

The Effect of Leadership Style of Academic Leaders on Job Performance Behavior among Faculty in Al-Balqa` Applied University

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Abstract: *The present study is an attempt to identify the effect of leadership style of academic leaders on job performance behavior among faculty in Al-Balqa` Applied University. A questionnaire was designed to achieve the objective of the study. The questionnaire divided into two sections; the first section is leadership styles including democratic leadership style, autocratic leadership style and Laissez-faire Leadership with (30) items, the second is job performance that includes (15) items. After verifying its validity and reliability, it was applied to a sample of (100) faculty in Al-Balqa` Applied University, then the data was statistically analyzed by SPSS. The results showed that leadership styles affect job performance of faculty as well as there are no statistically significant differences due to gender, work experience and academic rank. The study recommended adopting the democratic leadership style as the most effective style in fostering the job performance among faculty in Al-Balqa` Applied University and holding training courses for academic leaders to train them on how to utilize the democratic leadership style in fostering faculty job performance.*

Keywords: *leadership, leadership styles, job performance.*

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I. Introduction

The contemporary institutions adopt various views, ideas, and modern management principles so that they can upgrade their efficiency and improve the performance of their administrative and technical staff. Among the most prominent tendencies is the overriding concern with organizational culture as mainly modern management features. Successful organizations seek to take advantage of modern management methods and models to adapt to changes in different business environments and to address the shortcomings of the financial possibilities and raise levels of performance and services to achieve success and progress.

In this regard, Al-Harby (2008) confirms that leadership is the critical element in achieving performance as it is the human element that binds community members with each other and motivates them to achieve the desired goals. It is considered the most influential and effective element of any educational institution.

Otherwise, Sharifi&Atenih (2010) argue that researchers and officials interested in administrative work believe in the importance of leadership, because it is an effective tool for administrative institutions for achieving tasks and goals. The success or failure of these institutions depends on administrative leaders' business success, through performing their roles and tasks and contributing to the development of their organizations, according to their abilities and skills.

Moreover, the final product of job performance is the outcome of the efforts of the organization performance measured by its final results. All the administrative processes and decisions taken by the institution aim to improve performance and efficiency. Job performance is defined by Jayaweera (2015) as behaviors or activities that are performed towards achieving the organization's goals and objectives in the impact of work environmental factors.

In the light of many studies, such as Iqbal et al. (2015) and Obiwuru et al. (2011), leadership styles have a great positive effect on employee performance. The democratic style enhances employee performance and feeling of confidence. On the contrary, the autocratic style has negative effect on employee performance and makes him feel as merely a tool for the implementation of administrative decisions. It has a negative impact on his job performance and deprives the institution of the creative energies of its employees. The current study identifies the effect of leadership style of administrative leaders on job performance behavior among faculty in Al-Balqa` Applied University.

Statement of problem

Leadership styles have an important position in contemporary management thought. Its significance stems from its fundamental role as a criterion for determining organization success or failure which leads to duplicate the duties and increase the importance of administrative leaders. In times of transitions and development, organizations are in a dire need to leaders who are able to adapt to events and situations and to solve problems. Such leaders are required to stimulate, optimize or preserve the limited human and material resources.

In Jordan, universities are important institutions with many tasks, such as academic and skillful preparation of the individual and upgrading the Jordanian labor market. That vision cannot be achieved without academic leadership in universities adopting leadership styles to improve faculty job performance.

Hypotheses

The current study seeks to test the following major hypotheses:

The first major hypothesis: Ho: There is no statistically significant difference at the level ($\alpha=0.05$) of the effect of leadership styles on job performance behavior among faculty in Al-Balqa` Applied University. From this hypothesis, the following sub-hypotheses are derived:

1. There is no statistically significant difference of democratic style at the level ($\alpha=0.05$) on job performance.
2. There is no statistically significant difference of autocratic style at the level ($\alpha=0.05$) on job performance.
3. There is no statistically significant difference of Laissez-faire style at the level ($\alpha=0.05$) on job performance.

