IMPACT OF LEADERSHIP STYLES ON EMPLOYEES' JOB PERFORMANCE IN PUBLIC ENTERPRISE

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Abstract:

This study aims to identify the impact of leadership styles on job performance, in high schools of Jijel's province, which is considered as the most important function, that classify the human resource as primary resource. We use to follow the descriptive analytical method and put a questionnaire as tool for the study.

The study population consist of (3452) employees, the questionnaire was distributed to a sample survey, reaching (345) individuals, and were retrieved (268) questionnaires, using (SPSS) to analyze data.

Keywords: Leadership, leadership styles, employees' performance.

Jel Classification Code: M12.

ملخص:

تهدف هذه الدراسة إلى التعرف على أنماط القيادة الإدارية، وأثرها على أداء الموارد البشرية في ثانويات ولاية جيجل، والتي تعتبر كأهم الوظائف التي تعتبر المورد البشري، المورد الأساسي حتى تمارس المؤسسات نشاطها بنجاح، ولمعالجة الإشكال المطروح، قمنا باتباع المنهج الوصفي التحليلي، وتصميم استبانة كأداة للدراسة الميدانية.

وقد تكون مجتمع الدراسة من (2543) موظف يعملون بثانويات ولاية جيجل، وتم توزيع الاستبانة على عينة الدراسة التي بلغت (254) فردا، وتم استرجاع (362) استبانة، كما تم استخدام برنامج الـ (SPSS) لتحليل بيانات الدراسة.

الكلمات المفتاحية: القيادة، أنماط القيادة، أداء العاملين.

تصنيف JEL: M12.

I-Introduction

It is known that the subject of leadership, is one of the most important subjects in communities and organizations' life, and where there are work groups and work teams, there must be a leader who should drive their force in the perfect way, not only to achieve the goals of these groups and teams, but also to achieve the organization's goals. The purpose of this study is to explore the effect of leadership styles on employees' job performance, more precisely, the study focuses on four leadership styles: autocratic, democratic, transformational and transactional leadership, and try to see whether they have a positive or a negative or no impact at all, on the employee's job performance, in high schools of Jijel's province.

II-Literature Review

II-1- Previous Studies:

During our research, we found some studies having the same subject of research.

II-1-1- Study of Haruni J. Machumu & Mafwimbo M. Kaitila[1]:

This study is titled: **"Influence of Leadership styles on Teachers' job satisfaction: A case of selected Primary Schools in Songea and Morogoro Districts, Tanzania"**. This study reports on the kind of school leadership style, that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. The study employed cross sectional research design with sample of 200 teachers from 20 selected primary schools in Songea and Morogoro districts, Interviews, documentary analysis and questionnaires were used to collect data.

Results of the study are:

- head teachers' leadership style is a critical variable in teachers' job satisfaction in primary schools. As a result, the current teachers' job satisfaction is high in best performing schools and low in least performing schools since democratic leadership style promotes high teacher's job satisfaction.

- Democratic leadership style is the best style of leadership that could enhance high teachers' job satisfaction in primary schools.

- Findings of this study equally revealed that teachers whose head teachers practiced democratic leadership style by involving them in decision-making concerning school matters were found to be satisfied with their promotion of job satisfaction.

Recommendations of the study are:

- School head teachers should imbibe more of democratic than autocratic leadership styles in their school administration in order to enhance high teachers' job satisfaction among teachers.

- School authorities based on Regional Education office and District Education office need to develop strategies to deal with the needs of those teachers who experience less job satisfaction. Proactive attention to this should demonstrate preparedness on side of school administrators to address teacher and thereby reduce ineffective among teachers.

- School head teachers should avoid much use of autocratic leadership style in the management of primary schools.

II-1-2- Study of Joel Kipkemboi Kiboss and Henry K. Sirma Jemiryott[2]:

This study is titled: **"Relationship between Principals' Leadership Styles and Secondary School Teachers' Job Satisfaction in Nandi South District, Kenya"**. This study was an attempt to contribute in this regard by examining the relationship between leadership styles of principals and teachers' job satisfaction in Kenyan public secondary schools. The study adopted House's Path-Goal theory which suggests that the performance, satisfaction, and motivation of a group can be affected by the leadership style in place. Descriptive survey research design was used to gather data from 138 respondents selected from 501 teachers Nandi district using two questionnaires namely; Teachers Questionnaire (TQ) and Principals Questionnaire (PQ). The TQ

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[1] Haruni J. Machumu & Mafwimbo M. Kaitila, **"Influence of Leadership styles on Teachers' job satisfaction: A case of selected Primary Schools in Songea and Morogoro Districts, Tanzania"**, International journal of educational administration and policy studies, Volume 6, Number 4, Nigeria, 2014.

