autocratic Leadership	3.366	.657	.984	2.285	.070
Free Leadership	3.615	.446	.976	2.881	.105
Leadership Behavior	3.683	.404	.985	3.018	.098
Motivation	4.042	.510	.966	3.203	.174
Capabilities	3.706	.696	.983	2.561	.160
Role Perception	3.857	.519	.975	4.711	.101
Job Performance	3.869	.462	.987	4.629	.200
Empowerment	3.644	.643	.986	4.702	.172
Working condition	4.045	.585	.923	5.007	.232
Team work	4.185	.612	.919	5.192	.319
Job Satisfaction	3.958	.494	.962	4.771	.135

3.4.2. Testing the Independence Condition: The independency of the variables of the study test aims to detect if there is a correlation inflation phenomenon (Multi Collinearity) between the dimensions of the independent variable or not, if there is no correlation inflation, then we can apply the parametric measures to test our hypotheses, so to check that, we test our data with two measurements, the first one called variation inflation coefficient (VIF) and the second is the tolerance coefficient. The results in a table (4-4) for the three dimensions for the leadership behavior show that the values of (VIF) for all dimensions were more minor than the expected value or critical value (10) and ranged between (1.540 – 4.498), and the tolerance values ranged between (0.222 - 0.650), which is greater than (0.05) default level of the study, this will give us the authority to use the parametric measures to test our hypotheses because there is no correlation inflation between the dimensions of the independent variable.

Table (4-5) The Independence Test

Independent Variables	Dimensions	Tolerance	VIEW
Leadership Behavior	Democratic leadership	.650	1.540
	Autocratic Leadership	.253	3.955
	Free Leadership	.222	4.498

3.4.3. Testing the Homogeneity Condition: Levene's measurement tested the homogeneity of variance for our data. The data passed the homogeneity condition if the P-value of the Levene test is more significant than 0.05, the results in the table (4-5) indicated that the calculated P-values for the variables of the study and its dimensions were more significant than the value (0.05), these results confirmed by the weight of estimated Levene's coefficient for all variables and its dimensions were more extensive than the tabulated value (3.941) for this coefficient with the degrees of freedom (1 - 95), so the requirement of homogeneity of variance in the data of this study was verified, and this allows us to use the parametric measures to test our hypotheses.

Table (4-6) Homogeneity of Variance Tests

Variables	Dimensions	Levene's Coefficient	P-Value
Ethical Work Climate	Egoism Climate	6.519	0.173
	Benevolence Climate	4.071	0.303
	Principal Climate	5.970	0.238
Management of Organizational Conflict	Avoiding Strategy	5.964	0.226
	Smoothing strategy	3.966	0.664
	Compromising Strategy	6.889	0.145
	Dominance Strategy	7.197	0.149
	Confronting Strategy	4.222	0.308

3.5. Testing the Model of the Study

To test the model study, there are few ways to achieve. In our research, we depend on the Hierarchal Cluster Analysis which is a classified analysis to verify that the theoretical model design by the researcher can accomplish the objectives of the study in exploring the relations and effects between the variables of the study, and to achieve this purpose the results of cluster analysis indicate the following:

3.5.1. Leadership Behavior Variable: To ensure that the three chosen dimensions in our model belong to the leadership behavior variable, the following steps confirm that:

1. It appears from the cluster analysis results in the table (4-7) that the matrix of distance in characteristics between the leadership behavior variable and its dimensions was similar in its upper and lower diagonals. Thus, the results of this matrix indicate that the distances or convergences between the dimensions of this variable were reasonable, demonstrating the strength of homogeneity between those dimensions and the variable to which they belong. As the values mentioned in the table show that the closer the value of the relationship between the variables to the one is actual, this indicates the intensity of the homogeneity in the characteristics between this variable and its measured dimensions. It is noticed that all the values in the matrix indicate a state of uniformity in the elements, ranging in their levels between medium and high. Compared to the traditional value of homogeneity of (1) one, the highest value of uniformity was recorded between leadership behavior and free leadership, with a homogeneity value of (0.941), and the lowest value of homogeneity between leadership behavior and democratic leadership with a value of (0.515).

Table (4-7) Distance Matrix for the Leadership Variable & Its Dimensions

Case	Democratic	Autocratic	Free	Leadership
Democratic	1	0.101	0.347	0.515
Autocratic	0.101	1	0.811	0.840
Free	0.347	0.811	1	0.941
Leadership	0.515	0.840	0.941	1

2. figure (10) shows the clustering tree for the leadership behavior variable and its three dimensions, from which it is evident that there is acceptable homogeneity at the level of the dimensions of this variable due to the existence of spacing between the periods of meeting the dimensions with each other. According to the scale, whose period ranges between (zero and 25) and is divided into classes of (5) length, we can attribute this to a substantial homogeneity between the leadership behavior variable and the dimensions of free leadership and autocratic leadership. At the same time, we see moderate homogeneity between the leadership behavior variable and the dimension of democratic leadership. Still, despite this case, all dimensions of the leadership behavior variable have converging features, confirms the desired homogeneity in characteristics between the leadership behavior variable and its dimensions.

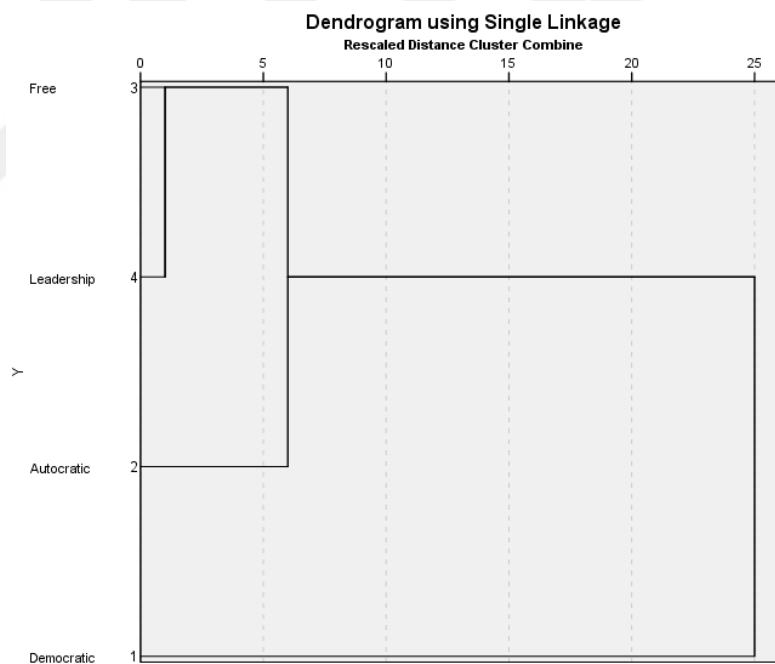


Figure (10) The Cluster Tree for Leadership Behavior & Its Dimensions

3.5.2. Job Performance Variable: To ensure that the three chosen dimensions in our model belong to the job performance variable, the following steps confirm that:

1. It appears from the cluster analysis results in the table (4-8) that the matrix of distance in characteristics between the job performance variable and its dimensions was similar in its upper and lower diagonals. Thus, the results of this matrix indicate that the distances or convergences between the dimensions of this variable were promising, demonstrating the strength of homogeneity between those dimensions and the variable to which they belong. As the values mentioned in the table show that the closer the value of the relationship between the variables to the one is actual, this indicates the intensity of the homogeneity in the characteristics between this variable and its measured dimensions. It is noticed that all the values in the matrix indicate a state of uniformity in the elements, ranging in their levels between medium and high. Compared to the traditional value of homogeneity of (1) one, the highest value of uniformity was recorded between job performance and capabilities, with a homogeneity value of (0.863), and the lowest value of homogeneity between job performance and motivation with a value of (0.685).

Table (4-8) Distance Matrix for the Job Performance Variable & Its Dimensions

Case	Motivation	Capabilities	Role Perception	Job Performance
Motivation	1	0.334	0.399	0.685
Capabilities	0.334	1	0.637	0.863
Role Perception	0.399	0.637	1	0.841
Job Performance	0.685	0.863	0.841	1

2. figure (10) shows the clustering tree for the job performance variable and its three dimensions, from which it is evident that there is acceptable homogeneity at the level of the dimensions of this variable due to the existence of spacing between the periods of meeting the dimensions with each other and according to the scale whose period ranges between (zero and 25) and divided into classes of (5) length, we can attribute this to the existence of a substantial homogeneity between the job performance variable and the dimensions of capabilities, role perception, and motivation, this mean that all dimensions of the job performance variable have converging features, confirms the desired homogeneity in characteristics between the job performance variable and its dimensions.

