The Effect of Leadership Behavior on Job Performance and Job Satisfaction: The Case of Iraq Public Institutions[1]

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Abstract

In today's world, considering the many developments in the environment, every aspect of life is witnessing rapid changes. Different institutions focus on the best strategies that can enable their activities to achieve the goal. It is clear that organizations can achieve their goals with leaders who can increase the overall performance of employees as a result of their individual efforts. This idea constitutes the main aim of our research. This study aims to learn the effect of leadership styles on job performance and job satisfaction. The universe of the present study consists of all academic and administrative managers in the institutions of Duhok Polytechnic University, Iraq. In the study, scales used in the relevant literature and tested for validity and reliability were used as data collection tools. Survey data were analyzed using various statistical techniques. The results of the analysis were interpreted that managers who develop leadership and role-playing behaviors can improve their employees' motivation, abilities and perceptions, as well as increase their job satisfaction by leading to an increase in their job performance. At the end of the study, suggestions were made for managers and future studies.
Keywords: Leadership, Leadership Behavior, Job Performance, Job Satisfaction, Demographic Factors

Liderlik Davranışının İş Performansı ve İş Doyumuna Etkisi: Irak Kamu Kurumları Örneği

Öz

Günümüz dünyasında, çevredeki birçok gelişme göz önüne alındığında, yaşamın her alanında hızlı değişimlere tanık olmaktadır. Farklı kurumlar, faaliyetlerinin hedefe ulaşmasını sağlayabilecek en iyi stratejilere odaklanmaktadırlar. Örgütlerin hedeflerine ulaşabilmesi, çalışanların bireysel çabalarının sonucu olan genel performanslarını arttırabilecek liderlerle gerçekleşebileceği açıktır. Bu düşünce araştırmamızın temel amacını oluşturmaktadır. Bu çalışma, liderlik tarzlarının iş performansı ve iş tatmini üzerindeki etkisini öğrenilmesini amaçlamaktadır. Mevcut çalışmanın evreni, Irak, Duhok Politeknik Üniversitesinin kurumlarındaki tüm akademik ve idari yöneticilerden oluşmaktadır. Çalışmada veri toplama aracı olarak ilgili literatürde kullanılan ve geçerliliği ve güvenirliği test edilmiş ölçekler kullanılmıştır. Anket verileri çeşitli istatistiksel teknikler kullanılarak analiz edilmiştir. Elde edilen analiz sonuçları, liderlik ve rol yapma davranışlarını geliştiren yöneticilerin, çalışanlarının motivasyonunu, yeteneklerini ve algılarını geliştirebileceği gibi onların iş performansında bir artışa yol açarak iş tatminlerini artıracağı yönünde yorumlanmıştır. Çalışma sonunda yöneticiler ve gelecek çalışmalar için önerilerde bulunulmuştur.
Anahtar Kelimeler: Liderlik, Liderlik Davranışı, İş performansı, İş Doyumu, Demoğrafik Faktörler

1.Introductıon

In organizational life, there are constant developments in the internal and external environment. These developments bring about changes with very different and devastating consequences. Therefore, it is important for organizations to survive this process with the least damage and to take advantage of the opportunities that arise. That's why they need executive leaders who can transform, encourage, and take initiative in their employees. The result of the studies on this subject, as in this research, is the relationship between the leader and his subordinates and the factors affecting the behaviors and patterns followed in the management of the group. The main question of this research is, which leadership style or behavior is focused on in directing the subordinates to achieve the organization's purpose, as the leader follows or the subordinates perceive? When the studies on this subject in the relevant literature are examined, it is seen that the main focus is on this aspect of the relationship between the Leader and his subordinates. In other words, it is stated that there are large gaps between the senior management and subordinate relations, which are struggling to improve themselves in some departments. For example, Likert states that productivity and performance reflect positively on increasing satisfaction levels and therefore it is necessary to know the appropriate behavior to be followed, but he also states that the leadership maintains the spirit of responsibility within the group and is aimed at achieving common goals (Ahmed, 2015:18).The universe of the research consists of all academic and administrative managers in the Iraqi Duhok Polytechnic University institutions. The full count method, which aims to reach the entire population, was used and no sample was taken. There are two main reasons why the population of the study was chosen from Iraq for the application part. Firstly, it is aimed that there are few studies on the subject in this region, and secondly, it is aimed to contribute to the relevant literature by revealing the reflections of leadership behavior in different cultures. In the research, the scales used in the literature and tested for validity and reliability were used as data collection tools. Survey data were analyzed using various statistical techniques. When the results of the analysis are interpreted, it has been evaluated that the managers who develop leadership and role-playing behaviors can improve the motivation, abilities and perceptions of their employees, as well as lead to an increase in their job performance and increase the job satisfaction of the employees. At the end of the study, suggestions were made for organizational managers and future studies.