[2] Joel Kipkemboi Kiboss and Henry K. Sirma Jemiryott, **"Relationship between Principals' Leadership Styles and Secondary School Teachers' Job Satisfaction in Nandi South District, Kenya"**, Journal of education and human development, Volume3 Number 2, USA, 2014.

were used to collect information on teachers' perceptions of principals' leadership style and their level of job satisfaction and commitment to work while the PQ was used to uncover the type of leadership adopted by principals' administrative practice.

Results of the study are:

- Principals' leadership styles have a great impact on the working atmosphere in a school and consequently the teachers' job satisfaction.

- The dominant leadership style in Nandi South District was democratic leadership style and that most teachers were satisfied with their jobs in relation to the leadership style in place.

Recommendations of the study are:

- Principals should improve their way of public relations and accept constructive criticism.

- Principals should also be always accessible and be ready and willing to attend cocurricular activities so as to whip up support and teamwork from all members of staff because this will go a long way in improving teacher and student motivation.

II-1-3- Study of Ivana josanov-vrgovic & Nebojsa pavlovic[3]:

This study is titled: **"Relationship between the school principal leadership style and teachers' job satisfaction in Serbia"**, The aim of this research is to define relationship between school principal style and teachers' satisfaction. The sample includes 22 primary and secondary schools from Serbia. In this paper, authors used two different instruments to determine behaviour of principals and teachers satisfaction. First instrument that determines leadership style of the school principal is adapted Blake's instrument also known as the managerial grid model. The second instrument used is Job Satisfaction Survey (JSS) in order to obtain information on teachers' satisfaction. In each school 10 teachers and their principals filled in the questionnaire. This JSS collected 220 teachers' answers and 22 principals' answers.

Results of the study are:

- The school principal leadership style influences teacher's satisfaction.

- Principals that are people-oriented positively influence teacher's satisfaction in the areas school development, management, relationship with colleagues and teamwork.

- Principal that are tasks-oriented negatively influence teacher's satisfaction in the areas of communication, management, school development and safety.

- And teachers are mostly satisfied with aspects of safety, working skills, and nature of work.

Recommendations of the study are:

- Principals should give more importance the teachers' satisfaction.

- Principals' autocratic leadership has a negative effect on their job satisfaction, so in order to get more positive results principals must follow the democratic leadership styles with teachers.

- Principals should also provide appropriate work climate, because it influence teachers' job satisfaction too.

II-1-4- Study of Huang Hui & al[4]:

This study is titled: **"Principal's Leadership Style and Teacher Job Satisfaction: A Case Study in China"**, This article aims to verify the relationship among teacher job satisfaction, principal's leadership style, and principal's decision making style. Based on samples randomly chosen from among primary, secondary and high schools in Chinese educational systems in China, the required data were gathered through a mail survey. A total of 539 copies of the questionnaire were posted to teachers in 180 elementary schools, 172 secondary schools, and 187 high schools situated within the province of Xinjiang in China. Of the total questionnaires delivered only 210 copies were completed and returned, which make up 38% of the total posted questionnaires.

Results of the study are:

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[3] Ivana josanov-vrgovic & Nebojsa pavlovic, **"Relationship between the school principal leadership style and teachers' job satisfaction in Serbia"**, Montenegrin journal of economics, volume 10 number 1, Montenegro, 2014.

[4] Huang Hui, HashemSalarzadeh Jenatabadi,Noor Azina Ismail, Che Wan Jasimahbt Wan Mohamed Radzi, **"Principal's Leadership Style and Teacher Job Satisfaction: A Case Study in China",** Interdisciplinary journal of contemporary research in business, Volume 5, Number 4, UK, 2013.

- There is a significant and positive relationship between the principal's leadership style and teacher job satisfaction.

