

# The Impact of Leadership Styles on Improving Institutional Performance in the Jordanian Commercial Banks from the Perspective of Middle Management Staff

Dr. EyadTaha AL- Rawashdeh

Business Administration Department, Business Faculty, Tafila Technical University, Jordan P. O. Box 179,  
Tafila 66110, Jordan

## Abstract

The purpose of this study is to identify the impact of leadership styles on institutional performance of the commercial banks working in the south of Jordan from the perspective of middle management staff. The study population consisted of (13) banks distributed in the Jordanian southern governorates (Karak, Tafila, Maan, and Aqaba) and the number of their branches was (51). The study sample was (260) manager from the middle levels and working in the targeted banks. To achieve the objectives of the study a questionnaire was developed to collect the required data from the study sample. A statistical package of social sciences (SPSS) was used to analyze the data collected by the questionnaire and to test the study hypothesis. Depending on the averages and other statistics. Empirical results found that the democratic, autocratic, and situational style as a dimensions of leadership styles has a positive impact on institutional performance and the democratic style has the highest impact while the autocratic style has the lowest style. In addition the results found that the dominant leadership style in the target banks was a democratic leadership style and this attributed to the focus of target banks on providing a training need to its employees in order to improve their performance and achieve the goals in effective and efficient way. Based on these empirical results the study recommending that the banks should focus largely on the democratic leadership style and increase the awareness of their employees in the different leadership styles through providing a training programs related to the subject of leadership in order to build their skills and enhance their knowledge. Finally the study recommend to conduct more future research and studies on the subject of leadership styles and institutional performance in the different industries, because the current study and its results limited to the Jordanian banks.

**Keywords:** Leadership, Leadership Styles, Institutional Performance, Jordan Banks.

## 1. Introduction

Today, organizations depend upon capable leadership to guide them through unprecedented changes. Numerous surveys of the CEOs show that they believe that the key factor that will determine the future of their organizations is the quality of their leadership talent they will manage to grow or acquire. However, it is not simply the number or the quality of individual leaders that determine the organizational success, but their ability to understand the collective values, actions and endeavors communicated by the formal and informal artifacts and relationships in the organization.

Leadership is one of the world's oldest and most topical issues, and that it is generally accepted that the effectiveness of any grouping of people is largely dependent of the style of its leadership.

Research on leadership and leadership style has been present in scientific research for decades, yet despite its strongly recognized importance it remains an elusive concept (Singh, Nadim, & Ezzedeen, 2012) and an object of interest for many researchers. Ristow et al (1999) confirm that the topic of leadership continue to attract considerable interest from academics and practitioners all over the world. This mainly because the widely accepted premise that this concept linked to the institutional performance.

Leadership has a strong influence not only on the employee's motivation, job satisfaction, and other work-related outcomes, but also on the overall institutional performance, therefore various approaches have emerged in attempts to give an answer to the most effective form of leadership and leadership style. Different theories and assumptions, based on personality, behaviorist, and contingency theories, have been used to establish the traits and behaviors that determine effective leadership and leadership style (Jonsen, Maznevski, & Schneider, 2010). Among the leadership styles that emerged based on these theories and assumptions are the democratic, autocratic, and situational style. Therefore the objective of the study is to examine whether these leadership styles can influence the institutional performance. Thus, this paper conducts an empirical study of the sample of (182) managers from (13) banks distributed in the Jordanian southern governorates.

## 2. Literature review

### 2.1 leadership styles

Leadership means communication, motivation, encouragement and involvement of the people (Drucker, 1989). Leadership is a vision, idea and direction and requires ability to motivate people to complete their tasks without being closely supervised (Fullan, 2001). The effective leadership, while emphasizing the importance of the work the employees perform, positively affects the motivation and drives people to carry out the tasks as leader expects (Harris & Hartman, 2002). Leadership is about the ability to influence, to motivate and to allow others to contribute to the effectiveness and success of the organization (House, 1971). Stogdill (1974) described leadership as the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement.

According to Bhatti, Maitlo, Shaikh, Hashmi, and Shaikh (2012) leadership can be defined as a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals. It is a process whereby one person exerts social influence over other members of the group and a process of influencing the activities of an individual or a group of individuals in an effort towards goal achievement in given situations.