2.Conceptual Framework

2.1.Leadership Behavior and Leadership Styles

Behavior in the language is according to what was mentioned in the (tongue of the Arabs). And behavior in psychology is the overall response that a living organism displays to a confident attitude towards it (Jagham, 2015:34). Efficient leadership that keeps pace with developments is a significant factor in the success of any organization in the shadow. In these conditions, the progress of any institution's performance level depends on having the competencies and experiences at the leadership level. A successful leader depends on some of the essential characteristics that a leader must have, which are the basis of leadership competence, including the characteristic of perception and expectations, where the leader must realize that he focuses on one goal and must strive for victory because he the road to successful leadership, as the leadership potential lies in an increasing number of people and is waiting for the opportunity to emerge. The colleges of administration and business, and through special training (Coaching) and practice, can teach individuals to become better off than they are, where this institution can play A role in the graduation of potential leaders who, in turn, can ensure the creation of an organizational climate in their organization that nurtures and nurtures entrepreneurship and leadership potential (Magda, 1977). The influence exercised by the leader on his subordinates is the basis upon which the leadership is based, and the power of the leader on his associates varies according to the methods used in administration and its patterns. The pattern refers to the general framework that distinguishes the individual from others in physical formation and interpretation. The individual to follow a specific pattern such as mood, physical and psychological patterns, and perhaps the last type is the most acceptable in terms of the relationship between psychological formation and types of behavior. In all cases, the leader's characteristics as individual work to determine the orders he issues to subordinates and must focus on the leader's essential function in achieving homogeneity. And the compatibility between the needs and desires of the members of his group(Ali, 19955:112-222). Because of the different leadership styles and the diversity of classifications identified by researchers and writers regarding defining the concept of leadership style and differing opinions about the idea of leadership style, several studies have tried to distinguish between those styles, so it was necessary to define a standard or a division of styles, as researchers studied the source of authority types, including The three sources of power which prevail in rural, tribal or (traditional) societies. What is based on obedience

and loyalty, where this type of leader is seen as the ideal person who does not make mistakes, he is an inspiring person or (attractive), Or what focuses his attention on the rule and implementation of laws and regulations and expects from his subordinates the same behavior and is called (the rational pattern).

2.1.1. Democratic Leadership Style

It is a pattern that depends on the participation of subordinates and encourages discussion in some tasks so that the leader who makes the decision raises the dialogue between the workers before implementing it. If he does not find approval from them, he re-examines his decision again and adjusts it (Hammam, 2017:41-47).

2.1.2. Free Leadership Style

It is called divisive, unguided, or chaotic leadership. Free leadership is concerned with giving subordinates freedom in performing their duties and giving more room to subordinates to demonstrate their capabilities and prove themselves in the performance of their duties and practices their activities, generates confidence in them in making decisions. They deem it appropriate to accomplish work (Al-Sharif., 2004: 77-79).

2.1.3. Autocratic leadership style

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

2.2.Job Satisfaction

Priorities of employees related to their work can vary. For that reason, employees in different positions can achieve other satisfactions from a specific situation. Job satisfaction is a balance created from the salary and people individuals get happy from working together(Mansur, 2011).

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2.3.Job Performance

The human resource has received significant interest from many specialists in various fields according to foundations and criteria of varying importance in terms of its relationship with the human resource. Their personality, their motives and their encouragement is the way to increase production. We find those who considered the human element one of the most critical resources that should be invested in, adapting to the rest of the other assets if their motives are identified and then directed towards a specific behavior. It aims to excel in performance (Hamdi, 2013:32). It was also referred to as the degree of achievement and completion of the tasks that make up the individual's job. It reflects how it is achieved or satisfies the individual with the requirements of the job. Tre is a difference between performance and effort that refers to the energy exerted, while performance is measured based on results (Halabiya, 2013:36-37).