- Transformational and transactional tend to be related to certain decision-making styles, such as rational, avoidant, intuitive, dependent, and spontaneous.

- The third indication resulting from the findings substantiates the existence of a relationship between teacher job satisfaction and the principal's decision making style. The empirical evidence achieved through this study support the significant effect of decision making style on teacher job satisfaction.

Recommendation of the study is:

- Principals in secondary and high schools should make teachers participation as an important point in order to achieve the expected goals from the decision making process.

II-1-5- Study of T.O. Adeyemni[5]:

This study is titled: **"Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo State, Nigeria"**, This study investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. The study population comprised all the 281 secondary schools in the State. Out of this population, a sample of 240 senior secondary schools was taken and selected through the stratified random sampling technique. Out of the 7460 teachers (including principals) in the schools, a sample of 2040 teachers was selected through the stratified random sampling technique. This sample was made up of 240 principals and 1800 teachers. Two instruments were used to collect data for the study.

These were the principals' leadership style questionnaire and the teachers' job performance questionnaire. The data collected were analyzed using frequency counts, percentages, correlation matrix and the t-test.

Results of the study are:

- Democratic leadership style was the most commonly used leadership style among principals of senior secondary schools in the state.

- Teachers' job performance was also found to be at a moderate level in the schools.

- Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles.

Recommendations of the study are:

- School principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers.

- The use of the laissez-faire leadership style should be discouraged among school principals, as it could not bring a better job performance among teachers.

II-2- Notions of Leadership Style:

II-2-1 Definitions of leadership:

Leadership is the ability to inspire, motivate, and guide others towards achieving a higher job performance for an organization. [i]

According to (Jacobs & Jaques, 1990), "A leader is a person who helps other to endeavor and to motivate them for accomplishing aims and goals".[ii]

According to (Northouse, 2007), "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal".[iii]

Although many definitions exist, most of these definitions share certain leadership characteristics which are:

- Leadership is a process.
- Leadership is an influence.
- Leadership requires action to a group.
- Leadership achieves goals.[iv]

II-2-2- Definition of leadership style:

[5] T.O. Adeyemi, **"Principals' Leadership Styles and Teachers' Job Performance in Senior Secondary Schools in Ondo State, Nigeria"**, current research journal of economic theory, Volume 3, Issue 3,Taiwan, 2011.

According to (Miller & al 2002) :"Leadership style is the pattern of interactions between leaders and subordinates. It includes controlling, directing, indeed all techniques and methods used by leaders to motivate subordinates to follow their instructions".[v]

So the leadership style is the way a leader provides direction to his/her team to execute their tasks, in which the leader motivates and trains the subordinates, and how the leader generally communicates and relates to his/her people.[vi]

II-2-3- Factors influencing leadership styles:

A leadership style adopted by a leader or a manager in an organization can be influenced by the nature and quality of employees in the workplace. Leaders employ different styles according to the nature and quality of their subordinates. A leadership style used by a manager of highly skilled professionals would be different to that employed by a manager who looks after low skilled professionals. The nature of a firm's human capital and the manner in which it is managed can impact employee and firm performance.[vii]

II-2-4- Difference between leadership & management:

According to (Jooste, 2009), there is profound difference between the concepts of management and leadership, although both are important within organizational dynamics.

To manage means 'to bring about', 'to accomplish', 'to have responsibility for', and 'to conduct'. To lead means 'to influence', 'to guide in terms of direction, course, action or opinion'. In today's healthcare organization or operations people want to be lead – not managed.[viii]

II-3- Effect of leadership styles on job performance:

Like it's shown in **Figure (01)**, our study focus on four leadership styles: autocratic, democratic, transformational and transactional leadership, and their effect on employee's job performance.

II-3-1- Effect of democratic leadership style on job performance:
II-3-1-1- Definition of the democratic style:

The democratic leadership style involves the use of consultative approach, encourages group participation in decision making and maintaining a master-master relationship with group members.[ix]

A democratic leader invites other members of the team to contribute the decision making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also help to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to things happening more slowly but often the end result is better. The approach can be most suitable where team work is essential and quality is more important than speed to market productivity.[x]

II-3-1-2- Democratic leadership and job performance:

The democratic leadership means aiding the dialogue, encouraging employees to contribute towards ideas, and processing all the accessible information to the finest verdict.

