

# The Effect of Applying Management Leadership Approaches on Improving Employee Performance

## An Exploratory Study of the Opinions of a Sample of Staff Teaching in a Number of Baghdad Schools

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**Abstract:** The aim of the research is to provide the higher leadership with a scientific vision through which they can develop the methods and leadership adopted in the schools examined by them for development and the process of improving the performance of teachers to increase their skills, experiences and capabilities. The methodological approach has been adopted in the research in addition to the descriptive and analytical approaches to study the topic of contemporary vision in management leadership theories and its implications for job performance, and for the purpose of achieving the research goal, the research sought in its applied aspect to distribute (100) questionnaire directly to a sample of school administrators, teaching professors and administrators in schools, the sample of the research, has been obtained from expert, meaning that the retrieval rate for distributed questionnaires was (100%), and the form was designed according to the nature of the research and its variables, we use Likert scale for analyzing the questionnaire questions, with the aim of knowing the opinion of each member of the research sample about the impact of each variable in administrative leadership and job performance, the research reached a set of conclusions, the most important of which we discussed in tables and analysis.

**Keywords:** Leadership, Employee Performance, job performance, Charismatic leadership, Reciprocal leadership, Transformational Leadership, Strategic leadership, Entrepreneurial leadership.

### *1. Introduction*

In light of the challenges of the twenty-first century, represented by the emergence of the phenomenon of globalization, the diversification of services, the intensification of competition, the pursuit of innovations and rapid creations, and the rapid development of communication. These challenges necessitated the urgent need to provide efficient administrative leaders with a clear vision for the future and adopt flexible leadership systems and methods that enable them to adapt those contemporary global developments and changes, as well as creating a healthy administrative environment based on understanding, constructive dialogue and participation between all administrative levels reflecting the principle of interaction and influence between administrative leaders and workers, as there is no organization that can take a distinctive place without providing an appropriate atmosphere between leadership and workers and there is no organizational leader who can neglect the element of leadership influence on the worker in order to ensure success in the best practice of their business, the leadership represented and is still one of the important variables in management, especially in organizational and strategic studies, as this topic has received great attention from researchers and specialists in an attempt to try to explain and frame it with different scientific theories and approaches the topic of leadership has always occupied researchers and specialists In the field of administration science, as well as in other fields of science such as political science and military science, because this issue is of great importance to the functioning of various types of organizations as well as to different societies, leadership is essential for the progress of peoples and society, at the same time may be the cause of the disintegration of those communities, organizations and extinction.

We attempt to simulate the important role of the administrative leadership entrances in creating a positive change in the performance of teachers as a sample for research, especially for the non-traditional role they have today, as they face many challenges today that require rapid response and that goal will only be achieved through the growing administrative impact of its leaders to ensure an

effective response and a high level of performance for teachers, and based on the above, the study problem can be formulated through the following questions:

- What is the reality of the level of the administrative leadership entrances in the various school departments of the research sample?
- Is there a relationship between administrative leadership entry points and job performance in the research sample schools?
- Are the responses of the teaching staff in the schools of the research sample different with regard to administrative leadership entry points and job performance?

This paper derives its importance from its handling of critical and critical variables represented by the entrances of contemporary administrative leadership, which represents a positive and frank variable that enhances the behaviors and orientations of subordinates within the organization, which is reflected in the need of our organizations today for an encouraging environment to improve job performance, and also reveals the important role that the leader plays in his administrative position in making His working staff has high capabilities, skills and capabilities towards taking responsibility and rapid response to their needs and desires and thus improving job performance.

In light of the research problem and its importance, this research seeks to achieve the following goals:

- a. Presenting concepts related to research variables and defining the most important dimensions of their variables that will be discussed in research and conceptual framework.
- b. Providing the higher departments with a scientific vision through which they can develop the methods and leadership adopted in the schools examined by them to develop and the process of improving the performance of teachers and increase their skills, experience and capabilities.
- c. Providing scientific recommendations based on practical justifications in order to raise the level of teachers 'performance, which may be reflected in one way or another on developing work and achieving competitive advantage.

## *II. Management leadership concepts*

Interest in administrative leadership began recently, although the phenomenon of administrative leadership is as old as the human community itself, as its radical extend to the time when social interaction and distribution of work between individuals and groups began and their assimilation into multiple social organizations and joins, but scientific interest in administrative leadership has begun with the beginnings of twentieth century (Daft & Noe, 2015: 378)<sup>[7]</sup>, as the concept of administrative leadership has evolved with the development of administrative and organizational thought, the traditional school has focused on the foundations of successful administrative leadership and the characteristics of the leader himself.

### *2.1 The concept of administrative leadership*

A number of researchers manipulation the concept of administrative leadership as capabilities or attributes that a leader possesses when influencing others and according to this perspective he has known (Al-Qaryouti, 2009: 139) that leadership refers to the individual's ability to influence others to achieve agreed goals in terms of relying on experiences and capabilities the mentality that makes the person a source of admiration and ability, while Moorhead & Griffin (1995: 324)<sup>[14]</sup> referred to the concept of leadership as the leader's ability to influence the behaviors and perceptions of others for the purpose of achieving the desired goal and in the same direction (Robbins 2003: 314)<sup>[17]</sup> believes that leadership It is the ability of a leader to influence others in a direction that is real objectives.