3.Method of The Research

3.1.Purpose and Importance of The Research[4]

The study's design reflects how the researcher follows to plan to execute his study to get the most valid findings. Therefore the research design is fundamental due to its determination of the success and failure of the research. The research design decision will also give the researcher a detailed guide to executing the investigation by relating the art and the scientific ways to prepare the study. This study aims to test its hypotheses, which deal with a correlation that checks the relationship between the three variables of the research. It also tries the impact of leadership behavior on both job performance and job satisfaction with their dimensions at the colleges and institutions Polytechnic of Duhok University in Iraq. Besides that, the research design contains testing the differences in variables of the study according to the characteristics of the individual of the sample. Moreover, all the hypotheses will be measured by both quantitative and qualitative indicators.

3.2. Data Collection and Data Analysis

For this research, primary data were collected by a printed questionnaire. The questionnaires were distributed among all academic and managerial leaders at colleges and

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institutions of Duhok Polytechnic University. For this study, a total of (200) questionnaires were distributed; 118 valid questionnaires for analysis. Cronbach's alpha was used to measure the reliability and credibility of the variables of the study. Their data is tested to follow parametric or non-parametric analysis. Descriptive statistics include percentages, frequencies, means and standard deviation. Hierarchical cluster analysis was used to test the model of the study. Multiple correlation analysis was used to examine the relationship between study variables and their dimensions using the Pearson method.

In our study, linear regression analysis using enter and stepwise methods was used to analyze the expected effect of the independent variable on the dependent variable. In order to analyze the differences in the study variables according to the demographic characteristics of the sample, the means were compared using the independent two-sample T-test and one-way ANOVA methods.

3.3. Model and Hypotheses of The Research.

The framework of this study will be limited to three main variables, leadership behavior which represents the independent variable, while job performance, and job satisfaction which means the dependent variables. Figure (1) shows the model of the study and explain the relations between the three variables and their dimensions:
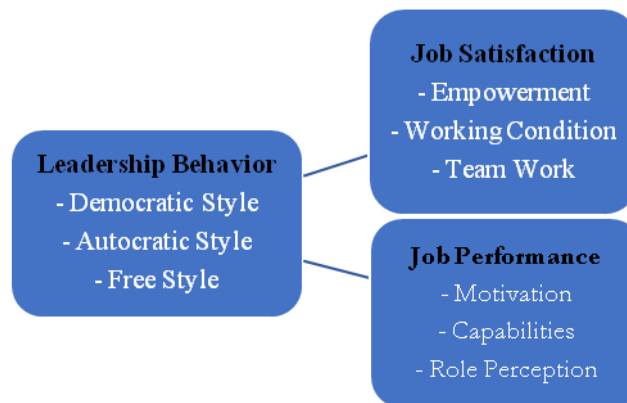
Figure 1: The Model of The Study

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

H_1: Leadership behavior significantly correlates with job performance and job satisfaction at level (0.05).

H2: Leadership behavior significantly impacts job performance and job satisfaction at level (0.05).

H3: There are differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level (0.05).

3.4. The Instrument of The Study

The main instrument of the study is the questionnaire that the individuals of the sample will complete without any intervention from the researcher. In this study, the questionnaire was used to collect data from the field side, enabling the researcher to carry out the required analyses, test the study hypotheses, and present and discuss the results. The questionnaire is designed to explore the relationship between leadership behavior and job performance and job satisfaction in the colleges of Duhok Polytechnic University in Duhok.

4.Analysis And Findings

4.1. Questionnaire Distribution

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

Table 1:Questionnaire Distribution

Sec.	Colleges and Institutions	Distributed Questionnaire No.	Collected Questionnaire No.	Valid Questionnaire No.
1	Duhok Polytechnic University	30	22	22
2	Duhok Technical Institute	30	13	13
3	Akre Technical Institute	30	20	20
4	Technical College of Health Shekhan	10	6	6
5	Shekhan Technical Institute	20	13	13

6	Amedi Technical Institute	30	20	20
7	Technical College of Engineering	20	7	5
8	Technical College of Petroleum and Minerals-Zakho	10	8	8
9	Zakho Technical Institute	20	11	11
Total		200	120	118
Final sample				118