The democratic leader should be talented enough to converse that decision back to the group to boost up unity in the plan that is chosen. The democratic headship approaches mutually respectful style of organizing a team. Ideas travel liberally and debate is comparatively free flowing, people adopting democratic style are most successful and they have a positive impact on the performance of their employees.[xi]

II-3-2- Effect of autocratic leadership style on job performance:
II-3-2-1- Definition of the autocratic style:

This style states that the leader solves the problem or makes the decision using information available to him or her at the time. In some cases, the leader may consult with subordinates to obtain information, but at no time does subordinate input include decision-making. The decision is passed on to subordinates for implementation.[xii]

II-3-2-2- Autocratic leadership and job performance:

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.[xiii]

II-3-3- Effect of transformational leadership style on job performance:

II-3-3-1- Definition of the transformational style:

The transformational leadership style is a leadership style that inspires and motivates followers to demonstrate commitment to a shared vision. Leaders engage in behaviors that clearly communicate high expectations to followers and encourage collegiality and cohesiveness.[xiv]

II-3-3-2- Dimensions of transformational leadership style:

As it is shown in **Figure (02)** and according to (Avolio, Bass, and Jung, 1997), there is four dimensions of transformational leadership: Idealized influence, Inspirational motivation, Intellectual stimulation and individualized consideration.

II-3-3-2-1- Idealized influence:

This dimension concerns the formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals. In this dimension, leaders act as role models who are highly admired respected and trusted by their followers.

II-3-3-2-2- Inspirational motivation:

This dimension refers to the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards achieving desired goals.

II-3-3-2-3- Intellectual stimulation:

This dimension is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways. They always encourage their followers to try new approaches or methods to solve the old problems.

II-3-3-2-4- Individualized consideration:

This dimension refers to leaders paying special attention to each individual follower's need for achievement and growth by acting as a coach or mentor.[xv]

II-3-3-3- Transformational leadership and job performance:

More recent research has accumulated that demonstrates that transformational leadership is important in every setting. Transformational leaders pursue others to perform beyond expectations and beyond what they think as possible. They tend to settle high performance expectations into the followers. They enjoy a followership that is satisfied and more committed. Moreover, transformational leaders develop their followers by empowering them and paying special attention to their needs as individuals and in this way they indirectly facilitate their own leadership.[xvi]

Transformational leadership had large influence on followers performance and innovation, because it help in the acceptance of organizational change especially when it is about accepting technology and acquisition. Having effective communication skills, transformational leaders tend to have higher agreement on the strategic goals of the organization. They voluntarily help their employees and prevent the occurrence of work-related problems, which ultimately enhances job satisfaction among employees, so they become more committed and have less turnover intentions.[xvii]

II-3-4- Effect of transactional leadership style on job performance:

II-3-4-1- Definition of the transactional style:

Transactional leadership emphasizes the constructing and clarifying of the reward contingencies for subordinates. Transactional leaders engage in instrumental exchange relationships with subordinates by negotiating and strategically supplying rewards in return for achievement of goals. Transactional leadership is based on a rational exchange relationship between leader and subordinate. The leader articulates what behaviors are required and what will be rewarded and provides feedback to the subordinate about his or her behavior. The subordinate, in turn, complies with these behavior requirements if rewards are desired.[xviii]

II-3-4-2- Dimensions of transactional leadership style:

As shown in **Figure (03)** transactional leadership has three dimensions: Contingent reward, management by exception (active), management by exception (passive).

II-3-4-2-1- Contingent Reward:

Automatically the followers get rewards for those accomplished tasks that are above expectations.

II-3-4-2-2- Management by exception (Active):

The followers accordingly will be monitored and if necessary will be corrected for obtaining improved and better.