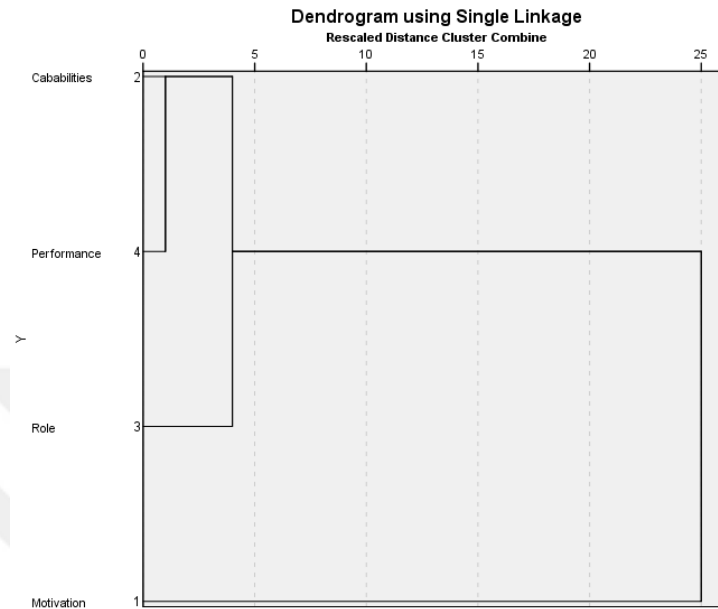


Figure (10) The Cluster Tree for Job Performance & Its Dimensions

3.5.3. Job Satisfaction Variable: To ensure that the three chosen dimensions in our model belong to the job Satisfaction variable, the following steps confirm that:

1. It appears from the cluster analysis results in the table (4-9) that the matrix of distance in characteristics between the job satisfaction variable and its dimensions was similar in its upper and lower diagonals. Thus, the results of this matrix indicate that the distances or convergences between the dimensions of this variable were reasonable, demonstrating the strength of homogeneity between those dimensions and the variable to which they belong. As the values mentioned in the table show that the closer the value of the relationship between the variables to the one is actual, this indicates the intensity of the homogeneity in the characteristics between this variable and its measured dimensions. It is noticed that all the values in the matrix indicate a state of uniformity in the elements, ranging in their levels between medium and high. Compared to the traditional value of homogeneity of (1) one, the highest value of uniformity was recorded between job satisfaction and capabilities, with a homogeneity value of (0.860), and the lowest value of homogeneity between job performance and motivation with a value of (0.745).

Table (4-9) Distance Matrix for the Job Satisfaction Variable & Its Dimensions

Case	Empowerment	Working Condition	Team Work	Job Satisfaction
Empowerment	1	0.443	0.329	0.745
Working Condition	0.443	1	0.660	0.860
Team Work	0.329	0.660	1	0.816
Job Satisfaction	0.745	0.860	0.816	1

2. figure (11) shows the clustering tree for the job satisfaction variable and its three dimensions, from which it is evident that there is acceptable homogeneity at the level of the dimensions of this variable due to the existence of spacing between the periods of meeting the dimensions with each other. According to the scale whose period ranges between (zero and 25) and is divided into classes of (5) length, we can attribute this to the existence of a substantial homogeneity between the job satisfaction variable and the dimensions of working conditions, teamwork, and empowerment, this means that all dimensions of the job satisfaction variable have converging features, confirms the desired homogeneity in characteristics between the job satisfaction variable and its dimensions.

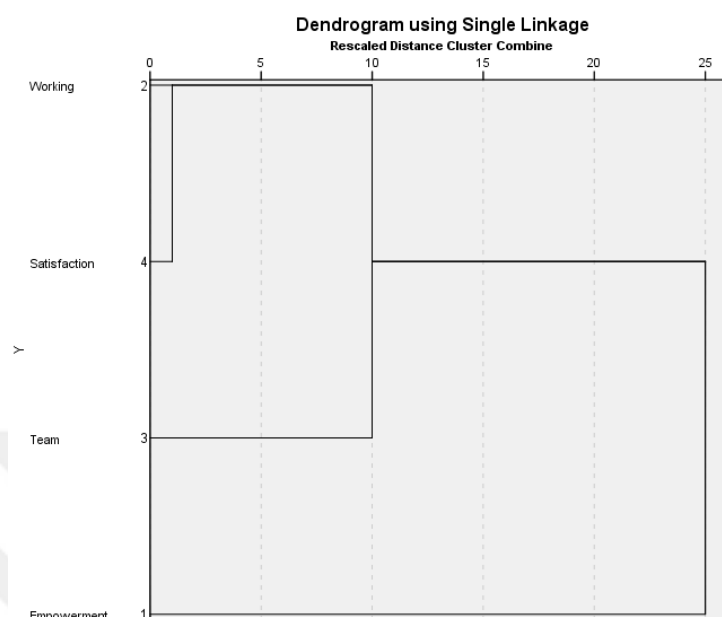


Figure (11) The Cluster Tree for Job Satisfaction & Its Dimensions

3.6. Demographic Characteristics of the Sample

The results in the table (4-10) describe the demographic characteristics of respondents or the individuals of the sample:

1. The Gender: The frequency of the male in the sample were (79), and they represent about (66.9%) of the sample size, while the percentage of females was (33.1%) with the frequency of (39) from the size of the sample (118).

2. Age: The results indicate that the highest percentage of this characteristic was (51.7%) of individuals with an age of (30 less than 40 years), while the lowest rate was (5.9%) at the age class (50 years and more), this indicates that the majority of leaders in the polytechnic university were at the middle of their age, while the rest of the sample individuals is divided between these two percentages.

3. Marital Status: According to this characteristic, the percentage of married reach (77.1%) from the sample size with the frequency of (99), on the side the frequency of the single were (27), and they represent (23.9%) from the sample.

4. Level of Education: the results show that (48.3%) of the sample have a bachelor's degree, also (26.3%) with technical diploma degree, (14.4%) hold a master degree, (6.7%) with secondary school and less, and the rest of the sample (3.4%) with the Ph.D. degree.

5. Job Title: The sample according to job title was distributed into (48.3%) academic leadership and (51.7%) managerial leadership.

6. Scientific title: The results of scientific title show that (27.1%) from the academic and managerial leaders with an assistant lecturer title, (19.5%) with a lecturer title, (9.4%) with an associate professor, and (4.2%) with a professor title, while (39.8%) of the sample without scientific label and they all represent the managerial leaders.

7. Service years: the results in the table (4-9) indicate that the leaders with (1 less than ten years). Service represents (55.1%) from the sample size, then came the leaders with service year (10 less than 20 years) after that with the percentage of (38.1%), while the lowest rate was the class of service (20 years and more) representing (6.8%) from the sample size.

Table (4-10) The Demographic Characteristics of the Sample

Variable	Class	Frequency	Percent
Gender	Male	79	66.9
	Female	39	33.1
Age	20 less than 30	18	15.3
	30 less than 40	61	51.7
	40 less than 50	32	27.1
	50 and more	7	5.9
Marital status	The married	91	77.1
	Single	27	22.9
Level of education	PhD	4	3.4
	Master	17	14.4
	Bachelors	57	48.3
	Diploma	31	26.3
	Secondary School and less	9	7.6
Job Title	Academic staff	57	48.3
	Employee staff	61	51.7
Scientific Title	Assistant lecturer	32	27.1
	Lecturer	23	19.5
	Assistant Professor	11	9.4
	Professor	5	4.2
	Without Sc. Title	47	39.8
Service years	One less than 10	65	55.1
	Ten less than 20	45	38.1
	20 and more	8	6.8
Total		118	100.0

Describing the Variables of the Study

To describe the sample responding levels toward the study variables and their dimension, the researcher uses descriptive statistics like frequencies, percentages, means, and standard deviations. The results of this analysis are as following:

3.6.1. Leadership Behavior

The results of descriptive statistics for this variable and its dimensions give us the following indicators:

1. Democratic Leadership: the results in a table (4-11) represents the respondent's views towards describing the items (X1-X6) for democratic leadership dimension according to the descriptive statistics, shows that the agreement on the things of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a portion of (80.1%) in exchange for disagreement (strongly disagree and disagree) on this was (4.8%), while the percentage of individuals who had no opinion about the items of the democratic leadership style reached (15.1%), these results came with a mean of (4.07) and standard deviation of (0.795), this indicates that the sample agrees with a high-level that the contents of the democratic style items that adopted by this study are one of the dimensions of leadership behavior and thus, this style is considered with high levels to be one of the leadership behavior adopted by academics and managements in leading their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (X3) Which came with overall levels of the agreement reached (86.4%), in exchange for a disagreement by (1.7%), which indicates that the sample thinks that participation in decision making plays a key role for increasing the productivity of leaders and followers, this results came with a mean of (4.33) and a standard deviation of (0.752).