The second major hypothesis: There is no statistically significant difference at the level ($\alpha=0.05$) between the average responses of faculty to the effect of leadership styles on job performance due to personal variables (gender- work experience - academic rank).

Objectives

The study aims to detect the effect of leadership style of academic leaders on job performance behavior among faculty in Al-Balqa` Applied University. From this major objective, the following sub-objectives are derived:

1. Identify the leadership styles concept and theoretical dimensions.
2. Study the effect of leadership styles (democratic- autocratic- Laissez-faire) on job performance behavior among faculty in Al-Balqa` Applied University in Jordan.

Significance of the study

The current study contributes to benefiting the following:

1. Making theoretical basis to the concept of leadership styles and job performance.
2. Researchers: this study supports researchers and specialists to undertake similar studies in different learning environments.
3. This study provides decision-makers in university with scientific information about leadership styles significance and its direct effect on job performance. It guides decision-makers to the positive effect of leadership style on job performance behavior among faculty to limit faculty employment turnover and achieve high competition level in this crucial sector.

Study limitations

Subject limitation: Identifying the effect of leadership style of academic leaders on job performance behavior among faculty in Al-Balqa` Applied University.

Spatial limitation: Faculty in the North colleges affiliated to Al-Balqa` Applied University. *Temporal limitation:* 2017

II. Theoretical framework and Literature Review

The concept and styles of leadership

Leadership concept is associated with behavioral signs among individuals. Scientists, intellectuals and theorists in the field of management and sociology have various definitions of leadership. Anyway, the origin meaning of leadership in Arabic and English will be included along with some leadership definitions to identify the general and special semantics of the term.

Among the most prominent leadership definitions is that it is ability to influence others to achieve specific goals. Leadership is not a leader feature, but a role played by the individual. It is the sum of a set of factors including the individual, the group and the organizational conditions. So a successful leader is the one who can gain the cooperation of his people and convince them that achieving the organization's objectives equals achieving theirs (Durah, 2008). It is also defined as a process has the capability to influence workers' trends and values, improves their relations and facilitates activities, so goals can be achieved. Dove &Freeley

(2008) defined leadership as “Practical behavior to guide the activity of the Working Group toward a common goal and this behavior consists of proactive defense commander on the performance of the group and find a solution to institutional conflicts, communicate and make decisions based on the interests of work”. Through the previous definitions it can be noticed that leadership is a method of leadership to achieve organizational goals for the institution through enhancing the performance of employees and unleashing their talents and abilities to achieve goals effectively.

The difference between a leader and a manager should be considered. Managers usually act according to the laws and regulations set by others but leaders are the ones who set regulations and form the team and provide others with the opportunity to become leaders through motivation and participation in decision making.

Leadership styles

There are three major styles of leadership as following:

1. Autocratic leadership

It is a style based on tyranny and bigotry. The leader takes decisions solely using the methods of enforcement and intimidation to execute his orders by concentrating all powers in his hand. Without any debate or understanding, the leader directs and instructs his employees to what work to perform, how to perform it and when (Ada & Frank, 2007).

2. Laissez-faire Leadership

This style rests on workers discretion. Leader delivers information to group members without interference and does not assume any responsibility. It depends on non-intervention in the work course, so the staff feels lost and frustrated. Accordingly, it is the least effective leadership style. It is because of the leader's inability to make a decision or lack of knowledge, he leaves the institution without guiding (Al-Qarouti, 2004).

3. Democratic leadership

A leadership style that cares for the subordinates. Some have called it the advisory or humane leadership, while others have called it positive leadership. It is a social process where community controls itself. Leader encourages individuals to compete and collaborate and share their opinion and advice in an atmosphere of intimacy and love. The leader Focuses also on how the work is performed and the goals are achieved. He/ she uses methods of persuasion, providing suggestions, solutions and examples facts, taking into account the feelings, dignity and importance of the group members and their role in achieving the objectives of the institution (Arthar and Zaman, 2010).