While (Newstrom & Davis, 2012: 63)<sup>[15]</sup> referred to leadership as the process of interaction between the leader and subordinates, it is a process of motivating and assisting subordinates towards achieving and achieving goals, where (Jones, 2016: 15)<sup>[12]</sup> referred to the concept of leadership as the ability to clarify the strategic vision of the organization as well as being able to motivate and push others to believe in and understand this vision, (Weiskittel, 2009: 1)<sup>[18]</sup> referred to the concept of leadership within this perspective as seeking to translate the future vision of the organization into reality.

According to this perspective, it is noted from the previous definitions that it has focused on the modern entrance in the interpretation of the concept of administrative leadership, and through the above mentioned definitions, leadership can be defined from the researcher's point of view as "a process of directing, motivating and instructing subordinates to believe in the vision of the future organization in a way that serves the goals and interests of the individual and the organization together".

## 2.2 *The Entrances to the Administrative Leadership*

Leadership has been studied according to different approaches, following to the different scientific fields and the views of researchers in its field, but it has not been agreed that there is an acceptable theory that explains the effectiveness of administrative leadership, as each theory is almost acceptable in its time, but it soon becomes in the past when it appears another theory is consistent with the developments of organizational thought, and a portion of these theories will be addressed according to an introduction to leadership study in administrative and organizational thought.

### *a. Features Inlet*

This inlet is one of the oldest entries in administrative and organizational thought in its study and interpretation of the concept of leadership, as the most prominent characteristic of this entrance is its interpretation of the fact of leadership, as the origin and emergence of leadership is due to the leader's personality, traits and characteristics, in addition to that, and according to this entry, two basic theories are considered among the first and basic theories in the interpretation of the concept of leadership, the theory of the great man and the theory of features and the last theory is one of the first theories that sought to explain leadership behavior and which depended on offering its ideas on the theory of the great man (Krishnan, 2004: 7)<sup>[13]</sup> as the early definitions of leadership were based on belief that the leaders arise with certain personal qualities and attributes of leaders, and this has led to the belief prompted many researchers to try to identify these features that can be enjoyed by these leaders (Daft & Noe, 2015: 383)<sup>[7]</sup>.

### *b. Behavioral Inlet*

In the late 1940s, many researchers began focusing on the idea of how a person's behaviors determine his effective leadership rather than on the leader's personality and characteristics, the behavioral approach to leadership focused on what the leader actually does and how to do it, that is, leadership appears through the person's actions and behaviors are more than personality, but the main criticism of this approach is the lack of consideration given to how the situation affects leadership behavior, and within this approach several studies were presented, including the Ohio University study, the Michigan State University study, and the University of Texas study, or what is called a study (Black & Moutons), and that all these studies have focused on that the most effective leader is the one who uses the style with the highest interest in production and workers, and the last study is one of the most prominent studies that dealt with the concept of leadership according to the behavioral approach. (Ivancevich & Matteson, 2002: 429)<sup>[11]</sup>.

### *c. Attitude Inlet*

After each of the theories of personality and leadership behavior failed to provide a full explanation of the cause or how effective leadership emerged, this prompted many researchers to think about studying how the situation affects the effectiveness of leadership. Therefore, the standpoint approach emerged, which focuses on the relationship between the personal characteristics of leaders and private organizational positions and how both affect the leader's effectiveness, and several theories emerged according to this approach, the most important of which are the (Fiedler) theory and the life cycle theory (Hershey & Blanchard), the (path-goal) theory of (House), and the last theory is one of the most prominent theories of this approach In terms of clarifying how the leader b The subordinates, that is, the explanation (of the paths) that the subordinates take to obtain the desired rewards, i.e. achieving (the goal) versus achieving the required performance (Robbins, 2003: 325)<sup>[17]</sup>.

### *d. New Inlet*

A new approach to leadership emerged during the mid-1980s. Several writings and research began to increase around it constantly, represented by new theoretical models of leadership. Charismatic Leadership, and the Visionary Leadership Model, (Ardichvili & Kuchink, 2012: 101)<sup>[6]</sup>.

## 2.3 *Theories of contemporary administrative leadership*

### *a. Charismatic leadership*

Although the concept of charismatic leadership was used for the first time by sociologist (Weber) in 1947 and also used by (House) in 1976, it was not fully taken care of and appeared entirely in the mid-eighties and nineties of the twentieth century as (Gibson indicated, et al., 2013: 336)<sup>[10]</sup> that charisma means magic (gravity) as it is a Greek word meaning the talent and strength that an attractive leader has for his influence on others.

### *b. Reciprocal leadership*

The basic idea of the concept of reciprocal leadership as agreed by most writers and researchers is that it is the process of exchanging between the leader and subordinates towards achieving the goals of the organization, and focuses (Gibson, et al., 2013: 339)<sup>[10]</sup> on that the leader's relationship with subordinates takes place through the exchange of rewards and punishments and that tasks and performance Subordinates come through a series of transactions by the leader.

### *c. Transformational Leadership*

The essence of transformational leadership is a process of social change, and transformational leaders depend on the multiplier effect of stimulating or bringing about positive social change within their organizations, and they are committed to creating a collective perception of purpose through building leadership and the mentoring process everywhere in the organization. As a result, transformational leaders create educated organizations that are able to grow and adapt to changing demands in the environment in which they operate. Thus, the adaptability and responsiveness of a complex and often unpredictable social environment cannot be delegated and can only be modeled in behaviors that promote confidence and empowerment (Wheelen, 2014: 17)<sup>[19]</sup>.