4.2. Demographic Characteristics of the Sample

The results in the table 2 describe the demographic characteristics of respondents or the individuals of the sample: The frequency of the male in the simple were (79), and they represent about (66.9%) of the sample size, while the percentage of females was (33.1%) with the frequency of (39) from the size of the sample (118).The results indicate that the highest percentage of this characteristic was (51.7%) of individuals with an age of (30 less than 40 years), while the lowest rate was (5.9%) at the age class (50 years and more), this indicates that most leaders in the polytechnic university were at the middle of their age, while the rest of the sample individuals is divided between these two percentages. According to this characteristic, the percentage of married reach (77.1%) from the sample size with the frequency of (99), on the side the frequency of the single was (27), and they represent (23.9%) from the sample. The results show that (48.3%) of the sample have a bachelor's degree, also (26.3%) with technical diploma degree, (14.4%) hold a master's degree, (6.7%) with secondary school and less, and the rest of the sample (3.4%) with the Ph.D. degree. The sample according to job title was distributed into (48.3%) academic leadership and (51.7%) managerial leadership.The results of scientific title show that (27.1%) from the academic and managerial leaders with an assistant lecturer title, (19.5%) with a lecturer title, (9.4%) with an associate professor, and (4.2%) with a professor title, while (39.8%) of the sample without scientific label and they all represent the managerial leaders. The results in the table (4-9) indicate that the leaders with (1 less than ten years). Service represents (55.1%) from the sample size, then came the leaders with service year (10 less than 20 years) after that with the percentage of (38.1%), while the lowest rate was the class of service (20 years and more) representing (6.8%) from the sample size.

Table 2: The Demographic Characteristics of the Sample

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

When examined in terms of demographic characteristics; While men represent approximately (66.9%) of the sample size, the percentage of women (33.1%). When the participants are evaluated in terms of age distribution, it shows that the highest percentage of this feature (51.7%) is under the age of 30, and the lowest percentage is in the age group (50 years and above) (5.9%). The remainder of the sample is split between these two percentages, showing that most leaders in the polytechnic college are in their mid-years. According to marital status, the proportion of married people (77%) and singles (23.9%) are among the sample size. According to the education characteristics, the sample (48.3%)

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has a bachelor's degree, also (26.3%) has a technical diploma, (14.4%) has a master's degree, (6.7%) is a secondary school and below. indicates that they have an education degree, and the rest are high school graduates. The rate of those who have a doctorate degree is (3.4%). According to job title, the sample is distributed as academic staff (48.3%) and administrative staff (51.7%). Scientific title results show that academic and administrative leaders (27.1%) have the title of lecturer, (19.5%) lecturer, (9.4%) associate professor and (4.2%) professor. (39.8%) represent administrative staff without scientific label. When analyzed according to the working hours in the table, the sample size is represented by the ratio of those who work less than 10 years (55.1%), while the ratio of those who have less than 20 years of service (38.1%) and the ratio of those who have the lowest service class (20 years and above) (%6.8).

4.3. Testing the Model of the Study

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

4.3.1. Leadership Behavior Variable: To ensure that the three chosen dimensions in our model belong to the leadership behavior variable, the following steps confirm that:It appears from the cluster analysis results in the table 3 that the matrix of distance in characteristics between the leadership behavior variable and its dimensions was similar in its upper and lower diagonals. Thus, the results of this matrix indicate that the distances or convergences between the dimensions of this variable were reasonable, demonstrating the strength of homogeneity between those dimensions and the variable to which they belong. As the values mentioned in the table show that the closer the value of the relationship between the variables to the one is actual, this indicates the intensity of the homogeneity in the characteristics between this variable and its measured dimensions. It is noticed that all the values in the matrix indicate a state of uniformity in the elements, ranging in their levels between medium and high. Compared to the traditional value of homogeneity of (1) one, the highest value of uniformity was recorded between leadership behavior and free leadership, with a homogeneity value of (0.941), and the lowest value of homogeneity between leadership behavior and democratic leadership with a value of (0.515).

Table 3: Distance Matrix for the Leadership Variable & Its Dimensions

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

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

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

Figure 2: The Cluster Tree for Leadership Behavior & Its Dimensios
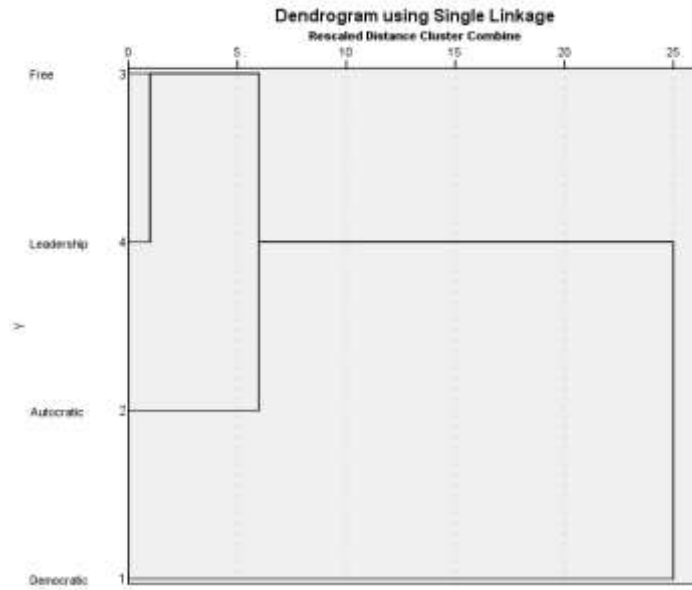
Table 4: Distance Matrix for the Job Performance Variable & Its Dimensions