Despite numerous definitions of leadership, a frequently cited component is the concept of "influence". Tannebaum and Massarik (1968) support the notion of influence when defining leadership as interpersonal influence exercised in a situation and directed, through the communication process, toward the attainment of a specialized goal or goals. Gulley (1960) provided a commonly held view of leadership in stating leadership means influencing others within a particular situation and social context in a way that induces them to follow, to be modified, to be directed.

Leadership style can be defined as a set of behaviors, beliefs, and focus of power that a manager adopts toward its subordinate staff (i.e., the way in which the manager typically behaves toward members of the group; Mullins, 2005). Looking at the continuum or range of possible leadership behavior based on manager and non-manager power, influence, and freedom (Tannenbaum & Schmidt, 1973), one of the most accepted distinctions is between autocratic and democratic leadership styles. The notions of autocracy and democracy have been used to distinguish these two styles (Choi, 2007). Democratic leadership is defined as the performance of three functions: distributing responsibility among the membership, empowering group members, and aiding the group's decision-making process (Gastil, 1994). On the other side, an autocratic leader maintains a high level of individual control over all decisions, defines all the activities, and seeks no participation from group members.

Early leadership studies focused on traits or personality characteristics as determinants of effective leadership (Bhal & Ansari, 2000); Bryman, 1992). From the mid-1930s through the 1950s saw human relations infiltrate the world of leadership. Human and interpersonal factors were introduced into management theories as leaders sought to boost employee satisfaction, dedication and performance (Wallin & Ryan, 1994). Behavioral theories began to emerge during World War II as research on traits failed to explain the effectiveness of leaders (Bass, 1990). These studies evaluated behavior rather than traits of leaders; in other words, leadership may be defined as the behavior of an individual while he is involved in directing group activities (Bass, 1990). During this era, researchers also studied how followers perceived leaders. Leadership traits were influenced by various situations and each called for different responses and actions (Rouche, Baker & Rose, 1989). Situational theories, or contingency models, followed trait and behavioral research. The focus of situational theory involved analyzing the situation in which leadership behavior occurred (Daft, 1999). In recent years, researchers have tried to streamline and integrate these approaches and many studies have focused on identifying the characteristics and values of transformational and transactional leadership behaviors. For the purpose of this study the democratic, autocratic, and situational leadership styles was adopted.

### 2.2 institutional performance

The concept of institutional performance considered as one of the modern managerial concepts that express about the overall performance of the organization and the survival of the organization depend on it.

The multidimensionality of the institutional performance concept could add further complications to the institutional performance debate. This diversity in institutional performance measures is due to a lack of agreement between researchers about what institutional performance is and how it is to be operationalised.

The concept of institutional performance is a broad term which can be viewed in terms of financial and non-financial performance. Since performance is a dynamic concept that changes with time, there is a need to distinguish between short-term and long-term performance. Financial performance indicators generally concern

themselves with profitability issues and can be easily measured and observed. Common operationalisations range from firms' market value, lead times, operating profits, share prices, sales growth, asset growth, and various established financial measures such as Return on Assets (ROA), Return on Capital Employed (ROCE), Gross Rate Return on Assets (GRATE), and Tobin's q. Moreover, the same variable is operationalised in different ways by different researchers; For example, productivity is defined as production hours per unit of output by Kelley (1996), as sales per employee by Huselid (1995) and as line uptime by Ichniowski et al. (1997). The non-financial performance indicators, on the other hand, capture aspects of firm performance that impact upon the quality of output and are indicated by factors that cannot be easily measured or observed, for example, brand loyalty, goodwill, innovativeness, flexibility, ability to adapt to change, perceptions of public image, the quality of management, mission statement, vision, quality of service, labour productivity.