### *d. Strategic leadership*

Strategic leadership almost always includes the initiative for change and continuity, and it is a largely creative activity because it is based on encouraging initiative and creativity among the people who form their organizations, and it is also a real, essential activity among people. Actual leaders spend at least 80% of their time talking to People, they are pretty much well organized in order to achieve this. (Hariri: Darwish: 2010: 4)<sup>[3]</sup>. The concept of leadership has gained a lot of attention in recent years because the achievements are based on the inspiring leader who makes creative plans to make the competition irrelevant by reading it for the future (Al-Serafi 2007: 45)<sup>[5]</sup>.

### *e. Entrepreneurial leadership*

The concept of entrepreneurial leadership was clearly presented in the year 2000 by the two scientists (McGrath & MacMillan), where they indicated that a new type of administrative leader is required in dynamic markets where uncertainty and competitive pressure increase, and he described the administrative leader as a "pilot leader". Many giant organizations have endeavored to introduce the concept of entrepreneurial leadership in their business world. One example is the World Bank, which managed from 2002 to 2006 to proactively spread the concept of entrepreneurial leadership among 500 of its best leaders, and some believe that entrepreneur leaders are people. Whose business is based on the creation of a new product or a new service, but we believe that anyone who has the courage to start a new or unique business is a pioneer man as this project and work carries a kind of risk, and the risk is varied whether at the start of the project or running it, the manager / owner works often with his own money so that this snout may also extend its family, and this growing risk usually increases with increased likelihood of failure of the project (Whleen and Hunger, 2014: 101)<sup>[19]</sup>.

## *2.4 Concepts of job performance in contemporary managerial thought*

(Oluseyi & Ayo 2009) sees that job performance is related to willingness and openness to achieve new job aspects which in turn will increase the productivity of the individual, and job performance can be defined as all shared worker behaviors during work, while (Al-Haiti, 2010: 67)<sup>[2]</sup> sees the behavior of the employees presented in the work is not necessarily related to the requirements of the work, because creativity is an essential component of the success of the organization, and the job performance indicates the efficiency of a person's performance in his work in terms of the expected quality and quality, and Chaudhary & Sharma (2012) knew that it was the implemented behavior consistent with the goals set, the critical aspect of high job performance is the ability of the employee himself (Al-Amoudi, 2013: 124)<sup>[1]</sup>.

## *2.5 Elements of job performance and factors affecting it*

The elements of job performance consist of the following (Issa, 2014: 71)<sup>[8]</sup>:

- The capabilities of the worker: It means what the employee has of information, skills, directions and values, and it represents his basic characteristics that produce an effective performance by that worker.
- Job requirements: It includes tasks and responsibilities, or the roles, skills, and experience required by a business, or job.

- The organization's environment: It includes the internal factors that affect effective performance, which are the organizational structure, its goals, resources, strategic position, the procedures used, and external factors such as: economic, social, technical, cultural, political, and legal factors).

### 2.6 Theories of job performance

Interpretations of job performance differ based on the administrative ideology upon which it is based.

Table (1) shows administrative theories that attempt to interpret job performance as follows:

Table (1): Theories of Job Performance

Item	Theory	Concept
1	Scientific management	Determining a scientific standard for worker production rate based on the basis for studying time and movement, and training in the most appropriate way to do work as well as control
2	Administrative divisions	Division and allocation of work, commitment to the administrative hierarchy, division of activities and extent of commitment to administrative principles.
3	Bureaucracy	Doing business according to the required instructions.
4	Human relationships	It is the results of psychological and moral factors and the extent of employee involvement in management.
5	Organizational justice	Performance depends on the employee's awareness of the administration's justice in the distribution of salary, efforts and respect among workers at the same level.
6	Expectation	It is the outcome of returns and the probability of achieving these returns based on performance
7	Japanese Z	The extent of employee involvement in teamwork, team spirit, and the level of trust between employees and management

### 2.6 Determinants of Job Performance

Job performance is the net effect of an individual's efforts that start with abilities, awareness of the role and tasks and this means that performance is the production of a particular situation that can be seen as the product of the interrelated relationship between effort and abilities and awareness of the important role of the individual and for this we find that the performance determinants are clarified in (Jalaluddin, 2009) : 74):

- The effort exerted by the individual: The effort refers to the physical and mental energy that the individual exerts to perform his task or job in order to reach the highest rates of his giving in a field of work.
- The capabilities that an individual enjoys to perform the job: The capabilities refer to the personal characteristics of the individual that he uses to perform his job or tasks.
- The extent of his awareness of the requirements of his job (awareness of the role): Means the direction in which the individual believes that it is necessary to direct his efforts in working through him and feeling his importance in his performance.

### III. Application Aspect

(100) questionnaire was distributed directly to a sample of school principals, teaching professors, and administrators in schools, the research sample. All forms were completed and completed, meaning that the retrieval rate for the distributed questionnaires was (100%), and the form was designed according to the nature of the research And its variables, and the Likert quintet measure was defined to answer the questionnaire questions, with the aim of knowing the opinion of each member of the research sample about the impact of each variable on administrative leadership and job performance. By using the statistical program (SPSS), to get the statistical measures (mean, standard deviation, coefficient of variation, ( $R^2$ ), multiple linear regression, & ANOVA table.