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

Figure 3 The Cluster Tree for Job Performance & Its Dimensions

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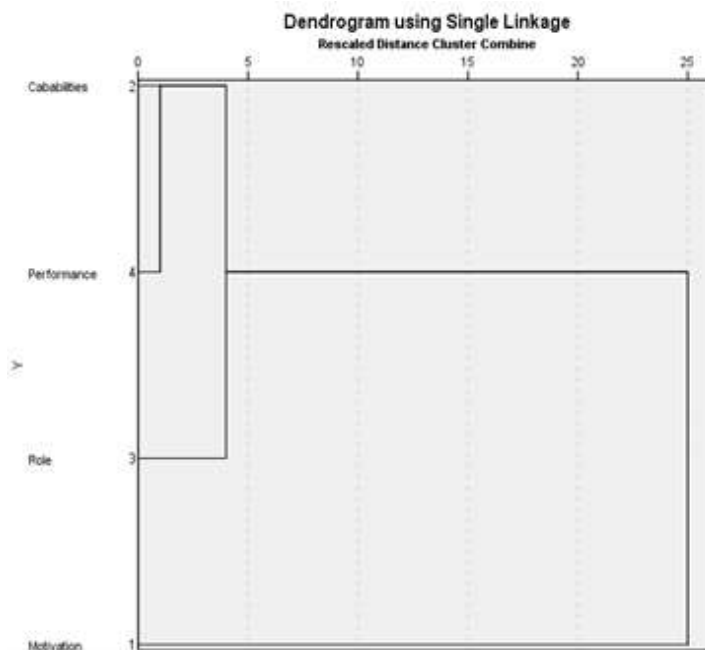
3.nd figure shows the clustering tree for the job performance variable and its three dimensions, from which it is evident that there is acceptable homogeneity at the level of the dimensions of this variable due to the existence of spacing between the periods of meeting the dimensions with each other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

4.3.3. Job Satisfaction Variable: To ensure that the three chosen dimensions in our model belong to the job Satisfaction variable, the following steps confirm that:It appears from the cluster analysis results in the table 5 that the matrix of distance in characteristics between the job satisfaction variable and its dimensions was similar in its upper and lower diagonals. Thus, the results of this matrix indicate that the distances or convergences between the dimensions of this variable were reasonable, demonstrating the strength of homogeneity between those dimensions and the variable to which they belong. As the values mentioned in the table show that the closer the value of the relationship between the variables to the one is actual, this indicates the intensity of the homogeneity in the characteristics between this variable and its measured dimensions. It is noticed that all the values in the matrix indicate a state of uniformity in the elements, ranging in their levels between medium and high. Compared to the traditional value of homogeneity of (1) one, the highest value of uniformity was recorded between job satisfaction and capabilities, with a homogeneity value of (0.860), and the lowest value of homogeneity between job performance and motivation with a value of (0.745).

Table 5: Distance Matrix for the Job Satisfaction Variable & Its Dimensions

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

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

Figure 4 The Cluster Tree for Job Satisfaction & Its Dimensions
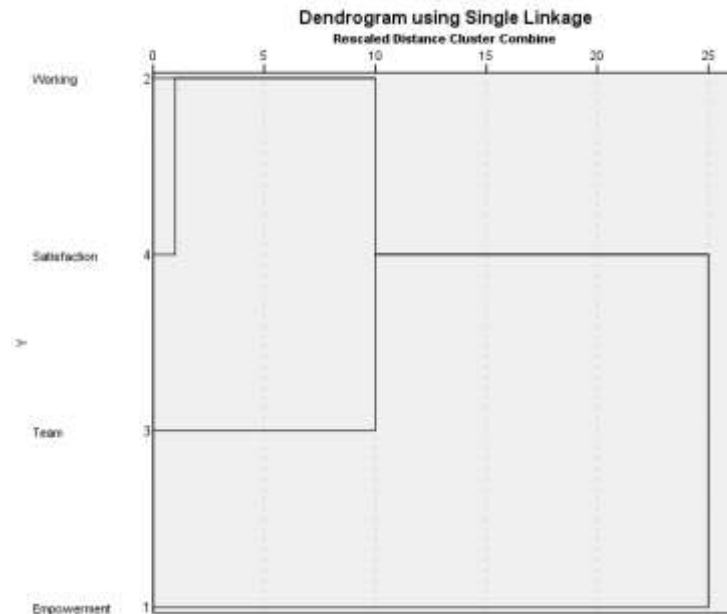
4.4. Testing the Hypothesis of the Study