II-3-4-2-3- Management by exception (Passive):

The followers will get conditional punishment related to certain discrepancies in job that are not relevant to the defined organizational objectives and goals.[xix]

II-3-4-3- Transactional leadership and job performance:

Transactional leaders assign goals to employees, with certain rewards or punishment as a result of their activities, this leadership style has a strong influence on operation of organizations and positively effects employees' job performance, because the followers will do their to best to achieve their work with high quality in order to get reward from their leader, or else they will be punished.[xx]

III- Research Methodology:

According to (Williams, 2007) research is the process of collecting, analyzing, and interpreting data in order to understand a phenomenon. The research process is systematic in that defining the objective, managing the data, and communicating the findings occur within established frameworks and in accordance with existing guidelines. This chapter introduces the methodology that was used in this research study. According to (Kumar, 2010) in order to suggest suitable recommendations to a problem, researchers are expected to make use of suitable methodologies. In addition, this section provides an overview of the research design, target population, the research instrument, data analysis, validity, reliability.

Qualitative research denotes the type of enquiry in which the qualities, the characteristics or the properties of a phenomenon are examined for better understanding and explanation.

According to (Thakur, 2005) qualitative research is obtained with the help of a historical or comparative method which looks into the origin and the process of development of any culture or society and their parts.

III-1- Target Population:

As shown in **Figure (04)**, the population of relevance consist of a group of subordinates, working in a total of 38 high schools in the province of Jijel. The number of the population is 3452 subordinates, and they are divided in four categories: 2010 teachers, 332 assistants of education, 809 professional workers (Maintenance, Cleaning, Cooking…), and 301 administrative workers (Secretariat staff, Laboratory staff …).

III-2- Calculating the simple's size:

Our target population consists of four categories which means we will follow the stratified sample method. Stratification is the process of dividing members of the population into homogeneous subgroups before sampling. The strata should be mutually exclusive: every element in the population must be assigned to only one stratum. The strata should also be collectively exhaustive: no population element can be excluded. Then simple random sampling or systematic sampling is applied within each stratum. This often improves the representativeness of the sample by reducing sampling error. It can produce a weighted mean that has less variability than the arithmetic mean of a simple random sample of the population.

We take 10 percent from the target population, so our simple will consist of 345 subordinates.

Now we must determine the weight of each layer of the study sample, so to calculate their weight, we multiplicate their number with the number of the simple, which all that, will be divided by the population's number.

- Teachers, their number is 2010, so their weight in the simple will be (2010*345)/3452= 201.

- Assistants of education, their number is 332, so their weight in the simple will be (332*345)/3452=33.
- Professional workers, their number is 809, so their weight in the simple will be (809*345)/3452=81.
- Administrative workers, their number is 301, so their weight in the simple will be (301*345)/3452=30.

As shown in **Figure (05)**, the result is that the study simple consist of 201 teachers, 33 assistants of education, 81 professional workers, 30 administrative workers, according to the calculation above.

III-3- Used tools:

In order to achieve the goals of the study we used the "Questionnaire" which is a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.

In addition, to determine the answers we used likert's fourhanded scale, and the SPSS software (STATISTICAL PACKAGE FOR SOCIAL SCIENCE), in order to analyze the questionnaire's data, and get the best results.

III-4- Results, Discussion, and interpretation of findings:

III-4-1- Response rate:

Of the 345 distributed questionnaires, 268 questionnaires were received, and 77 not received.

The questionnaires were hand-delivered to all 38 high schools in Jijel's province. The response rate was 77.68%.

From **Table (01)** we see that the questionnaire has an acceptable degree of reliability with items having an acceptable level of inter-item consistency. Cronbach's Alpha of > 0.7, reveal that the scale is very reliable.

III-4-2- Sex distribution of the respondents:

From **Table (02)** we see that 148 (55,2%) were males as opposed to females, who constituted 120 (44,8%) of the respondents. This presupposes that, generally, the margin between males and females is minimal. This implies that there was equal representation of the male and female employees at the high schools in the province of Jijel.

III-4-3- Job distribution of the respondents:

From **Table (03)** we see that most of the simple's respondents are teachers with a rate of 56,3 % from the total number of the simple's members, equivalent to 151 individuals of the study sample, followed by Professional workers with a rate of 22,8 from the total number of the simple's members, equivalent to 61 individuals of the study sample. However, administrative workers and assistants of education have both a rate of 10,4 from the total number of the simple's members, equivalent to 28 individuals of the study sample.