The results of the field study will be presented and analyzed by relying on the repetitive distributions of the responses of the study sample individuals, and their percentages, up to the arithmetic mean, the standard deviation and the coefficient of variation for each of the questionnaire paragraphs, whether it is at the sub-level or at the general level of the study variables, and the research was based on a measure (Likert) quintile in the sample answers, then the level of each variable will be between (1-5) by three levels, and Figure (16) illustrates this, and includes a level (hypothetical mean), as it reaches a value of (3), while it is (above) The hypothetical mean, if it reaches between (3-4), and a high level if it reaches above ( 4) It is low (below the hypothetical mean), if it reaches between (2-3), and it is weak if it reaches without (2), knowing that the hypothetical (standard) mean is (3).

### 3.1 Diagnosing the reality of the explanatory variable, administrative leadership

This variable was measured by four sub-dimensions (ideal effect, inspirational motivation, intellectual arousal, and individual considerations), as table (2) indicates the mean, standard deviations and the coefficient of variation related to the sample viewpoint regarding the administrative leadership variable, as it reflects the mean for the administrative leadership variable was (3.78), which is above the standard mean of (3), and the general standard deviation and the coefficient of difference between them was (0.45) (12%).

Table (2): Mean, Standard Deviation, & Coefficient of Variation of (Leadership)

Figures	Mean	Standard Deviation	Coefficient of Variation
1 Urges the manager to follow values and beliefs	3.14	1.12	36%
2 The manager focuses on the importance of adhering to our beliefs	3.04	1.12	37%
3 The manager strengthens the sense of purpose by informing his tracks.	3.48	0.76	22%
4 The director shows us faith in his ideas, values and beliefs.	3.03	1.02	34%
5 The manager explains how mutual trust helps us to overcome difficulties	4.18	0.84	20%
6 The manager stresses the importance of having a collective sense of the organizational message	3.91	0.77	20%
7 The director takes into account the moral and ethical consequences of his actions	3.87	0.88	23%
8 The manager takes a firm stand on difficult issues.	4.19	0.77	18%
9 The manager behaves in ways that are consistent with the values he holds.	3.56	1.05	30%
Perfect total effect	3.60	0.55	15%
Total administrative leadership	3.78	0.45	12%

Table (2) indicates the, standard deviations, and the coefficient of variation related to the viewpoint of the researched sample regarding (ideal effect), as the aforementioned table reflects a general arithmetic mean for the first sub variable (ideal effect) above the standard mean, as it reached (3.60), and the dispersion was of An average harmony in the answer is confirmed by the general standard deviation of (0.55), and the coefficient of variation on the scale of this variable from the sample was reached (15%). As for questions, this variable was measured by nine questions, and as shown in table (2), the results about it were distributed among the highest level of response, which was achieved by the fifth question (the manager takes a firm stand on difficult issues), as the mean value for him reached (4.19) which is above the hypothetical mean of (3), and the dispersion above the mean between the answers is confirmed by the standard deviation (0.77), and the coefficient of variation (20%) As for the fourth question that states (the director shows us faith in his ideas, values, and beliefs), he achieved the lowest level of answer, as the mean value for it reached (3.03), and a high dispersion between answers, confirmed by the standard deviation (1.02) and the coefficient of difference (34%).

#### *a Inspirational motivation diagnosis*

Table (3) data indicates the means, the standard deviations and the coefficient of variation related to the viewpoint of the researched sample regarding (inspirational motivation), as the aforementioned table reflects a general arithmetic mean for the second sub-variable represented by (inspirational motivation) above the standard mean, when it reached (3.99), the dispersion was of average harmony in the answer confirmed by the general standard deviation of (0.51). The ratio of the coefficient of variation on the scale to this variable of the sample was (13%). As for the questions, the variable was measured by seven questions, as shown in the table (3), and the results around it were distributed by The highest level of answer was achieved by the sixth question (the manager speaks optimistically about the future), as the average value of it reached (4.10) which is a high value compared to the standard value of (3), and a somewhat high dispersion between the answers confirmed by the standard deviation (0.89), and has reached The ratio of the coefficient of variation (22%). As for the first question that states (the manager is looking for exciting future possibilities), he achieved the lowest response level, as the average value of it reached (3.63), and a somewhat high dispersion between the answers, confirmed by the standard deviation (0.71), has reached Coefficient of variation (20%).