Also, the lowest item contribution on this dimension was (X6) with a percentage of agreement (62.8%) and disagreement (11%), which indicates that the leaders in the sample always let their subordinates determine their needs be done and how to do it in their assignment., this results came with a mean of (3.65) and a standard deviation of (0.851).

Table (4-11) Democratic Leadership Style

Phrases	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
X1	38	32.2	63	53.4	12	10.2	5	4.2	0	0	4.14	.761
X2	32	27.1	65	55.1	15	12.7	5	4.2	1	.8	4.03	.805
X3	57	48.3	45	38.1	14	11.9	2	1.7	0	0	4.33	.752
X4	41	34.7	56	47.5	19	16.1	1	.8	1	.8	4.14	.777
X5	41	34.7	55	46.6	16	13.6	6	5.1	0	0	4.11	.825
X6	16	13.6	58	49.2	31	26.3	13	11.0	0	0	3.65	.851
Average	-	31.8	-	48.3	-	15.1	-	4.5	-	0.3	4.07	0.795
Total	80.1				15.1		4.8				-	-

2. Autocratic Leadership: the results in a table (4-12) represents the respondent's views towards describing the items (X7-X12) for autocratic leadership dimension according to the descriptive statistics, shows that the agreement on the things of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a portion of (51.1%) in exchange for disagreement (strongly disagree and disagree) on this was (23.9%), while the percentage of individuals who had no opinion about the items of the autocratic leadership style reached (25%), these results came with a mean of (3.37) and standard deviation of (1.019), this indicates that the sample agrees with a mid-level that the contents of the autocratic style items that adopted by this study are one of the dimensions of leadership behavior and thus, this style is considered with mid-levels to be one of the leadership behavior adopted by academics and management in leading their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (X8) Which came with overall levels of the agreement reached (62.7%), in exchange for a disagreement by (35.6%), which indicates that the sample depends on his opinion in decision making when the time is limited., this results came with a mean of (3.67) and a standard deviation of (0.979).

Also, the lowest item contribution on this dimension was (X9) with a percentage of agreement (36.5%) and disagreement (55%), which indicates that the leaders in the sample generally are characterized by a performance for centralized decision-making power and reluctance to share position, energy, and authority with others, this results came with a mean of (2.93) and a standard deviation of (1.175).

Table (4-12) Autocratic Leadership Style

Phrases	Strongly Agree %		Agree %		Neutral %		Disagree %		Strongly Disagree %		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
X7	19	16.1	51	43.2	33	28.0	14	11.9	1	.8	3.62	.924
X8	23	19.5	51	43.2	28	23.7	14	11.9	2	1.7	3.67	.979
X9	12	10.2	31	26.3	22	18.6	43	36.4	10	8.5	2.93	1.175
X10	17	14.4	43	36.4	26	22.0	25	21.2	7	5.9	3.32	1.139
X11	10	8.5	38	32.2	37	31.4	28	23.7	5	4.2	3.17	1.024
X12	10	8.5	57	48.3	31	26.3	20	16.9	0	0	3.48	.874
Average		12.8		38.3		25.0		20.3		3.5	3.37	1.019
Total	51.1				25.0		23.9					

3. Free Leadership: the results in a table (4-13) represents the respondent's views towards describing the items (X13-X18) for free leadership dimension according to the descriptive statistics, shows that the agreement on the items of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a percentage of (59.2%) in exchange for disagreement (strongly disagree and disagree) on this was (18.1%), while the percentage of individuals who had no opinion about the items of the free leadership style reached (22.7%), these results came with a mean of (3.57) and standard deviation of (1.015), this indicates that the sample agrees with a mid-level that the contents of the freestyle items that adopted by this study are one of the dimensions of leadership behavior and thus, this style is considered with mid-levels to be one of the leadership behavior adopted by academics and management in leading their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (X13) Which came with overall levels of a deal reached (80.5%), in exchange for a disagreement by (2.5%), which indicates that the sample introduces their help to subordinates if their tasks were consistently above average, this results came with a mean of (4.00) and a standard deviation of (0.773).

Also, the lowest item contribution on this dimension was (X17) with a percentage of agreement (38.1%) and disagreement (34.8%), which indicates that leaders depend on commendations for their subordinates even when they perform poorly, this results came with a mean of (3.11) and a standard deviation of (1.211).

Table (4-13) Free Leadership Style

Phrases	Strongly Agree %		Agree %		Neutral %		Disagree %		Strongly Disagree %		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
X13	28	23.7	67	56.8	20	16.9	1	.8	2	1.7	4.00	.773
X14	30	25.4	55	46.6	22	18.6	11	9.3	0	0	3.88	.898
X15	27	22.9	45	38.1	26	22.0	16	13.6	4	3.4	3.64	1.083
X16	20	16.9	46	39.0	32	27.1	16	13.6	4	3.4	3.53	1.035
X17	19	16.1	26	22.0	32	27.1	31	26.3	10	8.5	3.11	1.211
X18	13	11.0	43	36.4	29	24.6	27	22.9	6	5.1	3.25	1.088
Average		19.4		39.8		22.7		14.4		3.7		
Total Indicator	59.2				22.7		18.1				3.57	1.015

To answer the first question mentioned in the methodology of this study, the results in tables (4-10), (4-11), and (4-12) shows that the leaders in the sample depend on democratic leadership behavior when they are leading their subordinates in the colleges and institutions of the polytechnic university of Duhok, this conclusion depend on the agreement percentages and means which indicate that there is a high level of agreement on the availability of the democratic behavior based on the value of a portion of agreement (80.1%) with mean of (4.07), and then

followed by the free leadership behavior based on the value of a percentage of agreement (59.2%) with mean of (3.57), and lastly followed by the autocratic leadership behavior based on the value of a portion of agreement (51.1%) with mean of (3.37).

3.6.2. Job Performance

The results of descriptive statistics for this variable and its dimensions give us the following indicators:

1. Motivation: the results in a table (4-14) represents the respondent's views towards describing the items (Y1-Y6) for motivation dimension according to the descriptive statistics, shows that the agreement on the things of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a portion of (80.2%) in exchange for disagreement (strongly disagree and disagree) on this was (4.1%), while the percentage of individuals who had no opinion about the items of the motivation reached (15.7%), these results came with a mean of (4.01) and standard deviation of (0.801), this indicates that the sample agrees with a high-level that the contents of the motivation items that adopted by this study are one of the dimensions of job performance that adopted by academics and management leaders to enhance the job performance of their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (Y1) Which came with overall levels of the agreement reached (92.4%), in exchange for a disagreement by (2.5%), which indicates that the sample focus on the needs of their employees to motivate increase achievement and productivity, this results came with a mean of (4.32) and a standard deviation of (0.761).

Also, the lowest item contribution on this dimension was (Y6) with a percentage of agreement (73.7%) and disagreement (8.4%), which indicates that motivation such as admission on success and responsibility is more significant than autonomy and self-development opportunity. These results came with a mean of (3.79) and a standard deviation of (0.876).