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

4.4.1. Hypothesis One: The researcher conducts the correlations between the study variables and their dimensions by using multi correlation coefficient according to personal methods. The results indicate the following:The table 6 shows the results of the analysis of the correlation between leadership behavior and job performance and their dimensions as following:The relationship between the variable of leadership behavior and job performance was positive and significant according to the correlation coefficient (0.677),

at the considerable level of (0.01). The relationship between the variable of leadership behavior and the dimensions of job performance represented by motivation, capabilities, and role perception was positive and significant according to the correlation coefficient (0.610), (0.502). And (0.603) respectively at the considerable level of (0.01). The relationship between the dimensions of leadership behavior and the variable of job performance represented by democratic, accessible, and autocratic was positive and significant according to the correlation coefficient (0.639), (0.559). And (0.502) respectively at the considerable level of (0.01). The highest score of relationship was between the dimension of democratic leadership behavior and the extent of motivation which reached (0.618) at the significant level (0.01). The lowest score of relationship was between the dimension of autocratic leadership behavior and the extent of motivation which reached (0.308) at the significant level (0.01).

Table 6: Correlation between Leadership behavior & Job Performance

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

** p< 0.01

The table 6 shows the results of the analysis of the correlation between leadership behavior and job satisfaction and their dimensions as following: The relationship between the variable of leadership behavior and job satisfaction was positive and significant according to the correlation coefficient (0.699), at the considerable level of (0.01). The relationship between the variable of leadership behavior and the dimensions of job satisfaction represented by empowerment, work conditions, and teamwork was positive and significant according to the correlation coefficient (0.555), (0.538). And (0.607) respectively at the considerable level of (0.01). The relationship between the dimensions of leadership behavior and the variable of job satisfaction represented by democratic, accessible, and autocratic was positive and significant according to the correlation coefficient (0.599), (0.664). The highest score of relationship was between the dimension

of free leadership behavior and the dimension of teamwork which reached (0.726) at the significant level (0.01). The lowest score of relationship was between the dimension of autocratic leadership behavior and the extent of empowerment which reached (0.374) at the significant level (0.01).

Table 7: Correlation between Leadership Behavior & Job Satisfaction

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

** $p < 0.01$

To answer the fourth question mentioned in the methodology of this study, the results in tables 7 show that there are relations between leadership behavior and job performance and job satisfaction. The connection between leadership behavior and job satisfaction was more significant than the relationship between leadership behavior and job performance. This conclusion depends on the correlation coefficient between those variables. According to the correlation results, we can approve the correlation hypothesis and accept it, which refers to that (leadership behavior has a significant correlation with job performance and job satisfaction at level 0.05).

4.4.2. Hypothesis Two: To test the impact hypothesis and discuss their results, the researcher relies on the regression coefficient using multi & straightforward regression methods. The result for this test shows the following:The results of the regression analysis between the leadership behavior and the job performance and their dimensions shows the following: The table 8 shows that the variable of leadership behavior has a significant impact on the variable of job performance according to (F) value that is (57.936), this value was more important than the value of (F) tabulated (3.923) with the degree of freedom were (1, 116). Also, the result of the significant value was (0.000), which is less than the default level of this study (0.05). According to the development of (R2), which reached (0.458), it's evident that the variable of leadership behavior explains (45.8%) of the change that happened in the variable of job performance, and (54.2%).

Table 8: Regression Between Leadership Behavior and Job Performance

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

N = 118; p ≤ 0.05

The table 9 shows that the dimensions of leadership behavior represented by democratic, accessible, and autocratic behavior have a significant impact on the variable of job performance according to (t) values that are (6.683), (5.305), and (1.751) respectively these values were more significant than the value of (T) tabulated (1.658) with the degree of freedom were (114). Also, the result of the significant values was (0.000), (0.006), and (0.041), respectively, which are less than the default level of this study (0.05). According to the result of (R2), which reached (0.475), it's evident that the three dimensions of leadership behavior together explains (47.5%) of the change that happened in the variable of job performance and (52.5%).