Table (3): Mean, Standard Deviation, &amp; Coefficient of Variation of (Inspirational motivation diagnosis)

Figures		Mean	Standard Deviation	Coefficient of Variation
1	The manager looks forward to exciting future prospects	3.63	0.71	20%
2	The manager outlines successful completion steps.	4.09	0.72	17%
3	The subordinate director sees the issues necessary to do the job	4.07	0.63	15%
4	The manager is willing to do what he decided to do	3.99	0.66	17%
5	The manager expresses his confidence that we will achieve our goals	4.07	0.79	19%
6	The director speaks optimist about the future	4.10	0.89	22%
7	The director speaks passionately about the needs that must be fulfilled	4.01	0.74	18%
Total inspirational motivation		3.99	0.51	13%

### b. Intellectual Arousal

Table (4) refers to the means, standard deviations and the coefficient of variations related to the viewpoint of the sample examined regarding (intellectual excitement), as the aforementioned table reflects a general mean of the third sub-variable (intellectual arousal) above the standard mean, as it reached (3.86), and the dispersion was of An average harmony in the answer is confirmed by the general standard deviation of (0.53), and the coefficient of variation on the scale of this variable from the sample was (14%). As for questions, this variable was measured by nine questions, and as shown in table (4), the results around it were distributed among the highest level of answer was achieved the first question (the manager encourages us to express our thoughts with high confidence), as the value of his mean reached (4.26) which is a high value compared to the hypothetical mean of (3), and a somewhat high dispersion between the answers confirmed by the standard deviation (0.76), and the ratio of the coefficient of difference (18%). As for the fifth question, which states (The director encourages us to rethink ideas that have never been questioned in the past), he achieved the lowest level of response, as the average value of it reached (3.45), and a high degree of dispersion among the answers confirmed by Standard deviation (0.85), and the coefficient of variation (25%).

Table (4): Mean, Standard Deviation, &amp; Coefficient of Variation of (Intellectual arousal)

Figures		Mean	Standard Deviation	Coefficient of Variation
1	The manager encourages us to express our thoughts with high confidence	4.26	0.76	18%
2	The manager encourages us to present problems using the scientific method more than spontaneity	4.01	0.89	22%
3	The manager emphasizes the value of casting doubt on assumptions (accepted ideas) to make the task challenging.	3.46	0.76	22%
4	The manager re-examines critical assumptions to ensure suitability	3.60	0.83	23%
5	The manager encourages us to rethink ideas that have never been questioned in the past	3.45	0.85	25%
6	The manager searches for different perspectives when solving problems	3.88	0.82	21%
7	The manager is exploring new ways to study how the work is done	4.11	0.71	17%
8	The manager makes us study problems from different perspectives.	4.10	0.72	18%
9	The manager makes us study problems from different perspectives	3.88	0.90	23%
Total of Intellectual arousal		3.86	0.53	14%

### c. Individual Considerations

Table (5) indicates the mean, standard deviations and the coefficient of variation related to the viewpoint of the researched sample regarding (individual considerations), as the aforementioned table reflects a general mean of the fourth sub variable (individual considerations) above the standard mean, as it reached (3.68), and the dispersion was of an average harmony in the answer is confirmed by the general standard deviation of (0.67). The ratio of the coefficient of variation on the scale to this variable of the study sample was (18%). As for the questions, this variable was measured by seven questions, as shown in table (5) , and the results around it were distributed among the highest level of answer question 3 (The director treats each of us as an individual with different needs, capabilities, and aspirations), as it reached a high value (4.00) which is above the hypothetical medium of (3), and dispersed above the average between the answers confirmed by the standard deviation (0.87), and has reached the ratio of the coefficient of variation (22%). As for the (seventh) question that states (the

manager spends time to teach and train subordinates), he achieved the lowest level of response, as the average value of it reached (3.34), and a high dispersion between answers, confirmed by the standard deviation (1.01). The coefficient of variation is (30%).

Table (5): Mean, Standard Deviation, & Coefficient of Variation of (Individual considerations)

Figures		Mean	Standard Deviation	Coefficient of Variation
1	The manager teaches me how to recognize others' needs and abilities.	3.78	0.83	22%
2	The manager focuses on developing the strengths of subordinates	3.81	0.89	23%
3	The manager treats each of us as an individual with different needs and aspirations	4.00	0.87	22%
4	The manager promotes the self-development of subordinates.	3.85	0.86	22%
5	The manager gives personal attention to the members who appear to be neglected	3.40	1.09	32%
6	The director is concerned with hearing the topics that fall within the concerns of subordinates	3.59	0.88	25%
7	The manager spends time teaching and training subordinates	3.34	1.01	30%
Total of Individual considerations		3.68	0.67	18%

### 3.2 Diagnosing the reality of response variable functional indicators

This variable was measured by two dimensions (job satisfaction, quality), as table (6) indicates the mean, standard deviations and the coefficient of variation related to the viewpoint of the sample examined regarding the variable of job performance indicators, as the aforementioned table reflects a general mean for the variable of job performance indicators reached (3.88) It is above the normative mean of (3), and the general standard deviation and the coefficient of variation around them was (0.55) (14%), and here comes a diagnosis of the reality of the sub-variables:

#### a. Job Satisfaction

Table (6) data indicates the mean, standard deviations and the coefficient of variation related to the viewpoint of the research sample regarding (job satisfaction), as the aforementioned table reflects a general arithmetic mean for the first sub variable (job satisfaction) above the standard mean, as it reached (3.98), and the dispersion was the average harmony in the answer is confirmed by the general standard deviation of (0.65), and the coefficient of variation on the scale of this variable from the sample was reached (16%), and in terms of questions, this variable was measured by three questions, as shown in table (6) , the results around it were distributed among the highest level of answer and it has achieved the third question (I feel in this school that I love my work and my loyalty to it), as the value of the mean for him (4.37) is high and above the hypothetical mean of (3), and the dispersion above the average between the answers is confirmed by the standard deviation (0.72), and the coefficient reached the difference (17%). As for the (first) question, which states (I feel comfortable with the way the principal or the administration is dealing with the teaching staff working in the school), achieved the lowest level of response, as the value of the average reached (3.61), and was very distracted between the answers. Confirmed by the standard deviation (0.99), and the coefficient of variation (27%).