Table (4-14) Motivation

Phrases	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
Y1	52	44.1	57	48.3	6	5.1	1	.8	2	1.7	4.32	.761
Y2	26	22.0	70	59.3	20	16.9	2	1.7	0	0	4.02	.679
Y3	30	25.4	55	46.6	27	22.9	6	5.1	0	0	3.92	.829
Y4	42	35.6	53	44.9	19	16.1	3	2.5	1	.8	4.12	.829
Y5	38	32.2	58	49.2	18	15.3	2	1.7	2	1.7	4.08	.833
Y6	19	16.1	68	57.6	21	17.8	7	5.9	3	2.5	3.79	.876
Average		29.2		51.0		15.7		3.0		1.1		
Total Indicator	80.2				15.7		4.1				4.04	0.801

2. Capabilities: the results in a table (4-15) represents the respondent's views towards describing the items (Y7-Y12) for capabilities dimension according to the descriptive statistics, shows that the agreement on the items of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a percentage of (64.8%) in exchange for disagreement (strongly disagree and disagree) on this was (10.3%), while the percentage of individuals who had no opinion about the items of the capabilities reached (24.9%), these results came with a mean of (3.71) and standard deviation of (0.956), this indicates that the sample agrees with a high-level that the contents of the capabilities items that adopted by this study are one of the dimensions of job performance that adopted by academics and management leaders to enhance the job performance of their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (Y8) Which came with overall levels of the agreement reached (71.2%), in exchange for a disagreement by (8.4%), which indicates that the polytechnic university can manage resources, using organizational processes to influence the desired goals, this results came with a mean of (3.81) and a standard deviation of (0.972).

Also, the lowest item contribution on this dimension was (Y9) with a percentage of agreement (55.1%) and disagreement (8.5%), which indicates that the university can manage crises and have the capacity to withstand severe turmoil it faces. These results came with a mean of (3.63) and a standard deviation of (0.913).

Table (4-15) Capabilities

Phrases	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%		
Y7	23	19.5	60	50.8	19	16.1	9	7.6	7	5.9	3.70	1.057
Y8	26	22.0	58	49.2	24	20.3	5	4.2	5	4.2	3.81	.972
Y9	21	17.8	44	37.3	43	36.4	8	6.8	2	1.7	3.63	.913
Y10	20	16.9	58	49.2	30	25.4	8	6.8	2	1.7	3.73	.883
Y11	19	16.1	56	47.5	33	28.0	7	5.9	3	2.5	3.69	.903
Y12	26	22.0	48	40.7	27	22.9	15	12.7	2	1.7	3.69	1.010
Average		19.0		45.8		24.9		7.3		3.0		
Total Indicator	64.8				24.9		10.3				3.71	0.956

3. Role Perception: the results in a table (4-16) represents the respondent's views towards describing the items (Y13-Y18) for role perception dimension according to the descriptive statistics, shows that the agreement on the items of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a percentage of (72.2%) in exchange for disagreement (strongly disagree and disagree) on this was (7.7%), while the percentage of individuals who had no opinion about the items of the role perception reached (20.1%), these results came with a mean of (3.86) and standard deviation of (0.881), this indicates that the sample agrees with a good-level that the contents of the role perception items that adopted by this study are one of the dimensions of job performance that adopted by academics and management leaders to enhance the job performance of their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (Y16) which came with overall levels of the agreement reached (80.5%), in exchange for a disagreement by (2.5%), which indicates that the mission and purpose of the organization make the sample feel that their job role is essential, this results came with a mean of (4.05) and a standard deviation of (0.738).

Also, the lowest item contribution on this dimension was (Y17) with a percentage of agreement (59.3%) and disagreement (11.8%), which indicates that the sample must provide the results that subordinates want, such as exciting tasks, additional responsibilities, and greater rewards, this results came with a mean of (3.56) and a standard deviation of (0.901).

Table (4-16) Role Perception

Phrases	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean %	STD Fr.
	Fr.	%	Fr.	%	Fr.	%	Fr.	Fr.	%	Fr.		
Y13	28	23.7	56	47.5	29	24.6	4	3.4	1	.8	3.90	.831
Y14	31	26.3	57	48.3	22	18.6	5	4.2	3	2.5	3.92	.921
Y15	28	23.7	62	52.5	21	17.8	7	5.9	0	0	3.94	.809
Y16	32	27.1	63	53.4	20	16.9	3	2.5	0	0	4.05	.738
Y17	13	11.0	57	48.3	34	28.8	11	9.3	3	2.5	3.56	.901
Y18	31	26.3	53	44.9	16	13.6	13	11.0	5	4.2	3.78	1.087
Average		23.0		49.2		20.1		6.1		1.6		
Total Indicator	72.2				20.1		7.7				3.86	0.881

To answer the second question mentioned in the methodology of this study, the results in tables (4-13), (4-14), and (4-15) shows that the leaders in the sample depend on motivation when they want to improve the job performance in their colleges and institutions of the polytechnic university of Duhok, this conclusion depend on the agreement percentages and means which indicate that there is a high level of agreement on the availability of the motivation based on the value of a portion of agreement (80.2%) with mean of (4.04), and then followed by the role perception based on the value of a percentage of agreement (72.2%) with mean of (3.86), and

lastly followed by the capabilities based on the value of a portion of agreement (64.8%) with mean of (3.71).

3.6.3. Job Satisfaction

The results of descriptive statistics for this variable and its dimensions give us the following indicators:

1. Empowerment: the results in a table (4-17) represents the respondent's views towards describing the items (Y19-Y24) for empowerment dimension according to the descriptive statistics, shows that the agreement on the things of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a portion of (64%) in exchange for disagreement (strongly disagree and disagree) on this was (16.5%), while the percentage of individuals who had no opinion about the items of the empowerment reached (19.5%), these results came with a mean of (3.64) and standard deviation of (1.039), this indicates that the sample agrees with a mid-level that the contents of the empowerment items that adopted by this study are one of the dimensions of job satisfaction that adopted by academics and management leaders to improve the job satisfaction of their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (Y24) Which came with overall levels of the agreement reached (77.1%), in exchange for a disagreement by (5.9%), which indicates that the sample believes that empowering employees to carry out the tasks assigned to them is one of the best ways to improve job satisfaction, this results came with a mean of (3.95) and a standard deviation of (0.866).

Also, the lowest item contribution on this dimension was (Y22) with a percentage of agreement (43.3%) and disagreement (35.6%), which indicates that the sample depends on allowing employees to schedule their attendance and departure times to achieve empowerment. These results came with a mean of (3.08) and a standard deviation of (1.308).

Table (4-17) Empowerment

Phrases	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	Fr.	%	Fr.		
Y19	39	33.1	48	40.7	12	10.2	15	12.7	4	3.4	3.87	1.114
Y20	33	28.0	44	37.3	23	19.5	16	13.6	2	1.7	3.76	1.060
Y21	17	14.4	47	39.8	30	25.4	18	15.3	6	5.1	3.43	1.074
Y22	18	15.3	33	28.0	25	21.2	24	20.3	18	15.3	3.08	1.308
Y23	17	14.4	66	55.9	28	23.7	5	4.2	2	1.7	3.77	.810
Y24	30	25.4	61	51.7	20	16.9	5	4.2	2	1.7	3.95	.866
Average		21.8		42.2		19.5		11.7		4.8		
Total Indicator	64.0				19.5		16.5				3.64	1.039

2. Work Conditions: the results in a table (4-18) represents the respondent's views towards describing the items (Y25-Y30) for work conditions dimension according to the descriptive statistics, shows that the agreement on the items of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a percentage of (79%) in exchange for disagreement (strongly disagree and disagree) on this was (6.6%), while the percentage of individuals who had no opinion about the items of the work conditions reached (14.4%), these results came with a mean of (4.04) and standard deviation of (0.861), this indicates that the sample agrees with a high-level that the contents of the work conditions items that adopted by this study are one of the dimensions of job satisfaction that adopted by academics and management leaders to improve the job satisfaction of their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (Y29) Which came with overall levels of the agreement reached (92.4%), in exchange for a disagreement by (3.3%), which indicates that the sample provides and enables a trustworthy environment in

which employees feel supported is a crucial component for improving the job satisfaction, this results came with a mean of (4.38) and a standard deviation of (0.761).