Job performance

Performance is one of the most important elements of any institution's organizational goals. Torrington, et al. (2008) assert that the performance status profile of employees used to judge the validity of new employees who are tested. Daft (2003) defines performance as “The Organization's ability to achieve its objectives through the efficient use of resources”.

According to Durah (2003), performance is the interaction between behavior and accomplishment or group behavior and results achieved together with a tendency to highlight results achievement due to the difficulty of separating behavior from results and achievement.

Foot & Hook (2008) refer that the performance status profile of employees fosters the spirit of competition between employees which leads to increase individual productivity and organization-wide total factor productivity. This competition resulted from employees' realization that higher job levels are familiar with their respective efficiencies and weaknesses which raises a sense of pride among the qualified persons and influences less qualified to improve their performance in order to change the negative impression of their administration.

Al-Tai et al. (2006) assure that most organizations seek to determine the quality and quantity of its performance and identify capabilities and potentials possessed by each individual and how to improve them.

Literature Review

Given the importance of leadership and its different effects on performance, many studies have attempted to explore the relationship between leadership and performance. Raja (2012) aimed to explore the effect of leadership style on the performance of individuals in the upper and middle administrative levels in service companies in Pakistan. Data were collected using a structured questionnaire on a random sample of 150 of the workers in the field of services. The results showed that ambitious stimulus, perfect effect, personal considerations and mental understanding help guide individuals to higher levels of job performance.

Yang (2012) aimed to identify the impact of participatory leadership at the level of job satisfaction and organizational commitment to a number of public relations institutions. In Taiwan, a random sample was selected 600 employees from 59 companies in Taipei City. Regression analysis showed that the dimensions of participatory leadership have influence on job satisfaction of public relations employees. The study found that job satisfaction is an encouraging factor for institutional public relations staff commitment under the influence

of participatory leadership. The results of this study are administrative reference for researchers and managers in the field of modern participatory leadership.

Al-Dlaain(2010) aimed to identify the effect of administrative business organization on business organization in the Jordanian Communications Company. A questionnaire was designed and distributed to a sample of 535 in order to achieve the objectives of the study. The study found that the workers in Jordanian Communications Company are highly aware of administrative empowerment dimensions and its impact on the organization.

Hsiao et al. (2011) aimed to survey the effect of leadership on organizational innovation. The sample consisted of 330 teachers and officials for the management of secondary schools in the city of Tokyo in Japan. The results showed that interactive leadership associated with the level of learning within the institution (school) have statistically significant influence on the organizational innovation.

It is clear that previous studies have tried to survey the effect of leadership styles on job performance in general. However, the current study is more comprehensive as it addresses the three leadership styles (democratic, autocratic, laser) and their effect on performance. Thus, it has the advantage of topic coverage, but previous studies that were limited to certain styles.

Field study:

Methodology

In the current study, the descriptive approach is utilized to obtain information regarding the current status of the study subject, determine the nature of that subject, recognize the interrelationships and analyze the variables affecting its emergence and growth.

Study population and sample

The Study population consists of all faculty members in the North colleges affiliated to Al-Balqa` Applied University in 2017. (100) individuals were selected randomly as a sample. Random sampling provides all members of the society with the opportunity to participate equally, without bias or direct intervention.

This study was conducted to academic leaders (assistant professor, associate professor, and above). (105) questionnaires were distributed to academic leaders and five were excluded for their invalidity. Thus, (100) questionnaires are the final analysis. Table (1) below shows the distribution properties of respondents according to their variables.