Table (6): Mean, Standard Deviation, & Coefficient of Variation of (job satisfaction)

Figures		Mean	Standard Deviation	Coefficient of Variation
1	I feel comfortable with the way my supervisor or administration is dealing with the teaching staff working in the school.	3.61	0.99	27%
2	I do not feel bored, bored, or lazy while doing my job.	3.97	0.91	23%
3	I feel at this school my love for my work and my dedication to it.	4.37	0.72	17%
Total of job satisfaction		3.98	0.65	16%
Total performance indicators		3.88	0.55	14%

#### b. Quality

Table (7) data indicates the mean, standard deviations and the coefficient of variation related to the viewpoint of the sample examined regarding (quality), as the aforementioned table reflects a general mean for the third sub-variable (quality) above the standard mean, as it reached (3.82), and the dispersion was above average in the answer, it is confirmed by the general standard deviation of (0.73). The coefficient of variation on the scale of this variable from the sample was 19%. As for questions,



this variable was measured by three questions, and as shown in table (7). The results were around it has been distributed among the highest level of answer has been achieved by question (third) (I feel that I have the ability to improve my performance and provide the best), as the value of the mean for him (4.31), which is high above the hypothetical mean of (3), and the dispersion above the mean between the answers is confirmed by the standard deviation (0.75), and the coefficient of difference (17 As for the (second) question that states (the school administration is satisfied with the quality of the provided performance), it achieved the lowest level of response, as the mean value for it reached (3.46), and a high dispersion between answers is confirmed by the standard deviation (1.03) and the coefficient of difference (30%).

Table (7): Mean, Standard Deviation, &amp; Coefficient of Variation of (job satisfaction)

Figures		Mean	Standard Deviation	Coefficient of Variation
1	The employees are committed to applying the required quality standards.	3.70	1.00	27%
2	The school administration is satisfied with the quality of performance provided.	3.46	1.03	30%
3	I feel I have the ability to improve my performance and provide the best.	4.31	0.75	17%
Total		3.82	0.73	19%

### 3.3 Determine the importance of the variables of the current study sample according to the mean, standard deviation, and coefficient of variation.

The importance of the current study variables will be determined according to their presentation in the respondents' answers, and what follows is detailed in this analysis.

- a. The order of importance according to the mean, the standard deviation of the administrative leadership dimensions

For the purpose of determining the importance of administrative leadership variables (X), the mean, standard deviation, and coefficient of variation were used to determine the responses, motives, and inclinations of the research sample, table (8) shows that (inspirational motivation), which was encoded with (X<sub>2</sub>), ranked first from the viewpoint of the sample examined compared with the rest of the dimensions, it was shown that the mean (3.99) and the standard deviation (0.51) and coefficient of variation (13%).

Table (8): Determine the importance of the dimensions of the explanatory variable, administrative leadership, based on the mean, and standard deviation

Dimensions	Mean	S.D	C.V	Importance
X <sub>1</sub>	3.60	0.55	15%	Third
X <sub>2</sub>	3.99	0.51	13%	First
X <sub>3</sub>	3.86	0.53	14%	Second
X <sub>4</sub>	3.68	0.67	18%	Fourth
X	3.78	0.45	12%	

As for (intellectual excitement), which was expressed as (X<sub>3</sub>), it occupied the second position with mean of (3.86), standard deviation (0.53) the coefficient of variation (14%), which indicates that the process of (intellectual stimulation) came in the second stage. The third variable from the importance determination is the sub variable (the ideal effect) that was coded with (X<sub>1</sub>), with an average mean of (3.60), and a standard deviation (0.55). The coefficient of variation (15%), while the fourth and last variable came from an arrangement significance is the sub variable (intellectual arousal), which was coded with (X<sub>3</sub>), with mean of (3.86), and standard deviation (0.53), coefficient of variation (14%).

### 3.4 Determine the importance according to the mean and standard deviation of the dimensions of the respondent variable, functional performance indicators

For the purpose of determining the importance of the variables of job performance indicators (Y), the mean, standard deviation and coefficient of variation were used to determine the responses, motives and inclinations of the research sample regarding the respondent variable, job performance indicators, and table (9) shows that (quality), which was encoded with (y<sub>2</sub>) occupied the first rank

From the point of view of the research sample in terms of order of importance, it was shown that the mean (3.97) and the standard deviation (0.58) have reached the coefficient of variation (14.7%).

Table (9): Determine the importance of the dimensions of the response variable, functional performance indicators, based on the mean, and standard deviation

	Dimensions	Mean	S.D	C.V	Importance
Y <sub>1</sub>	Job Satisfaction	3.87	0.69	18%	Second
Y <sub>2</sub>	Quality	4.12	0.63	15%	First
Y	Job performance indicators	3.96	0.62	16%	

As for (job satisfaction) expressed as (y<sub>1</sub>), it ranked the second with an mean (3.98) and a standard deviation (0.65) and the coefficient of variation reached (16.2%), which indicates that the skills of job performance indicators came in the next stage in terms of importance .