institutional performance is an indicator which measures how well an organization achieves their objectives (Venkatraman & Ramanujam, 1986; Hamon, 2003). institutional performance can be assessed by an organization's efficiency and effectiveness of goal achievement (Robbins & Coulter, 2002). Andersen (2006) states that the concept of effectiveness is a ratio, implying that two entities are required when defining and measuring effectiveness (e.g. return on assets). He also argues that when effectiveness is conceptualized as a degree of goal attainment, that is, the achievement of profitability goals. Schermerhorn et al. (2002) point out that performance refers to the quality and quantity of individual or group work achievement. Recently, institutional performance effectiveness and efficiency are synonyms which are interchangeable (Hancott, 2005). Hancott further points out that, a number of indicators have been adopted to measure institutional performance since mid 1900, such as profit growth rate, net total assets growth rate, return on sales, shareholder return, growth in market share, number of new products, return on net assets, etc. In 1990, return on net assets and return on capital have been applied in performance measurement as well. A number of studies have applied different ways to measure institutional performance (Schiuma and Lerro, 2008; Garnett et al., 2008; Green and Inman, 2007; Chung and Lo, 2007). In particular, Steers (1975) reviews 17 organizational effectiveness models, integrates these measurements of institutional performance from various studies, and generalizes these measurements into three dimensions: financial performance, business performance and organization effectiveness. In addition, Delaney and Huselid (1996) suggest two ways to assess institutional performance: organizational performance and market performance. While the former is concerned with product or service quality, product or service innovation, employee attraction, employee retention, customer satisfaction, management/employee relation and employee relation; the latter is concerned with organizational marketing ability, total growth in sale, and total profitability. In addition, Tippins and Sohi (2003) propose institutional performance is measured on four dimensions: relative profitability, return on investment, customer retention, and total sales growth. In the present study, the researcher focuses on non-financial performance indicators that includes goals achievement and work procedures, and adopt these two factors for the institutional performance dimension.

### 3. Study Hypothesis

The study main hypothesis is:

H0: There is no impact with statistical significant at ( $\alpha \leq 0.05$ ) of leadership styles ( Democratic, Autocratic , and Situational) on institutional performance. This hypothesis generates the following sub-hypotheses:

H01: There is no impact with statistical significant at ( $\alpha \leq 0.05$ ) of leadership styles on goals achievement dimension.

H02: There is no impact with statistical significant at ( $\alpha \leq 0.05$ ) of leadership styles on work procedures dimension.

### 4. Methodology

The study used the descriptive methodology through reviewing the literature related to the study topic to build the theoretical framework of the study and developing the questionnaire. Also the study used the field analytical methodology through conducted a field survey in order to collect the required data, and using the statistical techniques to analyze the collected data.

#### 4.2 Study Population and Sample

The study population consisted of (13) banks operated in the Jordanian southern governorates (Karak, Tafila, and Aqaba) and the number of their branches (51). The study sample included (260) manager from the middle levels and working in the targeted banks, and the respondent percentage was (100%). Table (1) presents the

characteristics of study sample in terms of their gender, years of experience in the bank, educational level, job title, and finally their age.

Table1.The characteristics of the study sample

Variable	Category	Frequency	Percentage
Gender	Male	160	62
	Female	100	38
Years of experience	Less than ( 5) years	10	3
	From (5) to less than (10) years	50	19
	From (10) to less than (15) years	80	31
	From (15) to less than (20) years	90	35
	(20) years and above	30	12
Education Level	General Secondary and less	20	8
	Diploma	60	23
	Bachelor	130	50
	Graduate Studies	50	19
Job Title	Assistant Manager	40	15
	Head of Division	150	58
	Head of Section	30	12
	Administrative	40	15
Age	From (18) to (25) years	29	11
	From (26) to (32) years	61	23
	From (33) to (40) years	80	31
	(41) years and above	90	35
<b>Total</b>		<b>260</b>	<b>100%</b>

#### 4.2 Study Instrument

The study instrument included a questionnaire developed by reference to the theoretical literature related to the leadership and institutional performance. The questionnaire composed of three parts: The first part covers the demographic variables of the study sample, such as the gender, years of experience, educational level, job title, and the age of respondents. The second part of the questionnaire includes the paragraphs that measures the leadership styles, which adopted from (Majid, 2013 ). The third part of the questionnaire includes the paragraphs that measure the institutional performance which adopted from (Ghaleb, 2014; Alzgellat, 2011). The answers to the second and third part of questionnaire relied on a Likert Scale, ranging from strongly disagree (1); disagree (2); moderately agree (3); I agree (4); and strongly agree (5).