Also, the lowest item contribution on this dimension was (Y26) with a percentage of agreement (68.7%) and disagreement (5.9%), which indicates that the sample the conditions faced by the employees of the university and departments. However, they are often ignored and are essential elements for achieving the university's goals. These results came with a mean of (3.81) and a standard deviation of (0.837).

Table (4-18) Work Conditions

Phrases	Strongly Agree %		Agree %		Neutral %		Disagree %		Strongly Disagree %		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	Fr.	%	Fr.		
Y25	28	23.7	59	50.0	17	14.4	13	11.0	1	.8	3.85	.939
Y26	23	19.5	58	49.2	30	25.4	6	5.1	1	.8	3.81	.837
Y27	43	36.4	55	46.6	15	12.7	4	3.4	1	.8	4.14	.830
Y28	48	40.7	50	42.4	12	10.2	7	5.9	1	.8	4.16	.896
Y29	59	50.0	50	42.4	5	4.2	3	2.5	1	.8	4.38	.761
Y30	33	28.0	53	44.9	23	19.5	8	6.8	1	.8	3.92	.907
Average		33.1		45.9		14.4		5.8		0.8		
Total Indicator	79.0				14.4		6.6				4.04	0.862

3. Team Work: the results in a table (4-19) represents the respondent's views towards describing the items (Y31-Y36) for teamwork dimension according to the descriptive statistics, shows that the agreement on the items of this dimension indicates that the percentage of agreement (strongly agree and agree) reached a percentage of (83.7%) in exchange for disagreement (strongly disagree and disagree) on this was (3.9%), while the percentage of individuals who had no opinion about the items of the teamwork reached (12.4%), these results came with a mean of (4.19) and standard deviation of (0.86136 this indicates that the sample agrees with a high-level that the contents of the teamwork items that adopted by this study are

one of the dimensions of job satisfaction that adopted by academics and management leaders to improve the job satisfaction of their employees at the Polytechnic University of Duhok.

To give more details at the partial level of the items of this dimension, it was found that the item that contributed most to raising the stories of the agreement was the item (Y31) Which came with overall levels of the agreement reached (87.3%), in exchange for a disagreement by (1.7%), which indicates that the collective tasks like factors of communication, trust, mutual respect, recognition, and cooperation contribute to enhance the job satisfaction., this results came with a mean of (4.28) and a standard deviation of (0.727).

Also, the lowest item contribution on this dimension was (Y36) with a percentage of agreement (78.8%) and disagreement (2.5%), which indicates that the sample the conditions faced by the employees of the university and departments. However, they are often ignored and are essential elements for achieving the university's goals. These results came with a mean of (4.10) and a standard deviation of (0.821).

Table (4-19) Team Work

Phrases	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Mean	STD
	Fr.	%	Fr.	%	Fr.	%	Fr.	Fr.	%	Fr.		
Y31	50	42.4	53	44.9	13	11.0	2	1.7	0	0	4.28	.727
Y32	58	49.2	42	35.6	15	12.7	2	1.7	1	.8	4.31	.822
Y33	48	40.7	56	47.5	7	5.9	5	4.2	2	1.7	4.21	.866
Y34	49	41.5	48	40.7	17	14.4	2	1.7	2	1.7	4.19	.867
Y35	37	31.4	58	49.2	14	11.9	7	5.9	2	1.7	4.03	.910
Y36	41	34.7	52	44.1	22	18.6	2	1.7	1	.8	4.10	.821
Average		40.0		43.7		12.4		2.8		1.1		
Total Indicator	83.7				12.4		3.9				4.19	0.836

To answer the third question mentioned in the methodology of this study, the results in tables (4-16), (4-17), and (4-18) shows that the leaders in the sample depend on teamwork when they

want to improve the job satisfaction in their colleges and institutions of the polytechnic university of Duhok, this conclusion depend on the agreement percentages and means which indicate that there is a high level of agreement on the availability of the teamwork based on the value of a portion of agreement (83.7%) with mean of (4.19), and then followed by the work conditions based on the value of a percentage of agreement (79%) with mean of (4.04), and lastly followed by the empowerment based on the value of a portion of agreement (64%) with mean of (3.64).

3.7. Testing the Hypothesis of the Study

To test the hypothesis of the study and discuss the results, the researcher depends on statistical measurements by using statistical packages for social sciences (SPSS V.25), as following:

3.7.1. Hypothesis One: The researcher conducts the correlations between the study variables and their dimensions by using multi correlation coefficient according to personal methods. The results indicate the following:

3.7.1.1. The table (4-20) shows the results of the analysis of the correlation between leadership behavior and job performance and their dimensions as following:

1. The relationship between the variable of leadership behavior and job performance was positive and significant according to the correlation coefficient (0.677), at the considerable level of (0.01). So, we can have concluded that if the leaders in the university of Duhok polytechnic try to improve their leadership behavior, this will enhance their employees' job performance.
2. The relationship between the variable of leadership behavior and the dimensions of job performance represented by motivation, capabilities, and role perception was positive and significant according to the correlation coefficient (0.610), (0.502). And (0.603) respectively at the considerable level of (0.01). So, we can have concluded that if the university leaders in the university of Duhok polytechnic try to improve their leadership behavior, this will lead to enhanced motivation, capabilities, and role perception of their employees.
3. The relationship between the dimensions of leadership behavior and the variable of job performance represented by democratic, accessible, and autocratic was positive and significant

according to the correlation coefficient (0.639), (0.559). And (0.502) respectively at the considerable level of (0.01). So, we can conclude that if the university leaders in the university of Duhok polytechnic try to improve their democratic, accessible, and autocratic behavior, this will improve employee performance.

4. The highest score of relationship was between the dimension of democratic leadership behavior and the extent of motivation which reached (0.618) at the significant level (0.01). This means that as the leaders in the sample depend greater on democratic leadership behavior, this will improve the motivation of their followers with high levels.

5. The lowest score of relationship was between the dimension of autocratic leadership behavior and the extent of motivation which reached (0.308) at the significant level (0.01). This means that as the leaders in the sample depend greater on autocratic leadership behavior, this will improve the motivation of their followers with the lowest levels.

Table (4-20) Correlation between Leadership behavior & Job Performance

Variables & Dimensions	Motivation	Capabilities	Role Perception	Job Performance
Democratic	.618**	.444**	.602**	.639**
Free	.535**	.458**	.521**	.590**
Autocratic	.308**	.528**	.359**	.502**
Leadership Behavior	.610**	.502**	.603**	.677**

** P < 0.01

3.7.1.2. The table (4-21) shows the results of the analysis of the correlation between leadership behavior and job satisfaction and their dimensions as following:

1. The relationship between the variable of leadership behavior and job satisfaction was positive and significant according to the correlation coefficient (0.699), at the considerable level of (0.01). So, we can have concluded that if the leaders in the university of Duhok polytechnic try to improve their leadership behavior, this will lead to raising the levels of the job satisfaction of their employees.

2. The relationship between the variable of leadership behavior and the dimensions of job satisfaction represented by empowerment, work conditions, and teamwork was positive and significant according to the correlation coefficient (0.555), (0.538). And (0.607) respectively at the considerable level of (0.01). So, we can conclude that if the university leaders in the university of Duhok polytechnic try to improve their leadership behavior, this will raise the levels of empowerment, work conditions, and teamwork of their employees.

3. The relationship between the dimensions of leadership behavior and the variable of job satisfaction represented by democratic, accessible, and autocratic was positive and significant according to the correlation coefficient (0.599), (0.664). And (0.490) respectively at the considerable level of (0.01). So, we can conclude that if the university leaders in the university of Duhok polytechnic try to improve their democratic, accessible, and autocratic behavior, this will lead to a rise in the levels of employees' satisfaction.

4. The highest score of relationship was between the dimension of free leadership behavior and the dimension of teamwork which reached (0.726) at the significant level (0.01). This means that as the leaders in the sample depend greater on the free leadership behavior, this will improve the satisfaction of the teamwork with high levels.

5. The lowest score of relationship was between the dimension of autocratic leadership behavior and the extent of empowerment which reached (0.374) at the significant level (0.01). This means that as the leaders in the sample depend greater on autocratic leadership behavior, this will improve the empowerment of their followers with the lowest levels.