III-4-4- Age distribution of the respondents:

As observed from **Table (04)** it's clear that 51,1% (137) from the respondents, are between 30 - 39 years of age, this means that the majority of the respondents are between the ages of 30 years old, and 39 years old, followed by the rate of 32,1 % (86) that belongs to the individuals who are aged between 20 years old, and 29 years old, followed by the rate of 9,7 % (26) that represents the study's membres who have 50 years old and more, and last, we have the individuals who are aged between 40 years old and 49 years old, with a rate of 7,1 % (19).

III-4-5- Study's level distribution of the respondents:

As observed in the **Table (05)** it's also clear that 72 % (193) from the respondents have university's level of study, this means that the majority of the respondents have studied in the university, followed by the rate of 15,3 % (41) that belongs to individuals who have the high school's level of study followed by the rate of 7,5 % (20) that represents the study's members who have the primary school's level of study, and last, we have the individuals who have the middle school's level of study, with a rate of 5,2 % (14).

III-4-6- Experience distribution of the respondents:

From **Table (06)** we see that most of the simple's respondents have 5 years to 10 years' experience with a rate of 45,9 % (123), followed by individuals who have an experience that is less than 5 years with a rate of 40,3 % (108), and last, we have individuals who have more than

10 years of experience with a rate of 13,8 % (37), which is normal because from the **Table (04)**, we've seen that the majority of the respondents are between 30 and 39 years old.

III-4-7- Effects of Leadership styles on Job performance:

III-4-7-1- Hypotheses:

Our study's hypotheses are:

H_0^a : Autocratic leadership style hasn't any significant effect on job performance.

H_1^a : Autocratic leadership style has a significant effect on job performance.

H_0^b : Democratic leadership style hasn't any significant effect on job performance.

H_1^b : Democratic leadership style has a significant effect on job performance.

H_0^c : Transformational leadership style hasn't any significant effect on job performance.

H_1^c : Transformational leadership style has a significant effect on job performance.

H_0^d : Transactional leadership style hasn't any significant effect on job performance.

H_1^d : Transactional leadership style has a significant effect on job performance.

In order to examine whether these hypotheses are right or wrong we used multiple regression model.

III-4-7-2- Findings:

From **Table (07)** it's clear that the regression model of our study is:

$y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4$

Knowing that :

y : Job performance.

x_1 : Autocratic leadership style.

x_2 : Democratic leadership style.

x_3 : Transformational leadership style.

x_4 : Transactional leadership style.

We replace the α & β values by those obtained in **Table (07)**, our regression model will be:

$y = 2,599 - 0,39\ x_1 + 0,503\ x_2 + 0,046\ x_3 - 0,117\ x_4$

And because R^2 (determination coefficient) is 0,776, this means that the study's model explains 77,6 % of the factors affecting employee's job performance, and the 22,4 % remaining, represents other factors not present in the study's model, but they affects the job performance.

The column **signification** means the chance of rejecting H_0 and it is right (do not worth rejection).

Also, we used the "t" distribution (Student's law) because the amount of our study's simple is more than 50 individuals.

III-4-7-2-1- Examining autocratic leadership style and job performance:

H_0^a : Autocratic leadership style hasn't any significant effect on job performance.

H_1^a : Autocratic leadership style has a significant effect on job performance.

From **Table (07)** it's clear that **T calculated** is (-8,497) and **T tabulated** is 1,96.

So the result is |8,497|>1,96, the absolute value of **T calculated** is bigger than **T tabulated**, and this means that we reject H_0^a, and we accept H_1^a. This shows that the autocratic leadership style has a significant effect on employees' job performance.

To know the impact direction weather it's positive or negative, we also refer to **Table (07)**, and exactly to the value of β_1.

From **Table (07)** it's clear that $\beta_1 = (-0,39)$, and because it's a negative value, this means that the autocratic leadership style has a negative effect on job performance.

III-4-7-2-2- Examining democratic leadership style and job performance:

H_0^b : Democratic leadership style hasn't any significant effect on job performance.

H_1^b : Democratic leadership style has a significant effect on job performance.

From **Table (07)** it's clear that **T calculated** is 6,106 and **T tabulated** is 1,96.

So the result is |6,106|>1,96, the absolute value of **T calculated** is bigger than **T tabulated**, and this means that we reject H_0^b, and we accept H_1^b. This shows that the democratic leadership style has a significant effect on job performance.