#### 4.3 Instrument Validity

The researcher offered the study instrument on a six of specialist in the field of management and a number of academicians specialized in the field of business administration and working at Jordanian universities, according to their opinions; the questionnaire is clear, adequate, and fit to the present study.

#### 4.4 Instrument's Reliability

The researcher determined the reliability of instrument by Cronbach alpha coefficients in order to ensure the internal consistency among questionnaire items. Table (2) presents the values of alpha for each variable and for the questionnaire as a whole.

Table2. The values of Cronbach alpha coefficients

The dimensions of variables	The sequence of paragraphs	Cronbach alpha coefficients values
Democratic Style	1 - 5	0.91
Autocratic Style	6 - 10	0.78
Situational Style	11- 15	0.89
<b>Leadership Styles</b>		<b>0.84</b>
Work Procedures	16 - 20	0.85
Goals Achievments	21 - 25	0.92
<b>Institutional Performance</b>		<b>0.87</b>
<b>The Questionnaire as a whole</b>		<b>0.82</b>

According to table (2) the value of alpha for leadership styles is (0.84) and (0.87) for Institutional Performance and (0.82) for the instrument as a whole. These values are excellent because it is higher than the acceptable value (60%) and it is acceptable for the purposes of the current study.

## 5. Results and Discussion

### 5.1 Data Presentation

The means and standard deviations for the respondent's answers on the questionnaire items related to the leadership styles and institutional performance introduced in the table (3) and table (4). Where table (3) presents the means and standard deviations for the respondent's answers on the questionnaire items related to the leadership styles, while table (4) presents the means and standard deviations for the respondent's answers on the questionnaire items related to the institutional performance.

As shown in table (3) the democratic leadership is the dominant style in the banks operated in the Jordanian southern governorates (Karak, Tafila, and Aqaba) with average of means (3.866). Also the results from table (3) shown that the paragraph (There is Openness toward the language of dialogue and cooperation) has the highest mean (3.991) while the paragraph (There is a flexibility in the procedures and rules without barriers) has the lowest mean (3.690) within democratic style. And the paragraph (There is intensive monitoring and control) has the highest mean (3.947) while the paragraph (There is a focus on the employees errors rather than their good performance) has the lowest mean (3.690) within autocratic leadership style. Also the results from table (3) shown that the paragraph (There is enhancing for the intelligence capabilities of employees) has the highest mean (3.910) while the paragraph (The director prefers the errors) has the lowest mean (3.793) within situational style of leadership.

As shown in table (4) the results indicate that the target banks have a high level in achieving its goals with average of means (3.955). Also the results from table (4) shown that the paragraph (the bank setting a specific and achievable goals) has the highest mean (4.27) while the paragraph (all the goals adopted by the bank have the acceptance of the employees) has the lowest mean (3.81) within goals achievement dimension. In addition the results from table (4) shown that the paragraph (the work procedures are improved according to the work requirements) has the highest mean (3.32) while the paragraph (the work procedures are simplified according to the map of work distribution) has the lowest mean (2.95) within work procedures dimension.

Table3. The general means for the respondent's answers on the questionnaire items related to the leadership styles.

<b>Democratic Style</b>	<b>General Mean</b>	<b>Standard Deviation</b>
1. There is Openness toward the language of dialogue and cooperation.	3.991	1.012
2. There is a flexibility in the procedures and rules without barriers.	3.730	1.020
3. There is encourage for the employees to express about their problems.	3.811	0.994
4. There is assistance for the employees to work in team spirit.	3.837	0.982
5. There is attention regarding human relations between the employees.	3.960	0.895
<b>Average</b>	<b>3.866</b>	<b>-</b>
<b>Autocratic Style</b>	<b>General Mean</b>	<b>Standard Deviation</b>
6. There is intensive monitoring and control	3.947	0.941
7. There is a focus on the employees errors rather than their good performance.	3.690	0.910
8. there is forcing on the employees to do work.	3.827	0.861
9. there is absolute concentration on the power and there is no delegation for the employees.	3.715	0.892
10. There is no focus on the tasks that satisfy the employees	3.770	0.797
<b>Average</b>	<b>3.790</b>	<b>-</b>
<b>Situational Style</b>	<b>General Mean</b>	<b>Standard Deviation</b>
11. There is enhancing for the intelligence capabilities of employees.	3.910	0.992
12. The director prefers the errors.	3.793	0.877
13. There is a clear identification for the bank goals and tasks.	3.890	0.853
14. There is interesting in the organizational rewards for the employees.	3.862	0.872
15. There is increase in the employees trust in himself and in their directors.	3.820	0.811
<b>Average</b>	<b>3.855</b>	<b>-</b>

Table 4. The means and standard deviations for the respondent's answers on the questionnaire items related to the institutional performance.