Table (4-21) Correlation between Leadership behavior & Job satisfaction

Variables & Dimensions	Empowerment	Work Conditions	Team Work	Job satisfaction
Democratic	.561**	.526**	.480**	.599**
Free	.631**	.626**	.726**	.664**
Autocratic	.374**	.527**	.474**	.490**
Leadership Behavior	.555**	.538**	.607**	.699**

** P < 0.01

To answer the fourth question mentioned in the methodology of this study, the results in tables (4-19) and (4-20) show that there are relations between leadership behavior and job performance and job satisfaction. The connection between leadership behavior and job satisfaction was more significant than the relationship between leadership behavior and job performance. This conclusion depends on the correlation coefficient between those variables.

According to the correlation results, we can approve the correlation hypothesis and accept it, which refers to that (leadership behavior has a significant correlation with job performance and job satisfaction at level 0.05).

3.7.2. Hypothesis Two: To test the impact hypothesis and discuss their results, the researcher relies on the regression coefficient using multi & straightforward regression methods. The results for this test shows the following:

3.7.2.1. The results of the regression analysis between the leadership behavior and the job performance and their dimensions shows the following:

1. The table (4-2) shows that the variable of leadership behavior has a significant impact on the variable of job performance according to (F) value that is (57.936), this value was more important than the value of (F) tabulated (3.923) with the degree of freedom were (1, 116). Also, the result of the significant value was (0.000), which is less than the default level of this study (0.05). According to the development of (R^2), which reached (0.458), it's evident that the variable of leadership behavior explains (45.8%) of the change that happened in the variable of job performance, and (54.2%) of the difference in the variable of job performance related to other factors didn't include in the model of this study. Therefore, we can interpret this result that if the university leaders depend on leadership behavior in their activities, this will enhance their employees' job performance.

Table (4-22) Regression between Leadership Behavior and Job Performance

Model	Job Performance (Dependent Variable)					
	Beta	R ²	Calculated F	Degree of Freedom	Tabulated F	Sig.
Constant	1.439	0.458	57.936	1	3.923	0.000
Leadership Behavior (Independent Variable)	0.677			116		

N = 118 ; P ≤ 0.05

2. The table (4-23) shows that the dimensions of leadership behavior represented by democratic, accessible, and autocratic behavior have a significant impact on the variable of job performance according to (t) values that are (6.683), (5.305), and (1.751) respectively these values were more significant than the value of (T) tabulated (1.658) with the degree of freedom were (114). Also, the result of the significant values was (0.000), (0.006), and (0.041), respectively, which are less than the default level of this study (0.05). According to the result of (R²), which reached (0.475), it's evident that the three dimensions of leadership behavior together explains (47.5%) of the change that happened in the variable of job performance and (52.5%) of the difference in the variable of job performance related to other factors didn't include in the model of this study. Therefore, we can interpret this result that if the university leaders depend on the three dimensions of leadership behavior together in their activities, this will enhance their employees' job performance.

Table (4-23) Regression between Dimensions of Leadership Behavior and Job Performance

Dimensions	Job Performance (Dependent Variable)				
	Constant	B ₁	R ²	T	Sig.
Democratic	1.209	0.823	0.475	6.683	0.000
Free		0.803		5.305	0.006
Autocratic		0.250		1.751	0.041

N = 118 ; P ≤ 0.05 ; Tabulated t (114) = 1.658

3.7.2.2. The results of the regression analysis between the leadership behavior and the job satisfaction and their dimensions shows the following:

1. The table (4-24) shows that the variable of leadership behavior has a significant impact on the variable of job satisfaction according to (F) value that is (38.416), this value was more important than the value of (F) tabulated (3.923) with the degree of freedom were (1, 116). Also, the result of the significant value was (0.000), which is less than the default level of this study (0.05). According to the development of (R^2), which reached (0.489), it's evident that the variable of leadership behavior explains (48.9%) of the change that happened in the variable of job satisfaction, and (51.1%) of the difference in the variable of job satisfaction related to other factors didn't include in the model of this study. Therefore, we can interpret this result that if the university leaders depend on leadership behavior in their activities, this will improve their employees' job satisfaction.

Table (4-24) Regression between Leadership Behavior and Job Satisfaction

Model	Job Satisfaction (Dependent Variable)					
	Beta	R ²	Calculated F	Degree of Freedom	Tabulated F	Sig.
Constant	1.716	0.489	38.416	1	3.923	0.000
Leadership Behavior (Independent Variable)	0.699			116		

N = 118 ; P ≤ 0.05

2. The table (4-25) shows that the dimensions of leadership behavior represented by democratic, accessible, and autocratic behavior have a significant impact on the variable of job satisfaction according to (t) values that are (2.413), (2.857), and (1.923) respectively these values were more significant than the value of (T) tabulated (1.658) with the degree of freedom were (114). Also, the result of the significant values was (0.017), (0.005), and (0.043), respectively, which are less than the default level of this study (0.05). According to the result of (R^2), which reached (0.482), it's evident that the three dimensions of leadership behavior together explains (48.2%) of the change that happened in the variable of job satisfaction, and (51.8%) of the difference in the variable of job satisfaction related to other factors didn't include in the model of this study. Therefore, we can interpret this result that if the university leaders depend on the three

dimensions of leadership behavior together in their activities, this will improve their job satisfaction.

Table (4-25) Regression between Dimensions of Leadership Behavior and Job Satisfaction

Dimensions	Job Satisfaction (Dependent Variable)				
	Constant	B ₁	R ²	T	Sig.
Democratic	1.262	0.234	0.482	2.413	0.017
Free		0.181		1.923	0.039
Autocratic		0.474		2.857	0.005

N = 118 ; P ≤ 0.05 ; Tabulated t (114) = 1.658

To answer the fifth question mentioned in the methodology of this study, the results in tables (4-21), (4-22), (4-23), and (4-24) shows that there is an impact on leadership behavior on both job performance and job satisfaction. The effect of leadership behavior on job satisfaction was more significant than leadership behavior on job performance. This conclusion depends on the regression coefficient (R²) between those variables.

According to the impact results, we can approve the impact hypothesis and accept it, which refers to that (leadership behavior has a significant impact on job performance and satisfaction at level 0.05).

3.7.3. Hypothesis Three: To test the differences hypothesis and discuss their results, the researcher relies on the compare means by using independent two-sample T-test & one-way ANOVA methods. The results for this test shows the following:

3.7.3.1. Differences According to Gender: To test the differences according to gender toward how they deal with the three variables of the study in their activities, we depend on the (Independent two-sample t-test) method, the results in the table (4-26) shows that there are no significant differences between male and female classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion came from the values of the calculated (t) for each variable which amounted to (0.402), (0.028), and (1.078), respectively. These values are less than the tabulated value of (T), which amounting to (1.658) at a degree of freedom (116). These results were approved by the values of calculated (sig.) for those variables, (0.689),

(0.977), and (0.069), respectively, which are greater than the default significance for the study (0.05).

Table (4-26) The Differences According to Gender

Variables	Mean		t value	Degree of Freedom	Tab. T	Sig.				
Leadership Behavior	Male (79)	3.693	0.402	116	1.658	0.689				
	Female (39)	3.662								
Job Performance	Male (79)	3.868	0.028			116	1.658	0.977		
	Female (39)	3.870								
Job satisfaction	Male (79)	4.011	1.078					116	1.658	0.069
	Female (39)	3.850								

N =118

3.7.3.2. Differences According to Age: To test the differences according to age toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table (4-27) shows that there are no significant differences between age classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (1.179), (0.514), and (0.392), respectively. These values are less than the tabulated value of (F), which amounting to (2.449) at a degree of freedom (4, 113). These results were approved by the values of calculated (sig.) for those variables, (0.324), (0.725), and (0.814), respectively, which are greater than the default significance for the study (0.05).

Table (4-27) The Differences According to Age

Variables	F value	Degree of Freedom	Tab. F	Sig.
Leadership Behavior	1.179	4	2.449	0.324
Job Performance	0.514	113		0.725
Job Satisfaction	0.392			0.814

N =118

3.7.3.3. Differences According to Marital Status: To test the differences according to marital status toward how they deal with the three variables of the study in their activities, we depend on

the (Independent two-sample t-test) method, the results in the table (4-28) shows that there are no significant differences between married and single classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion came from the values of the calculated (t) for each variable which amounted to (0.695), (1.541), and (0.854), respectively. These values are less than the tabulated value of (T), which amounting to (1.658) at a degree of freedom (116). These results were approved by the values of calculated (sig.) for those variables, (0.489), (0.126), and (0.395), respectively, which are greater than the default significance for the study (0.05).