Table 9: Regression between Dimensions of Leadership Behavior and Job Performance

Dimensions	Job Performance (Dependent Variable)				
	Constant	B_1	R^2	T	Sig.
Democratic	1.209	0.823	0.475	6.683	0.000
Free		0.803		5.305	0.006
Autocratic		0.250		1.751	0.041

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

The results of the regression analysis between the leadership behavior and the job satisfaction and their dimensions shows the following: 10.nd the table shows that the variable of leadership behavior has a significant impact on the variable of job satisfaction according to (F) value that is (38.416), this value was more important than the value of (F) tabulated (3.923) with the degree of freedom were (1, 116). Also, the result of the significant value was (0.000), which is less than the default level of this study (0.05). According to the development of (R2), which reached (0.489), it's evident that the variable

of leadership behavior explains (48.9%) of the change that happened in the variable of job satisfaction, and (51.1%).

Table 10: Regression between Leadership Behavior and Job Satisfaction

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

N = 118; p ≤ 0.05

The table 11shows that the dimensions of leadership behavior represented by democratic, accessible, and autocratic behavior have a significant impact on the variable of job satisfaction according to (t) values that are (2.413), (2.857), and (1.923) respectively these values were more significant than the value of (T) tabulated (1.658) with the degree of freedom were (114). Also, the result of the significant values was (0.017), (0.005), and (0.043), respectively, which are less than the default level of this study (0.05). According to the result of (R2), which reached (0.482), it's evident that the three dimensions of leadership behavior together explains (48.2%) of the change that happened in the variable of job satisfaction, and (51.8%).

Table 11: Regression between Dimensions of Leadership Behavior and Job Satisfaction

Dimensions	Job Satisfaction (Dependent Variable)				
	Constant	B_1	R^2	T	Sig.
Democratic	1.262	0.234	0.482	2.413	0.017
Free		0.181		1.923	0.039
Autocratic		0.474		2.857	0.005

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

To answer the fifth question mentioned in the methodology of this study, the results in tables shows that there is an impact on leadership behavior on both job performance and job satisfaction. The effect of leadership behavior on job satisfaction was more significant than leadership behavior on job performance. This conclusion depends on the regression coefficient (R^2) between those variables. According to the impact results, we can approve

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

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

Differences According to Gender: To test the differences according to gender toward how they deal with the three variables of the study in their activities, we depend on the (Independent two-sample t-test) method, the results in the table 12 shows that there are no significant differences between male and female classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion came from the values of the calculated (t) for each variable which amounted to (0.402), (0.028), and (1.078), respectively. These values are less than the tabulated value of (T), which amounting to (1.658) at a degree of freedom (116). These results were approved by the values of calculated (sig.) for those variables, (0.689), (0.977), and (0.069), respectively, which are greater than the default significance for the study (0.05).

Table 12: The Differences According to Gender

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

N =118

Differences According to Age: To test the differences according to age toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table 13 shows that there are no significant differences between age classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (1.179), (0.514), and (0.392), respectively. These values are less than the tabulated value of (F), which amounting to (2.449) at a degree of freedom (4, 113). These results were approved by the values of calculated (sig.) for those variables, (0.324),

(0.725), and (0.814), respectively, which are greater than the default significance for the study (0.05).

Table 13: The Differences According to Age

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

N =118

Differences According to Marital Status: To test the differences according to marital status toward how they deal with the three variables of the study in their activities, we depend on the (Independent two-sample t-test) method, the results in the table 14 shows that there are no significant differences between married and single classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion came from the values of the calculated (t) for each variable which amounted to (0.695), (1.541), and (0.854), respectively. These values are less than the tabulated value of (T), which amounting to (1.658) at a degree of freedom (116). These results were approved by the values of calculated (sig.) for those variables, (0.489), (0.126), and (0.395), respectively, which are greater than the default significance for the study (0.05).

Table 14: The Differences According to Marital Status

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

N =118

Differences According to Level of Education: To test the differences according to the level of education toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table 15 shows that there are no significant differences between the level of education classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is

based on the values of the calculated (F) for each variable which amounted to (0.374), (0.137), and (0.658), respectively. These values are less than the tabulated value of (F), which amounting to (2.449) at a degree of freedom (4, 113). These results were approved by the values of calculated (sig.) for those variables, (0.827), (0.968), and (0.622), respectively, which are greater than the default significance for the study (0.05).