To know the impact direction weather it's positive or negative, we also refer to **Table (07)**, and exactly to the value of β_2.

From **Table (07)** it's clear that $\beta_2 = 0,503$, and because it's a positive value, this means that the democratic leadership style has a positive effect on employees' job performance.

III-4-7-2-3- Examining transformational leadership style and job performance:

H_0^c : Transformational leadership style hasn't any significant effect on job performance.

H_1^c : Transformational leadership style has a significant effect on job performance.

From **Table (07)** it's clear that **T calculated** is 0,725 and **T tabulated** is 1,96.

So the result is |0,725|<1,96, the absolute value of **T calculated** is smaller than **T tabulated**, and this means that we accept H_0^c, and we reject H_1^c. This shows that the transformational leadership style hasn't any significant effect on job performance.

III-4-7-2-4- Examining transactional leadership style and job performance:

H_0^d : Transactional leadership style hasn't any significant effect on job performance.

H_1^d : Transactional leadership style has a significant effect on job performance.

From **Table (07)** it's clear that **T calculated** is (-3,967) and **T tabulated** is 1,96.

So the result is |3,967|>1,96, the absolute value of **T calculated** is bigger than **T tabulated**, and this means that we reject H_0^d, and we accept H_1^d. This shows that the transactional leadership style has a significant effect on job performance.

To know the impact direction weather it's positive or negative, we also refer to **Table (07)**, and exactly to the value of β_4.

From **Table (07)** it's clear that $\beta_4 = (-0,117)$, and because it's a negative value, this means that the transactional leadership style has a negative effect on job performance.

IV- Conclusion:

Nowadays, the leadership must to be characterized by high competence and skills, and the power of assuming responsibilities and adaptation with all what is new and developed, in order to play the necessary and the main role of leadership, and to positively affecting employees' job performance, and achieve the organization's goals with the required quality.

IV-1- Findings of the Literature Review:

- Leadership is a powerful way to orient the power of the subordinates into the right direction.

- Before applying a leadership style, leaders have to know their followers, their needs, their visions, and of course their professional informations, in order to get best performance from the employees.

- Democratic leadership style has a positive effect on job performance by involving followers in decision-making process.

- Autocratic leadership style has a negative effect on job performance, but in some cases, it has a positive effect on job performance.

- Transformational leadership style has a positive effect on job performance by sharing the vision of the leader with his followers, and trying to giving them a chance to improve their abilities, in order to exercise their job in the right way.

- Transactional leadership style has a positive effect on job performance by giving awards to the followers who do their job in the right way and get effective results.

IV-2- Findings of the Study:

After analyzing and discussing data obtained from the field's study, we came to the following results:

- Democratic leadership style has a positive effect on job performance.

- Autocratic leadership style has a negative effect on job performance.

- Transformational leadership style has no significant effect on job performance.

- Transactional leadership style has a negative effect on job performance.

V- Recommendations:

Here we are going to present some recommendations depending on the study's findings, in order to optimize the impact of leadership styles on employees' job performance:

- High school leaders should give a big importance regarding the human side of the employees, and not seeing them as machines, by providing health, social and psychological care, in order to improve their skills and job abilities.

- High school leaders should know more their subordinates, should provide the appropriate environment, and try to remove jealousy and conflicts between followers, in order to reinforce collegiality and cohesiveness.

- High school leaders should offer material and moral incentives with fairness and equitability, because this will rise their motivation, and make the employees work hard to get those incentives.

Appendices:

Table (01): Cronbach's Alpha & Honesty Coefficient distribution of the respondents

N of Items	Cronbach's Alpha	Honesty Coefficient
79	0.9	0.95

Source: SPSS results.

Table (02): Sex

Sex	Frequency	Percent
Male	148	55,2
Female	120	44,8
Total	268	100

Source: SPSS results.

Table (03): Job distribution of the respondents

Table (04): Age distribution of the respondents

Job	Frequency	Percent			
			Age distribution	**Frequency**	**Percent**
			20 - 29	86	32,1
Teacher	151		**30 - 39**	137	51,1
			40 - 49	19	7,1
			50 and more	26	9,7
			Total	268	100
		56,3			
Assistant of education	28	10,4			
Professional worker	61	22,8			
Administrative worker	28	10,4			
Total	268	100			

Source: SPSS results.