Table (4-28) The Differences According to Marital Status

Variables	Mean		t value	Degree of Freedom	Tab. T	Sig.				
Leadership Behavior	Married (91)	3.697	0.695	116	1.658	0.489				
	Single (27)	3.635								
Job Performance	Married (91)	3.904	1.541			116	1.658	0.126		
	Single (27)	3.749								
Job satisfaction	Married (91)	3.979	0.854					116	1.658	0.395
	Single (27)	3.887								

N =118

3.7.3.4. Differences According to Level of Education: To test the differences according to the level of education toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table (4-29) shows that there are no significant differences between the level of education classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (0.374), (0.137), and (0.658), respectively. These values are less than the tabulated value of (F), which amounting to (2.449) at a degree of freedom (4, 113). These results were approved by the values of calculated (sig.) for those variables, (0.827), (0.968), and (0.622), respectively, which are greater than the default significance for the study (0.05).

Table (4-29) The Differences According to Level of Education

Variables	F value	Degree of Freedom	Tab. F	Sig.
Leadership Behavior	0.374	4 113	2.449	0.827
Job Performance	0.137			0.968
Job Satisfaction	0.658			0.622

N =118

3.7.3.5. Differences According to Job Title: To test the differences according to job title toward how they deal with the three variables of the study in their activities, we depend on the (Independent two-sample t-test) method, the results in the table (4-30) shows that there are no significant differences between academic staff and managerial staff classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion came from the values of the calculated (t) for each variable which amounted to (0.294), (0.392), and (0.475), respectively. These values are less than the tabulated value of (T), which amounting to (1.658) at a degree of freedom (116). These results were approved by the values of calculated (sig.) for those variables, (0.770), (0.696), and (0.636), respectively, which are greater than the default significance for the study (0.05).

Table (4-30) The Differences According to Job Title

Variables	Mean		t value	Degree of Freedom	Tab. T	Sig.				
Leadership Behavior	Academic (57)	3.694	0.294	116	1.658	0.770				
	Managerial (61)	3.672								
Job Performance	Academic (57)	3.886	0.392			116	1.658	0.696		
	Managerial (61)	3.853								
Job satisfaction	Academic (57)	3.981	0.475					116	1.658	0.636
	Managerial (61)	3.937								

N =118

3.7.3.6. Differences According to Scientific Title: To test the differences according to scientific title toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table (4-31) shows that there are no

significant differences between scientific title classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (1.921), (0.961), and (0.706), respectively. These values are less than the tabulated value of (F), which amounting to (2.684) at a degree of freedom (3, 114). These results were approved by the values of calculated (sig.) for those variables, (0.135), (0.417), and (0.552), respectively, which are greater than the default significance for the study (0.05).

Table (4-31) The Differences According to Scientific Title

Variables	F value	Degree of Freedom	Tab. F	Sig.
Leadership Behavior	1.921	3 114	2.684	0.135
Job Performance	0.961			0.417
Job Satisfaction	0.706			0.552

N =118

3.7.3.7. Differences According to Service Years: To test the differences according to service years toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table (4-32) shows that there are no significant differences between service years' classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (0.394), (0.513), and (0.319), respectively. These values are less than the tabulated value of (F), which amounting to (3.075) at a degree of freedom (2, 115). These results were approved by the values of calculated (sig.) for those variables, (0.675), (0.533), and (0.271), respectively, which are greater than the default significance for the study (0.05).

Table (4-32) The Differences According to Service Years

Variables	F value	Degree of Freedom	Tab. F	Sig.
Leadership Behavior	0.394	2 115	3.075	0.675
Job Performance	0.513			0.533
Job Satisfaction	0.319			0.271

N =118

To answer the sixth question mentioned in the methodology of this study, the results in tables from (4-25) to (4-31) shows that there are no differences between the sample in dealing with leadership behavior, job performance, and job satisfaction according to their demographic characteristics, this conclusion depends on the values of (F), (t), and (sig.) between those variables.

According to the differences results, we can reject the differences hypothesis, which states that (There are differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level 0.05), and accept the alternative, which refers to that (There are no differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level 0.05).

CONCLUSION AND RECOMMENDATIONS

3.8 RESULTS DISCUSSION

By reaching the results of the field side and discussing them with the relationships between the variables of the study, the conclusions were as follows:

3.8.1. Regarding the population and the study sample

The colleges and institutions of the Polytechnic University at Dohuk governate / Iraq represent the field of this study. On the other hand, all individuals who act in academic and administrative positions represent the study population. The study's final sample was represented by several individuals amounting to (118) whom their job positions as deans and their assistants, heads of scientific departments, and heads of administrative departments. Our focus on this sample relates to the following reasons:

1. The characteristics and dimensions of the study variables can be very well available in this sample.
2. This education sample can answer the questionnaire's questions rationally, which helps the researcher obtain valid data for his study.
3. The Polytechnic University represents a public institution, a non-profit university, and has a good reputation among the members of the Duhok community.

3.8.2. Questionnaire Distribution

The population consists of (98) individuals as academic members like deans and their assistants and the heads of scientific department who represent the intellectual leaders in (18) colleges and institutions. Also, the (119) individuals represent the managerial leaders in this population. So, the whole population was (217) individuals. The researcher distributes (200) copies of the questionnaire, which represent (92.2%) of the people, and just (120) forms were returned, (2) of them were not valid for the analysis. Accordingly, the final sample of the study was (118) sample which represents a percentage of (54.4%) from the population of the study, and the table (4-1) shows the sample and the questionnaire distribution.

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3.8.3. Testing the Questionnaire of the Study

The questionnaire of this study goes through several tests to examine its reliability, validity, and consistency before the final distribution of the sample. The questionnaire was distributed on an exploratory example consisting of (30) individuals at the polytechnic university colleges and institutions to do these tests. From collected data, we conduct the questionnaire tests like the following:

1. Reliability Test: The analysis of the reliability done by the Cronbach Alpha indicator, which is the most suitable for the researches that use the questionnaire as a tool for collecting data, the results of this test as in table (4-2) show the following:

2. Validity Test: This is the test that confirmed the ability of the questionnaire to measure what was set for it or the characteristic to be measured. The validity measured by the coefficient

based on the existence of a strong correlation between the questionnaire reliability and its validity,

3. Consistency Test: The consistency for the questionnaire represents the multiple relations between its items, and to conduct this test, the Pearson method was adopted to identify the character between the objects of the research variables and dimensions

3.8.4. Testing the Data of the Study:

1. Testing the Normality Condition: This test represents one of the conditions to use the parametric tests that are more accurate than the non-parametric tests. The results indicate that the study data took the shape of normal distribution.

2. Testing the Independence Condition: The independence of the variables of the study test aims to detect if there is a correlation inflation phenomenon (Multi Collinearity) between the dimensions of the independent variable or not. If there is no correlation inflation, then we can apply the parametric measures to test our hypotheses.

3. Testing the Homogeneity Condition: Levene's measurement tested the homogeneity of variance for our data. The data passed the homogeneity condition, and the results indicated that the calculated P-values for the study variables and their dimensions were more extensive than the value (0.05).

3.8.5. Testing the Hypothesis of the Study:

To test the hypothesis of the study and discuss the results, the researcher relies on statistical measurements using the Statistical Package for Social Sciences (SPSS V.25) as follows:

1. The relationship between the leadership behavior variable and the job performance variable was positive and indicated the correlation coefficient (0.677) at a significant level (0.01). Therefore, we can conclude that if the leaders in Dohuk Polytechnic University try to improve their leadership behavior, it will lead to better job performance.

2. The relationship between the leadership behavior variable and job performance dimensions represented in motivation, abilities, and role awareness was positive and moral according to the correlation coefficient. Therefore, we can conclude that if university leaders at Dohuk

Polytechnic University try to improve their leadership behavior, it will enhance motivation, abilities, and perception of the role of their employees.