#### IV. Analysis of Research Hypothesis

We assume the following two hypotheses;

$H_0$  : There is a significant correlation between the entry points for administrative leadership and job performance at the macro level.

$H_1$  : There are significant differences for the level of administrative leadership style and the level of job performance.

In the light of the ANOVA, table (10) below, represents the outputs of the statistical program (SPSS), which shows the significance of (F) test as;

Table (10): Analysis of the influence of the variable, administrative leadership, its dimensions in the respondent variable and functional performance indicators.

Response variable	$\alpha$	$\beta$	R <sup>2</sup>	F	P – value	Dependent variable
Leadership X	.45	.55	.21	25.5	.000	Job performance indicators Y
Optimal Effect X <sub>1</sub>	.49	.48	.24	31.0	.000	
Inspirational motivation X <sub>2</sub>	.23	.25	.05	5.7	.018	
Intellectual arousal X <sub>3</sub>	.42	.43	.17	20.4	.000	
Individual considerations X <sub>4</sub>	.32	.26	.10	10.8	.001	

It is clear in light of table (10), that the calculated value of (F) was (25.5), and these individual considerations were greater than their tabular value (6.1) with a moral level (0.01), and with confidence limits (99%), and this means that there is an effect of (leadership Administrative) in the response variable (job performance indicators). This indicates that the regression curve is good for describing the relationship between the two variables. Table (10) indicates that the constant ( $\beta = .55$ ), which means that there are presence job performance indicators of an amount (.55), even if (administrative leadership) is equal to zero. As for the value ( $\alpha = 0.45$ ), it indicates that a change of (1) in the organizational structure will lead to a change in the organizational structure (0.45).

Through table (10), the value of the determination coefficient (R<sup>2</sup>) can be observed, which is a descriptive measure used to explain the usefulness of the regression equation in estimating individual considerations, and it represents the percentage of errors decrease when using the regression equation, which was (21), which It means that the amount (.21) of the variance in the job performance indicators is an explanation explained by the administrative leadership that entered the model, and that (0.79) is a variation explained by factors that did not enter the regression model. Table (21) also indicated the significance of the amount (0.000) in the outputs of the statistical system, which is an affirmation of the existence of a high impact and moral leadership in administrative performance indicators. With this result, the first main hypothesis of the current study is realized, which states: (The approaches of administrative leadership affect both positively and morally on job performance indicators).

The hypothesis was tested through simple regression analysis and in light of these hypotheses, a functional relationship was formulated between the real individual considerations of the response

variable (functional performance indicators), which was encoded with the symbol (Y), and the explanatory sub-variables (ideal effect, inspirational motivation, intellectual arousal, considerations Individual), which was respectively denoted by ( $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ ) and the linear regression equations were as follows:

$$Y = \alpha + \beta X_1$$

$$Y = \alpha + \beta X_2$$

$$Y = \alpha + \beta X_3$$

$$Y = \alpha + \beta X_4$$

Below is the individual consideration of linear regression equation;

$$\begin{aligned} \text{job performance indicators} &= 0.48 + 0.49 \text{ ideal effect} \\ \text{job performance indicators} &= 0.25 + 0.23 \text{ inspirational motivation} \\ \text{job performance indicators} &= 0.43 + 0.42 \text{ intellectual arousal} \\ \text{job performance indicators} &= 0.32 + 0.26 \text{ individual considerations} \end{aligned}$$

It is clear in light of table (10) that the calculated value of (F) for (ideal effect, inspirational motivation, intellectual arousal, and individual considerations) which was encoded in the table mentioned with ( $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ ) has a value of (31.0, 5.7, 20.4, 10.8) respectively, and these individual considerations were greater than their tabular value (6.1) with a significant level (0.01), and with confidence limits (0.99), and this means that there is an effect of dimensions (ideal effect, inspirational motivation, intellectual arousal, and individual considerations) in the variable Responder (job performance indicators). This indicates that the regression curve is good to describe the relationship between ( $X_1$ ,  $X_2$ ,  $X_3$ ,  $X_4$ ) and (Y). Through table (10), it is possible to note the determining factor ( $R^2$ ), which was (24) in relation to the ideal effect ( $X_1$ ), which means that the amount of (24) of the variance in the functional performance indicators (Y) is an explanation variation due to the ideal effect variable ( $X_1$ ) that entered the model, and that (0.76) is a variation explained by factors that did not enter the regression model.

There is a value of the determining coefficient ( $R^2$ ) which is (.08) in relation to the inspirational motivation ( $X_2$ ), meaning that the amount (.08) of the variance in the functional performance indicators (Y) is an explanation variation due to the inspirational motivation variable that entered the model, and (0.92) is a variation explained by factors that did not enter the regression model.

The value of the determining coefficient ( $R^2$ ), the amount of which is (.17) indicates the proportion of intellectual arousal ( $X_3$ ), and this means that the amount of (17) variation in the process of performance indicators (Y) is an explanation variation due to the variable of intellectual arousal that entered the model, and that (0.93) is a variation explained by factors that did not enter the regression model.

The value of the determining coefficient ( $R^2$ ), whose amount is (.10) for individual considerations ( $X_4$ ), and this means that the amount of (10) of the variance in the functional performance indicators (Y) is an explanation of the variance explained by the variable, the individual considerations that entered the model, and (0.90) is a variation explained by factors that did not enter the regression model.