Source: SPSS results.

Table (05): Study's level distribution of the respondents

Study's level	Frequency	Percent
Primary school	20	7,5
Middle school	14	5,2
High school	41	15,3
University	193	72
Total	268	100

Source: SPSS results.

Table (06): Experience distribution of the respondents

Experience	Frequency	Percent
Less than 5 years	108	40,3
5 years - 10 years	123	45,9
More than 10 years	37	13,8
Total	268	100

Source: SPSS results.

Table (07): Analyze Results

Leadership Style	Cons tant α	Coeffic ient β	T tabulated	T calculated	significa tion	R 2
Autocratic		- 0,39		- 8,497	0,000	
Democratic	2,599	0,503	1,96	6,10 6	0,000	0, 776
Transformati onal		0,046		0,72 5	0,469	
Transactional		-0,117		- 3,967	0,000	

Source: SPSS results.

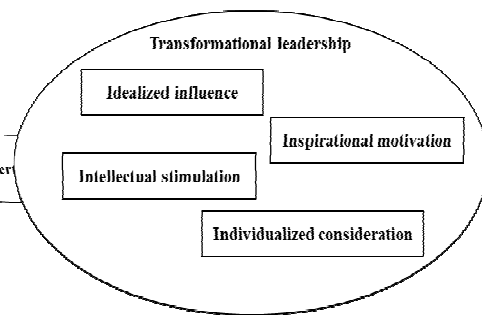**Figure (01): Leadership styles & job performance of transformational leadership style**　　　　**Figure (02): Dimensions**
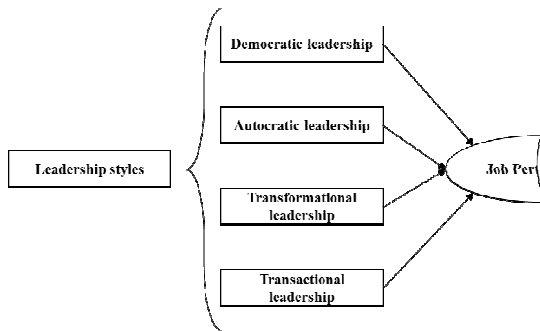
Source: done by the researchers, using previous studies.　　**Source:** done by the researchers, using previous studies.

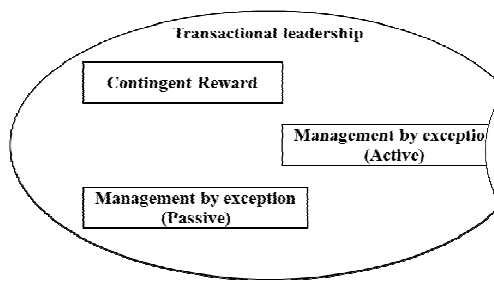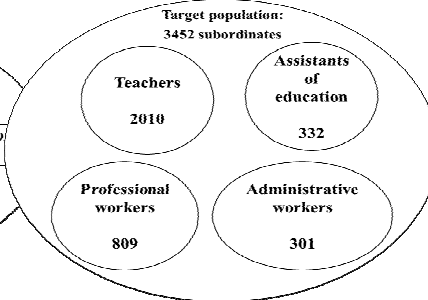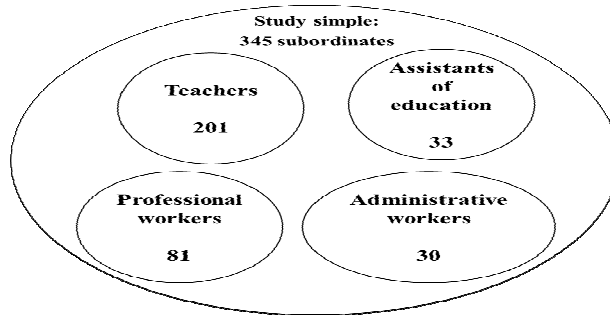**Figure (03): Dimensions of transactional leadership style**　　**Figure (04): Categories of**

the target population

Source: done by the researchers, using previous studies.   **Source:** done by the researchers, using previous studies.

Figure (05): The simple's study

Source: done by the researchers, using previous studies.

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