3. The results also show that the relationship between leadership behavior and job satisfaction was more significant than the relationship between leadership behavior and job performance. This conclusion depends on the correlation coefficient between those variables.

According to the correlation results, we can approve the correlation hypothesis and accept it, which refers to that (leadership behavior has a significant correlation with job performance and job satisfaction at level 0.05).

4. The variable of leadership behavior has a significant impact on the variable of job performance. The variable of leadership behavior explains (45.8%) of the change that happened in the variable of job performance, and (54.2%) of the difference in the variable of job performance related to other factors didn't include in the model of this study. Therefore, we can interpret this result that if the university leaders depend on leadership behavior in their activities, this will enhance their employees' job performance.

5. the variable of leadership behavior has a significant impact on the variable of job satisfaction. The variable of leadership behavior explains (48.9%) of the change that happened in the variable of job satisfaction, and (51.1%) of the difference in the variable of job satisfaction related to other factors didn't include in the model of this study. Therefore, we can interpret this result that if the university leaders depend on leadership behavior in their activities, this will improve their employees' job satisfaction.

6. According to the differences results, we can reject the differences hypothesis, which states that (There are differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level 0.05), and accept the alternative, which refers to that (There are no differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level 0.05).

This study was conducted in a limited population and sample and in a single public institution. Therefore, a comparison can be made by conducting future studies in private and public institutions with a larger population and sample. In addition, with the results obtained, important data were revealed for the managers of the institutions that were researched. Good

evaluation of these results by corporate managers is important in terms of employee motivation and job satisfaction. Again, important findings were obtained in terms of revealing the perspectives of the employees in different groups on the leadership process.



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The Questionnaire

First: Personnel Information

Please put the (√) sign in the place that shows your opinion regards the item.

1. Gender: ☐ Male ☐ Female
2. Age: ☐ 20 less than 30 ☐ 30 less than 40 ☐ 40 less than 50 ☐ 50 and more
3. Marital status: () The married () Single
4. level of education: ☐ Ph.D. ☐ Master ☐ Bachelors ☐ Diploma ☐ Secondary School and less
5. Job Title: ☐ Academic staff ☐ Managerial staff
6. Scientific Title.
() Prof.Dr., () Assoc.Prof., () Assistant Professor, () Lecturer () Research Assistant,
() Expert. () Other
7. Service years: ☐ 1 less than 10 ☐ 10 less than 20 ☐ 20 and more.

Second: Leadership Variable: leadership is the ability to influence a group toward the Achievement of a vision or set of goals.

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Democratic leadership: The Leader in this style shares decisions making with the other members of the organization.					
X1	I always share decision-making with my followers under my supervision.					
X2	Democratic leadership is associated with increased follower productivity, satisfaction, involvement, and commitment.					
X3	I think that participation in decision-making plays a crucial role in increasing the productivity of leaders and followers.					
X4	I think that the democratic leader must be permitting of self-determination, guiding, a good listener and respecting, and situation-centered.					
X5	As a leader, I take into consideration the suggestions of the employees while making a decision.					

X6	As a leader, I always let my subordinates determine their needs and do them in their assignment.					
2.	Autocratic Leadership: An authoritarian leader keeps tight control over group decisions and activities					
X7	An autocratic style is effective and should be used when new untrained employees do not know which tasks to perform or which procedures to follow.					
X8	I depend on my opinion in decision-making when the time is limited.					
X9	Generally, I am characterized by a performance for centralized decision-making power and reluctance to share position, energy, and authority with others.					
X10	I depend on my authority that emanates from being responsible for the job position or occupying a high position.					
X11	I make all the decisions and delegate very little responsibility to my subordinates.					
X12	I depend on top-down communication with my subordinates, with no prospect of feedback to me.					
3.	Free Leadership					
X13	I would introduce my help to my subordinates if their tasks were consistently above average.					
X14	I quickly acknowledge an improvement in the quality of subordinate's works.					
X15	I didn't force my subordinates to achieve any task they do not want.					
X16	I always praise my subordinates when they do poorly as when they do well.					
X17	I depend on commends for my subordinates even when they perform poorly.					
X18	Even when my subordinates perform the job poorly, I rarely get upset with them.					

Third: Job Performance Variable: It represents the degree of achievement and completion of the tasks that make up the job of an individual, and it reflects how the individual is achieved or satisfied with the job requirements

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Motivation: motivation is the process that accounts for an individual's intensity, direction, and persistence of effort toward attaining a goal					
Y1	I focus on the needs of employees to motivate increase achievement and productivity.					
Y2	Extrinsic rewards can undermine motivation if they are seen as					

	coercive, and they can increase motivation if they provide more work performance.					
Y3	Clear and challenging goals lead to higher levels of employee productivity.					
Y4	The psychological variables like mood and motivation influence interindividual performance differences					
Y5	The success of human resources in improving performance is affected by competence, motivation, and discipline supporting means.					
Y6	Motivation such as admission on success and responsibility is more significant than autonomy and self-development opportunity.					
2.	Capabilities: Capability is the framework of organization needs to make use of assets and skills (assets being resources, competence, and knowledge, and skills being the capacity an organization has to manage external conditions or events)					
Y7	Our organization has the capacities, such as financial, physical, and individual/organizational capital, and uses these resources to implement its strategies.					
Y8	The polytechnic university can manage resources, using organizational processes to influence the desired goals.					
Y9	Our university can manage crises and have the capacity to withstand the severe turmoil it faces.					
Y10	The polytechnic university has what qualifies it to recover from a specific threat or danger that it faces at any time.					
Y11	We view the relevant capabilities of workers as a competitive advantage					
Y12	The employees of our university enjoy distinguished and unique capabilities.					
3.	Role Perception: The way the employees perceived their roles in the organization, how they enjoy high-quality interactions between leader and member, and when they see help as part of their job.					
Y13	Typically, the quality of the reciprocal relationship varies from one subordinate to another.					
Y14	High exchange relationships are developed with some of the					

	subordinates.					
Y15	Fewer exchange relationships are developed with other subordinates.					
Y16	The mission and purpose of my organization make me feel that my job role is essential.					
Y17	We must provide subordinates with results, such as exciting tasks, additional responsibilities, and greater rewards.					
Y18	In exchange for these desired results, the subordinates are obligated to work and be loyal to the leader.					

Fourth: Job Satisfaction Variable: This is the combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say I am satisfied with my job.

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Empowerment: it involves moving the capacity for decision-making to the lowest possible level within the organization.					
Y19	I believe giving employees the freedom to schedule their work contributes to their job satisfaction.					
Y20	I constantly work to give employees the freedom to choose when to complete their assigned tasks.					
Y21	In our university, we depend on empowering workers to participate in developing plans.					
Y22	In our university, we allow employees to schedule their attendance and departure times.					
Y23	We believe that empowering employees to set business goals increases their job satisfaction.					
Y24	We believe that empowering employees to carry out the tasks assigned to them is one of the best ways to improve performance					
2.	Working condition: the condition under which a job has been performed.					
Y25	We are constantly obligated to listen to the employees and satisfy their needs to create the necessary working conditions.					
Y26	The conditions faced by the university employees and departments, although they are often ignored, are essential elements for the achievement of the university's goals.					
Y27	Improving employee working conditions will improve employee performance conditions and assist in employee retention.					
Y28	Create safe work environments and develop supportive and reliable climates are success factors in improving employee performance.					

Y29	Provides and enables a trustworthy environment in which employees feel supported is a crucial component for improving job satisfaction.					
Y30	We are constantly working to improve the material working conditions to stabilize our employees' performance.					
3.	Teamwork: is a way to organize the practices for a broad approach to needs, from the perspective of comprehensiveness as considered by the unified system					
Y31	The collective tasks like communication, trust, mutual respect, recognition, and cooperation contribute to enhancing job satisfaction.					
Y32	Teamwork builds trust and professional bonds between the team members.					
Y33	Building trust and connections require shared positive experiences and shared work experiences.					
Y34	Teamwork style contributes to knowledge sharing among team members, which improves their satisfaction with the work.					
Y35	We rely on teams to work when achievement requires speed and proper timing					
Y36	Work teams improve the levels of social interaction among employees at the university.					

Thanks for your kindly participation in this questionnaire.

Date / / 2021