<b>Work Procedures</b>	<b>Means</b>	<b>Standard Deviations</b>
19. the work procedures are simplified constantly	3.25	0.930
20. The employees are satisfied with the work procedures followed in the bank	3.29	0.994
21. the work procedures are simplified according to the map of work distribution	2.95	1.020
22. the work procedures are improved according to the work requirements	3.32	0.997
23. the work procedures are developed by using modern methods in work design	3.01	0.983
<b>Average</b>	<b>3.164</b>	-
<b>Goals Achievement</b>		
24. the bank setting a specific and achievable goals	4.27	0.974
25. all the goals adopted by the bank have the acceptance of the employees	3.81	0.955
26. the bank depend on the strategy that link between subgoals and main goals	3.89	0.958
27. the bank consider the participation as a basic rule in setting the basic goals and setting new goals	3.85	0.877
<b>Average</b>	<b>3.955</b>	-

### 5.2 Hypotheses Testing

Before applying the regression analysis in order to testing the study hypothesis the researcher conducted the following tests to ensure the fitness of data for the regression analysis assumptions: Variance Inflation Factory (VIF) Test, and Tolerance Test to ensure there is no high correlation between the independent variables (Multicollinearity), and Skewness Test to ensure the normal distribution of the data. The results of these tests presented in table (5).

Table 5. The results of VIF, Tolerance, and Skewness tests

<b>Independent Variables</b>	<b>VIF</b>	<b>Tolerance</b>	<b>Skewness</b>
Democratic Style	2.837	0.411	0.588
Autocratic Style	2.850	0.401	0.630
Situational Style	2.660	0.461	0.533

As shown in table (5) the results indicate that the values of (VIF) for all variables less than (10) and the values of (Tolerance) higher than (0.05) which mean there is no high correlation (Multicollinearity) between the independent variables. Also the results from table (5) shown that the values of Skewness less than (1) which mean the normal distribution of the data. Based on these results the multiple linear regression analysis was conducted to test the study hypothesis. Table (6) presents the model summary, and table (7) presents ANOVA analysis and tables (8, 9, 10) presents beta and t values for the study hypotheses.



Table 6.The Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	0.920	0.846	0.751	0.359

\*Predictors: (Constant), Democatic Style, Autocratic Style, Situational Style.

As shown in table (6) the results indicate that the value of R square is (0.846) and this value means that the model explains (0.846) from the variance in the dependent variable (institutional performance) by leadership styles.

Table 7.ANOVA Analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	328.970	3	53.902	1149.619	0.000
Residual	29.631	179	0.069		
Total	358.601	182			

\*Predictors: (Constant), Democatic Style, Autocratic Style, Situational Style.

\*\*Dependent Variable: Institutional Performance

As shown in table (7) the results indicate that the value of (F) is (1149.619) with significant (0.000) which is lower than the specified value (0.05) so the model is fit and acceptable.

Table 8.Beta and t values for the study hypotheses

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t.	Sig.
	B	Std. Error			
1 (Constant)	0.071	0.062			
Democatic Style	0.601	0.038	0.649	38.613	0.000
Autocratic Style	0.537	0.031	0.563	31.290	0.000
Situational Style	0.581	0.027	0.622	36.404	0.000

\*Significant at the level of statistical significance ( $\alpha \leq 0.05$ )

\*\*Dependent Variable: Institutional Performance

As shown in table (8) the results of multiple regression analysis indicate that the leadership styles influence the institutional performance. The values of beta and t-tests shown that the democratic, autocratic, and situational style of leadership has a positive impact on institutional performance at ( $\alpha \leq 0.05$ ).