Table (10) confirms the constant ( $\alpha X_1 = .48$ ), ( $\alpha X_2 = .25$ ), ( $\alpha X_3 = .43$ ), ( $\alpha X_4 = .26$ ), and this means that job performance indicators are (.48) even if the ideal effect is ( $X_1$ ) is zero. There are job performance indicators of (.25) even if the value of inspirational motivation ( $X_2$ ) is zero. There are job performance indicators of (.43) even if the intellectual excitement ( $X_3$ ) is zero. There are job performance indicators of (.26) even if the individual considerations ( $X_4$ ) are zero.

As for the value of ( $\beta X_1 = .49$ ), it indicates that a change in the amount of (1) the ideal effect will lead to a change in the indicators of job performance of (.49), and that the value of ( $\beta X_2 = .23$ ) means that a change of amount (1) in motivation Inspirational will lead to a change in job performance indicators of (.23).

Also, the values of ( $\beta X_3 = .42$ ) confirm that a change of (1) in intellectual arousal will lead to a change in the functional performance indicators of (.42). Also, the values of ( $\beta X_4 = .32$ ) confirm that a change of (1) in individual considerations will lead to a change in job performance indicators (.32).

It is clear in light of table (10) that the calculated value of (F) for (inspirational motivation, intellectual arousal, individual considerations), which was encoded in the mentioned table with ( $X_1, X_2, X_3, X_4$ ) amounted to (31.0, 5.7, 20.4, 10.8 respectively, these individual considerations were greater than their tabular value (3.55) with a significant level (0.05), and with confidence limits (0.95), and this means that there is an effect of dimensions (ideal effect, inspirational motivation, intellectual arousal, individual considerations) in the respondent variable performance indicators Career.

#### V. DISCUSSION

1. It was found that researchers differed in their understanding of administrative leadership between a group that relied on the ability to influence (according to the traditional approach) and another group that adopted the process of influencing others on (according to the behavioral approach), and another that focused on the interaction between the leader and subordinates on (according to the attitude approach), and another She focused on the modern perspective of the concept of administrative leadership by focusing on the future visions of the organization.

2. It became clear that researchers differed in describing the entry points for administrative leadership.
3. It became clear that the reciprocal leadership style represents a reflection of the (goal - path) theory in terms of motivating the subordinates and pushing them to achieve the goals required to achieve them, that is, determining the paths leading to the achievement of organizational goals and the goals of the subordinates.
4. The leader with strategic thinking is an essential and solid component of building organizations, which is an advanced stage of intellectual development, because he possesses the ability to think, analyze, creativity and innovation by employing knowledge, experience, skill and ability.
5. Diagnosing organizations for leaders with strategic thinking is the first step in building and developing organizations and managing them effectively.
6. Entrepreneurial leadership is nothing but a process of leadership in moving individuals and all human minds working towards achieving goals, and since individuals represent the behavioral structure of the business organization, its practice means the entrepreneurial ability to use entrepreneurial behavior to manage human resources.
7. It became clear that improving job performance is affected by the prevailing leadership style within the organization, as the conduct of the leader influences the behavior of the individual by encouraging and assisting individuals, motivating them and rewarding them in a way that enhances building the individual's confidence in the organization in response to this behavior, which in turn affects the final outcome.
8. It turned out that the issue of evaluating the performance of workers has gained wide importance within the framework of administrative effectiveness in general, as the evaluation would create an administrative atmosphere capable of following up on the ongoing activities in the organization and verify the extent of commitment of the working individuals to fulfill their responsibilities and duties in accordance with constructive work data.
9. The results related to significant differences showed that the results of the analysis confirm that there were no significant differences between (motivational motivation, individual considerations) and job performance, as the moral value (. 213 and .062), respectively. This explains that the research sample did not show differences in the variables of administrative leadership and performance, and this may be due to the harmony or convergence of the characteristics of the sample in its responses and perceptions towards the two main variables.

#### VI. CONCLUSION & RECOMENDATIONS

1. Activating the leadership's inspirational motivation and giving it the independence of work to develop creativity capabilities, as this will be very important to create administrative leaders to reflect this on enhancing job performance.
2. Forming joint work teams that host academic and field competencies, whether they are principals or teachers, in organizing scientific seminars and conferences to expand management's perceptions in schools of their importance to gain experience in various disciplines.

3. Continuous coordination with various Arab and international educational institutions to take advantage of their expertise and publications from books and advanced scientific research in a manner that contributes to increasing the awareness of school principals on modern changes and contemporary technologies.
4. Promote and develop the vision that the administrative leaders possess, by holding seminars with their colleagues, and searching for new ideas on which to base their new visions.
5. Continuous review of incentive systems for employees to ensure their satisfaction with them and their participation in their development in order to ensure more harmony with administrative leaders and subordinates and motivate everyone to work effectively.
6. Identify constantly the most effective leadership styles in the field of management research and try to emulate them through the adoption of a system of educated organizations.
7. Adopting scientific foundations within the selection of administrative leaders from school principals in a manner consistent with the philosophy of human resource management strategies to ensure positive leadership styles in their interaction with teachers through personal characteristics and their CV.

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