Table (1) Frequency and percentage according to variables

Variable	Category	Frequency	Percentage
Gender	Male	58	%58
	Female	42	%42
Academic rank	Assistant Professor	67	%67
	Associate Professor	33	%33
Experience	Less than 5 years	53	%53
	5 years and more	47	%47
	Total	100	%100

Study tool

A questionnaire is utilized as a tool for data collection to achieve the aim of the study. It was designed as following:

1. Reviewing the previous literature related to the subject of the current study, such as the study of Al-Dlaain (2010) and Hsiao et al. (2010) to have initial idea about how to measure the effect of leadership styles of academic leaders on job performance. Then reformulated the selected items to be measurable, easy and clear.
2. The questionnaire consists of two parts. The first is the leadership styles in Al-Balqa` Applied University with its three dimensions (democratic leadership style, autocratic leadership style and Laissez-faire Leadership) and consists of 30 items. The second discusses job performance and consists of 15 items.

Tests before distributing the questionnaire

1. *Measuring validity*

The questionnaire was presented to a group of experts and specialists to verify its validity and suitability for the study hypotheses and objectives and its ability to measure the study variables. The evaluators expressed some notes on the phrasing of items. Most of them approved its validity after the required amendments have been made.

2. *Measuring reliability*

To achieve the questionnaire variables accuracy of the phenomenon, there was an initial test to its variables on a sample of (15) respondents of academic leaders in Al-Balqa` Applied University. The test was returned after two weeks and show that the respondents' answers match reached (80%). This percentage indicates a high degree of the questionnaire reliability and becomes in its final stage before distribution. Reliability Alpha Test

was utilized to ensure the accuracy of this percentage. In addition, Cronbach Alpha factor was utilized to test the reliability of measurement tool in this study, with total (0.87%). This percentage was considered suitable to the purposes of the designed tool.

Data analysis tools

After collecting questionnaires, a number of statistical tools were approved based on the nature of the study objectives for the results of relationships between variables, as well as validate assumptions and quantify. SPSS software was utilized for the required statistical analyses, including multiple regression and variance analysis test.

Variables

The study variables are the three dimensions of leadership styles in Al-Balqa` Applied University (democratic leadership style, autocratic leadership style and Laissez-faire Leadership). The following is a description of these variables by extracting the percentages of 100 respondents' answers in Al-Balqa` Applied University, as well as the averages and standard deviation, as shown in Table 2.

Table (2) average and standard deviation of leadership styles of academic leaders

<i>Variables</i>	<i>Average</i>	<i>Standard Deviation</i>
Democratic Leadership Style	3.79	.573
Autocratic Leadership	3.57	.817
Laissez-Faire Leadership	3.53	.649
Leadership Styles ($\hat{\alpha}$ =80%)	3.62	.614
Job Performance ($\hat{\alpha}$ =78%)	3.68	.709

Hypothesis testing

Before using linear regression analysis to test the study hypotheses, the match between the independent variables data and the regression analysis requirements was verified, including Normal Distribution Test and Correlation Values Test of leadership styles. The results of these tests indicate the linear regression analysis in extracting results is applicable. The following is a presentation of linear regression results:

Table (3) Model Summary

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.937(a)	.879	.871	.255

Predictors: (Constant), democratic leadership style, autocratic leadership style, Laissez-faire Leadership

The correlation coefficient between the independent variable and dependent variable is (.937) as shown the adjusted R² is (0.879). It indicates that if an independent variable is added to the model, its value will rise even if there is no significance of the independent variable in the model (Increasing the sum of squares for regression SSR with steady sum of squares as total SST). Therefore, the adjusted R² is calculated by taking into account the increase in freedom degrees, as described above, i.e. (0.871). Thus, the independent variables explain (87%) of changes in the dependent variable and the rest is attributed to other factors.

According to the analysis, job performance is affected by the leadership styles, the adjusted R² has indicated that that the percentage of variation explained in job performance due to the influence of leadership styles is (0.879), which is a high percentage. It indicates that (87.9%) of differences in performance by employees is determined by our knowledge and application of leadership styles. The R value between leadership styles and job performance reached (0.937).

Significance test of the multiple regression model

Table (4) shows the results of analysis of variance (ANOVA) of the significance test of the multiple regression model.