Table 15: The Differences According to Level of Education

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

N =118

Differences According to Job Title: To test the differences according to job title toward how they deal with the three variables of the study in their activities, we depend on the (Independent two-sample t-test) method, the results in the table 16 shows that there are no significant differences between academic staff and managerial staff classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion came from the values of the calculated (t) for each variable which amounted to (0.294), (0.392), and (0.475), respectively. These values are less than the tabulated value of (T), which amounting to (1.658) at a degree of freedom (116). These results were approved by the values of calculated (sig.) for those variables, (0.770), (0.696), and (0.636), respectively, which are greater than the default significance for the study (0.05).

Table 16: The Differences According to Job Title

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

N =118

Differences According to Scientific Title: To test the differences according to scientific title toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table 17 shows that there are no significant differences between scientific title classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (1.921), (0.961), and (0.706), respectively. These values are less than the tabulated value of (F), which amounting to (2.684) at a degree of freedom (3, 114). These results were approved by the values of calculated (sig.) for those variables, (0.135), (0.417), and (0.552), respectively, which are greater than the default significance for the study (0.05).

Table 17: The Differences According toScientific Title

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

N =118

Differences According to Service Years: To test the differences according to service years toward how they deal with the three variables of the study in their activities, we depend on the (One Way ANOVA) method, the results in the table 18 shows that there are no significant differences between service years' classes toward dealing with leadership behavior, job performance, and job satisfaction. This conclusion is based on the values of the calculated (F) for each variable which amounted to (0.394), (0.513), and (0.319), respectively. These values are less than the tabulated value of (F), which amounting to (3.075) at a degree of freedom (2, 115). These results were approved by the values of calculated (sig.) for those variables, (0.675), (0.533), and (0.271), respectively, which are greater than the default significance for the study (0.05).

Table 18: The Differences According to Service Years

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

N =118

To answer the sixth question mentioned in the methodology of this study, the results in tables from 12 to 18 shows that there are no differences between the sample in dealing with leadership behavior, job performance, and job satisfaction according to their demographic characteristics, this conclusion depends on the values of (F), (t), and (sig.) between those variables. According to the differences results, we can reject the differences hypothesis, which states that (There are differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level 0.05), and accept the alternative, which refers to that (There are no differences between leadership behavior, job performance, and job satisfaction according to the sample demographic characteristics at level 0.05).

CONCLUSION

The hypotheses of the research were tested and the following results were obtained. The relationship between the leadership behavior variable and the job performance variable is positive, and the correlation is an indicator of the number (0.677) at a significant level (0.01). The relationship between the leadership behavior variable and the job performance dimensions represented in motivation, ability and role awareness is positive according to the correlation coefficient. The results also show that the relationship between leadership behavior and job satisfaction is greater than the relationship between leadership behavior and job performance, this result depends on the correlation coefficient between these variables. According to the correlation results, he can confirm and accept the correlation hypothesis, which indicates this (leadership behavior has a significant 0.05 level correlation with job performance and job satisfaction). The leadership behavior variable has a significant effect on the job performance variable, and the change in the job performance variable (45.8%) of the leadership behavior variable explains the change in the job performance variable (54.2%). It is seen that the leadership behavior variable has a significant effect on the job satisfaction variable and the leadership behavior variable explains the change in the job satisfaction variable (48.9%) and (51.1%). According to the results of the difference, we can reject the difference hypothesis saying (There are differences at a significance level of 0.05 between leadership behavior, job performance and job satisfaction according to the sample demographics) and accept the alternative that expresses the difference. (There is no difference between leadership behavior, job performance and job satisfaction according to sample demographics at 0.05 significance level). As in other studies, there were some limitations affecting this study. Among them,

the results of this research include academic and administrative studies in Iraq and Duhok Polytechnic University. Different results can be obtained in studies to be conducted in different institutions of the same country and it is not possible to generalize. Another limitation is that the participants may have different perceptions and incomplete information while answering the question items in the questionnaire. Therefore, in order to eliminate this situation, the participants should be provided with information about the subject in future studies and it should be ensured that they fill in the questions about how to fill the questionnaire correctly and completely. The last limitation is that this research has a cross-sectional feature. This may have caused the participants to evaluate them according to their mood when they filled out the questionnaire, as well as the situation they were in, and not giving due importance in the answering process. In order to overcome the negativities that may arise in this way, its re-applicability to the same sample group at different times should also be considered. Despite all these limitations, it is thought that the study will make an important contribution to the related literature.

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