Table 9.Beta and t values for the first sub hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t.	Sig.
	B	Std. Error			
1 (Constant)	0.063	0.052			
Democatic Style	0.601	0.029	0.631	37.220	0.000
Autocratic Style	0.573	0.026	0.597	34.418	0.000
Situational Style	0.549	0.024	0.568	31.909	0.000

\*Significant at the level of statistical significance ( $\alpha \leq 0.05$ )

\*\*Dependent Variable: Goals Achievement

As shown in table (9) the results of multiple regression analysis indicate that the leadership styles influence the goals achievement as a dimension of institutional performance. The values of beta and t-tests shown that the



democratic, autocratic, and situational style of leadership has a positive impact on the goals achievement at ( $\alpha \leq 0.05$ ).

Table 10. Beta and t values for the second sub hypothesis

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t.	Sig.
	B	Std. Error			
1 (Constant)	0.054	0.045			
Democratic Style	0.390	0.029	0.427	20.311	0.007
Autocratic Style	0.329	0.036	0.357	15.216	0.001
Situational Style	0.351	0.031	0.372	17.115	0.004

\*Significant at the level of statistical significance ( $\alpha \leq 0.05$ )

\*\*Dependent Variable: Work Procedures

As shown in table (10) the results of multiple regression analysis indicate that the leadership styles influence the work procedures as a dimension of institutional performance. The values of beta and t-tests shown that the democratic, autocratic, and situational style of leadership has a positive impact on the work procedures at ( $\alpha \leq 0.05$ ).

## 6. Conclusion and Recommendations

The current study investigated the impact of leadership styles namely (democratic, autocratic, and situational) on institutional performance. Empirical results found that the democratic, autocratic, and situational style as a dimensions of leadership styles has a positive impact on institutional performance and the democratic style has the highest impact while the autocratic style has the lowest style. In addition the results found that the dominant leadership style in the target banks was a democratic leadership style and this attributed to the focus of target banks on providing a training need to its employees in order to improve their performance and achieve the goals in effective and efficient way. Based on these empirical results the study recommending that the banks should focus largely on the democratic leadership style and increase the awareness of their employees in the different leadership styles through providing a training programs related to the subject of leadership in order to build their skills and enhance their knowledge. Finally the study recommend to conduct more future research and studies on the subject of leadership styles and institutional performance in the different industries, because the current study and its results limited to the Jordanian banks.

## References

- Alzgeilat, A. (2011). the impact of effectiveness of personal performance assessment in improving the institutional performance of Jordanian justice ministry. Unpublished master thesis, Mutah university, Jordan.
- Andersen, J.A. (2006). Leadership, personality and effectiveness. *Journal of Socio-Economics*, **35** ( 6), 1078-91.
- Bass, B.M. (1990). Bass and Stodgill's Handbook of leadership: Theory, research, and managerial applications (3rd Ed.). New York: Free Press.
- Bhal, K.T., & Ansari, M.A. (2000). Managing dyadic interactions in organizational leadership. New Delhi: Sage Publications.
- Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. (2012). The impact of autocratic and democratic leadership style on job satisfaction. *International Business Research*, **5**(2), 192-201.
- Choi, S. (2007). Democratic leadership: The lessons of exemplary models for democratic governance. *International Journal of Leadership Studies*, **2**(3), 243-262.
- Chung, R-G. and Lo, C-L. (2007). The relationship between leadership behavior and organizational performance in non-profit organizations, using social welfare charity foundations as an example. *Journal of American Academy of Business, Cambridge*, **12**(1), 83-7.
- Daft, Richard L. (1999). Leadership: Theory and practice. Fort Worth, TX: Dryden Press.