Table (4) ANOVA results

Source	Squares sum	Degrees of Freedom	Squares mean	F	Significance
Regression	43.715	6	7.286	112.217	.000(a)
Residuals	6.038	93	.065		
Total	49.754	99			

Predictors: (Constant) democratic leadership style, autocratic leadership style, Laissez-faire Leadership

Dependent Variable: job performance

Testing the first major hypothesis: There is no statistically significant difference of leadership styles in Al-Balqa` Applied University at the level ($\alpha=0.05$) on job performance.

Table (4) shows that the value of the calculated (F) is (112.217) and it is higher than the indexed (F) at freedom degree of (93.6) and significance level of (0.00). It means that the regression curve is good in explaining the

relationship between leadership style and job performance. In other words, leadership style contributes to influence job performance and therefore the null hypothesis is rejected. So, **“There is statistically difference of leadership styles in Al-Balqa` Applied University at the level ($\alpha=0.05$) on job performance” is accepted.**
The sub-hypothesis testing: multiple regression analysis results between leadership style and job performance are utilized to test these hypotheses as in Table (5).

Table (5) Multiple regression analysis results among leadership styles

Variables	Beta	T	Significance
Democratic leadership style	.192	2.823	.006
Autocratic leadership style	.193	4.315	.000
Laissez-faire Leadership style	.351	4.044	.000

The dependent variable: job performance

The first sub-hypothesis: Ho: There is no statistically significant difference of democratic style at the level ($\alpha=0.05$) on job performance.

Table (5) shows that there is statistically significant difference of democratic style at the level ($\alpha=0.05$) on **job performance** ($\beta=0.192$), (T) value is (2,823) with (0.06) of statistically significant difference and therefore the first null sub-hypothesis is rejected but the alternative hypothesis is accepted. It means that **“There is an effect of democratic style on job performance”**.

The second sub-hypothesis: Ho: “There is no effect of autocratic style on job performance”.

Table (5) shows that there is statistically significant difference of autocratic style at the level ($\alpha=0.05$) on **job performance** ($\beta=0.193$), (T) value is (4,315) with (0.00) of statistically significant difference and therefore the second null sub-hypothesis is rejected but the alternative one is accepted. It means that **“There is an effect of autocratic style on job performance”**.

The third sub-hypothesis: Ho: There is no statistically significant difference of Laissez-faire style at the level ($\alpha=0.05$) on job performance.

Table (5) shows that There is statistically difference of Laissez-faire style at the level ($\alpha=0.05$) on **job performance** ($\beta=0.351$), (T) value is (4,044) with (0.00) of statistically significant difference and therefore the third null sub-hypothesis is rejected but the alternative hypothesis is accepted. It means that **“There is an effect of Laissez-faire style on job performance”**.

The second major hypothesis: There is no statistically significant difference at the level ($\alpha=0.05$) between the faculty average responses of the effect of leadership styles on job performance can be attributed to the personal variables (gender- work experience - academic rank).

Averages and standard deviations of the faculty average responses were extracted to test this hypothesis as following:

Table (6) Averages and standard deviations of study fields based on its variables

Gender	Descriptive statistics	Democratic	Autocratic	Laissez-faire	Total tool
Male	Average	3.9185	3.9317	3.8937	3.9146
	Number	58	58	58	58
	standard deviations	.84348	.89955	.89211	.83652
Female	Average	3.9278	3.8508	3.9058	3.8948
	number	42	42	42	42
	standard deviations	.79169	.82746	.74701	.71129
Total	Average	3.9237	3.9006	3.9062	3.9102
	number	100	100	100	100
	standard deviations	.80828	.85372	.80431	.76529
Work experience					
Less than 5 years	Average	4.0243	4.1000	4.0389	4.0544
	Number	53	53	53	53
	standard deviations	.81204	.82591	.83256	.78638
More than 5 years	Average	3.8817	3.8658	3.8931	3.8802
	number	47	47	47	47
	standard deviations	.76966	.82254	.82311	.75871
Total	Average	3.9237	3.9006	3.9062	3.9102
	Number	100	100	100	100
	standard deviations	.80828	.85372	.80431	.76529
Academic rank					
Assistant professor	Average	3.8296	3.7577	3.8436	3.8103
	Number	67	67	67	67
	standard deviations	.86515	.90122	.86575	.80051
Associate professor and	Average	3.9163	3.8511	3.8308	3.8660