- Delaney, J.T and Huselid, M.A (1996). The impact of human resource management practices on perceptions of performance in for-profit and nonprofit organizations. *Academy of Management Journal*, **39**,949-69.
- Drucker, P. (1989), *The Practice of Management*. Heinemann Professional.
- Fullan, M. (2001). *Leading in a Culture of Change*. Jossey-Bass.
- Garnett, J.L., Marlowe, J. and Pandey, S.K. (2008). Penetrating the performance predicament: communication as a mediator or moderator of organizational culture's impact on public organizational performance. *Public Administration Review*, **68** (2), 266-81
- Gastil, J. (1994). A definition and illustration of democratic leadership. *Human Relations*, **47**(8), 953-975.
- Ghaleb, F. A. (2014). the impact of processes reengineering on institutional performance. Unpublished master thesis, Arab Academy for Banking and Financial Sciences, Yemen.
- Gulley, H.E. (1960). *Discussion, conference, and group process*. New York: Holt, Rinehart and Winston, Inc.
- Green, K.W. and Inman, R.A. (2007). The impact of JIT-II-selling on organizational performance. *Industrial Management & Data Systems*, **107** (7), 1018-35.
- Hamon, T.T. (2003). *Organizational effectiveness as explained by social structure in a faith-based business network organization*. Unpublished doctoral dissertation, Regent University, Virginia Beach, VA.
- Hancott, D.E. (2005). *The relationship between transformational leadership and organizational performance in the largest public companies in Canada*. Unpublished doctoral dissertation, Capella University, Minneapolis, MN
- Harris, J., Hartman, J. (2002). *Organizational Behavior*. Best Business Books.
- House, J. (1971). A Path-Goal Theory of Leadership Effectiveness. *Administrative Science Quarterly*, **16**.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal* **38**(3), 635-672.
- Ichniowski, C., Shaw, K. and Prennushi, G. (1997). The effects of human resource management practices on productivity: A study of steel finishing lines. *The American Economic Review* **87**(3), 291-313.
- Jonsen, K., Maznevski, M.L., & Schneider, S.C. (2010). Gender differences in leadership-Believing is seeing: Implications for managing diversity. *Equality, Diversity and Inclusion: An International Journal*, **29**(6), 549-572.
- Majid, Z. S. (2013). Leadership styles and its Impact on Organizational Commitment by Employees Empowerment. *Economic Sciences Journal*, **34**(9).
- Mullins, L. J. (2005). *Management and organisational behaviour*. Essex: Prentice Hall.
- Oshagbemi, T., & Gill, R. (2004). Differences in leadership styles and behaviour across hierarchical levels in UK organizations. *The Leadership & Organization Development Journal*, **25**(1), 93-106.
- Ristow, A.M., Amos, T.L. & Staude, G.E. (1999). Transformational leadership and organizational effectiveness in the administration of cricket in South Africa. *South African Journal of Business Management*, **30** (1), 1-5.
- Robbins, P.S. and Coulter, M. (2002). *Management*, Prentice-Hall, Upper Saddle River, NJ.
- Roueche, J.E., Baker III, G.A. & Rose, R. R. (1989). *Shared vision*. Washington, DC: Community College Press.
- Schermerhorn, J.R. Jr, Hunt, J.M. and Osborn, R.N. (2002). *Organizational Behavior* (7th ed). New York, NY: Wiley.
- Schiama, G. and Lerro, A. (2008). Intellectual capital and company's performance improvement Measuring. *Business Excellence*, **12** (2), 3-9.
- Singh, P., Nadim, A., & Ezzedeen, S. R. (2012). Leadership styles and gender: An extension. *Journal of Leadership Studies*, **5**(4), 6-19.
- Steers, R. M. (1977). Antecedents and Outcomes of Organizational Commitment. *Administrative Science Quarterly*, 46-56.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of the literature*. New York, NY: The Free Press.
- Tannebaum, R. & Massarik, R. (1968). Leadership: A frame of reference. In D.E. Porter & P.B. Applewhite (Eds.), *Organizational Behavior and Management*. Scranton, PA: International Text book.
- Tannenbaum, R., & Schmidt, W. H. (1973). How to choose a leadership pattern. *Harvard Business Review*, **51**(3), 162-180.
- Tippins, M.J. and Sohi, R.S. (2003). It competency and firm performance: is organizational learning a missing link. *Strategic Management Journal*, **24**, 745-61.
- Venkatraman, N. and Ramanujam, V. (1986). Measurement of business economic performance: an examination of method convergence. *Journal of Management Development*, **13**(1), 109-22.
- Wallin, D.L., & Ryan, J.R. (1994). Order out of chaos: Leadership for the 21st century. *Community College Journal of Research and Practice*, **18**(6), 527-538