above					
	Number	33	33	33	33
Total	Average mean	3.9237	3.9006	3.9062	3.9102
	Number	100	100	100	100
	standard deviations	.80828	.85372	.80431	.76529

The previous table shows apparent variation of average as study variables (gender- work experience - academic rank) on study fields. Multiple analysis of variance is used to know if there is statistically significant difference, as following:

Table (7) Multiple variance analysis of the average of the impact of leadership styles on job performance

Source	dependent variable	sum of squares	degrees of freedom	Squares mean	F	Sig.
Gender	democratic style	.282	1	.141	.200	.819
	autocratic style	.121	1	.060	.080	.923
	Laissez-faire style	.261	1	.131	.191	.826
	Total tool	.009	1	.005	.008	.992
Work experience	democratic style	.373	1	.187	.265	.768
	autocratic style	1.138	1	.569	.753	.473
	Laissez-faire style	1.423	1	.711	1.041	.356
	Total tool	.821	1	.410	.661	.518
Academic rank	democratic style	2.898	1	.966	1.371	.255
	autocratic style	4.143	1	1.381	1.828	.145
	Laissez-faire style	3.940	1	1.313	1.923	.129
	Total tool	3.450	1	1.150	1.852	.141
Error	democratic style	90.929	96	.705		
	autocratic style	97.442	96	.755		
	Laissez-faire style	88.119	96	.683		
	Total tool	80.101	96	.621		
Total	democratic style	2438.778	99			
	autocratic style	2422.667	99			
	Laissez-faire style	2416.948	99			
	Total tool	2412.424	99			

The previous table shows the following:

- There is no statistically significant difference of gender variable at the level ($\alpha=0.05$) on leadership job performance.
- There is no statistically significant difference of work experience variable at the level ($\alpha=0.05$) on leadership job performance.
- There is no statistically significant difference of academic rank variable at the level ($\alpha=0.05$) on leadership job performance.
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III. Conclusions and Recommendations:

Conclusions

The dominant Leadership styles have a statistically significant impact on job performance. It may be attributed to the apparent impact of leadership styles on job performance of the faculty. Leadership is undoubtedly capable of building organizational trust and creating an environment of cooperation and partnership. It creates the right regulatory climate for engaging faculty at institutions to set university goals and strategies. It stimulates faculty to hard working and boosts their confidence to adopt job performance practices that help achieve the organizational objectives of the institution. This result is consistent with (Raja, 2012) and (Yang, 2012) indicating that faculty job performance is affected positively or negatively by the dominant leadership style. For example, faculty performance is better in the democratic style other than the other leadership styles.

The results indicated also that there is no statistically difference at the level ($\alpha=0.05$) regarding the impact of leadership styles on job performance due to the personal variables (gender- work experience - academic rank). It may be attributed to that faculty in Al-Balqa` Applied University in Jordan are living in similar organizational and managerial environment.

Recommendations

1. Enhancing democratic leadership style of academic leaders in Al-Balqa` Applied University by providing supportive management environment to faculty and engaging them in administrative decisions. Allowing them to launch creative energies and reduce bureaucratic or authoritarian style where leaders hold the authorities and deprive the university of creative work of faculty.

2. Affording training courses for academic leaders in Al-Balqa` Applied University on democratic leadership style, as the most appropriate and effective styles to enhance job performance.
3. Conducting further advanced studies on leadership styles prevailing in other universities to identify the most dominant leadership styles around universities in Jordan. Then studying the relationship between those styles and job performance of faculty in reality.

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