Ministry of Higher Education and Scientific Research

University of Ghardaia

Faculty of Economic Sciences, Commercial Sciences and Management Sciences

Department of Management Sciences

Graduation note submitted to complete the requirements for an academic master's degree

Field: Economic Sciences, Management Sciences and, Commercial Sciences

Division: Management Sciences

Specialization: Business Administration

Titled:

Leadership styles and their relationship to creative behavior among workers

Directorate of Education Case Study

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Undergraduate year 2021/2022

بسم الله الرحمن الرحيم

Dedication

To the purest of two hearts in my life... my dear parents.

To my brothers, my support and those I share my joys and sorrows with.

To all my family inside and outside the country.

To the person who didn't skimp on helping me one day, A.Oua k.

To all relatives and friends.

To everyone from whom I received advice and support.

To all researchers and students.

And to everyone who prayed for me.

I dedicate this humble work to you all.

Thanks and Appreciation

Summing up

Thesis Title: Leadership styles and their relationship to creative behavior among workers, directorate of education case study.

The research problem of this study lies in how can leadership style affect the creative behaviour of employees in the institution under study?

Objectives of the study: The current study aims to:
- ✓ Primarily answering the questions and hypotheses raised in this study.
- ✓ To view the theoretical framework for both leadership and creativity.
- ✓ To know leadership methods that contributes to supporting workers creativity in the institution under study.
- ✓ To clarify the relationship between the leadership style (democratic, transformative, autocratic) and the creative behavior among the staff of the Directorate of Education in the State of Ghardaia.

Study methodology and tools: The study relied on the descriptive analytic approach. And questionnaire was designed based on standards and previous studies and was distributed to a random sample of 70 members in the institution under study, and 65 analyzeable questionnaires were returned. The collected data was processed and analyzed using the statistical package for social sciences (SPSS).

Findings of this study:
- The dominant leadership style in the directorate of education is the democratic leadership style and has a positive impact on creative behavior.
- The second dominant style of leadership in the directorate of education is the transformational leadership style, and the transformational style has a positive impact on creative behavior.
- Authoritarian style does not affect creative behavior.

Keywords: leadership, leadership style, democratic leadership style, autocratic style, transformational style, creativity, creative behavior.

الملخص:

عنوان المذكرة: أنماط القيادة وعلاقتها بالسلوك الإبداعي لدى العاملين دراسة حالة مديرية التربية والتعليم.

تكمن مشكلة البحث في هذه الدراسة في كيف يمكن لنمط القيادة أن يؤثر على السلوك الإبداعي للعاملين في المؤسسة قيد الدراسة؟

أهداف الدراسة: تهدف الدراسة الحالية إلى:

- الإجابة الأولية على الأسئلة والفرضيات التي أُثيرتْ في هذه الدراسة.
- عرض الإطار النظري لكل من القيادة والإبداع.
- التعرف على الأنماط القيادية التي تساهم في دعم إبداع العاملين في المؤسسة قيد الدراسة.
- توضيح العلاقة بين نمط القيادة (ديمقراطي، تحويلي، إستبدادي) والسلوك الإبداعي لدى العاملين في مديرية التربية والتعليم بولاية غرداية.

منهج الدراسة وأدواتها: اعتمدت الدراسة على المنهج الوصفي التحليلي، وتم تصميم الاستبيان بناءً على معايير ودراسات سابقة ووُزِعَ على عينة عشوائية من 70 عضوًا في المؤسسة محل الدراسة، وأُعيد 65 إستبانة قابلة للتحليل. تم معالجة البيانات التي تم جمعها وتحليلها باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). **نتائج هذه الدراسة:**

- نمط القيادة السائد في مديرية التربية هو نمط القيادة الديمقراطية وله أثر إيجابي على السلوك الإبداعي.
- النمط الثاني السائد للقيادة في مديرية التربية هو القيادة التحويلية، والنمط التحويلي له تأثير إيجابي على السلوك الإبداعي.
- النمط الاستبدادي لا يؤثر على السلوك الإبداعي.

الكلمات المفتاحية: قيادة، نمط قيادي، نمط قيادي ديمقراطي، نمط أوتوقراطي، نمط تحويلي، إبداع، سلوك إبداعي.

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Introduction

Introduction

Contemporary organizations of all kinds face many challenges to maintain their survival, growth, and competitiveness. For this reason, it needs creativity, which is increasingly being emphasized as a way to stay ahead of the competition and ensure the organization's success.

According to researchers, creativity is the production of new and innovative ideas, products, or procedures, that enable us to solve complex problems or find interesting ways to approach organizational tasks and processes. These ideas are potentially useful for improving the current performance of the organization.Based on that, creative behavior may be identified as a multi-step process. It is also identified as all acts of individual and unique acts practiced in the workplace, including the discovery of opportunities, new ideas that are scientifically verified, and generating possibilities that effectively solve problems, and efforts done to be applied at any organizational level.

These contemporary organizations, besides their need for creativity, also require conscious, responsible, and influential leadership on individuals and groups, which is essential for any organization. What is important in the success of these organizations' work is the leadership pattern of such organizations. If good and qualified leadership is absent, good performance and good production are absent too, and the management will be unable to achieve its objectives. Thus, the Organizations' success and efficiency can be measured through the success of its leadership. What's leadership, then? In fact, there is a lack of consensus on the definition of leadership. Commonly, researchers define leadership from their personal points of view. For example, House et al. (As cited in Yukl, 2013) define leadership as "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization." While, Richards & Engle say that "it is about articulating visions, embodying values, and creating the environment within which things can be accomplished". Rauch & Behling define leadership as "the process of influencing the activities of an organized group toward goal achievement."

Although there are a variety of leadership definitions, the majority of them focus on two components, which are: developing a vision, and the process of influencing a group of individuals to achieve a common goal.Additionally, the leader should keep an open eye on his followers' benefits so they follow her/him voluntarily, and the leader can direct the followers by using a transformational leadership style or any other style due to the fact that, each leader has a method, style, and pattern with which she/he interacts with his followers and toward the organization. Todays' research determines that the

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style in which leadership is exercised is determined by the leadership skills and characteristics of the leader, considering that the use of any leadership style has an impact on the creative behaviour of workers.

Given the above, the problem of the study is determined by the main following question:

Q: How can leadership style affect the creative behaviour of employees in the Ghardaia State Education Directorate?

We will try to answer this question through the following sub-questions:

➢ Q1: Is there a statistically significant relationship between the democratic leadership style and administrative creativity among the employees of the Directorate of Education in the state of Ghardaia?

➢ Q2: Is there a statistically significant relationship between the transformational leadership style and administrative creativity among the employees of the Directorate of Education in the state of Ghardaia?

➢ Q3: Is there a statistically significant relationship between the autocratic leadership style and administrative creativity among the employees of the Directorate of Education in the state of Ghardaia?

In order to provide an appropriate answer to the questions posed, the study seeks to test the validity of the following hypothesis:

Main hypothesis: there is a statistically significant relationship between the leadership styles prevalent in the Directorate of Education and the creative behavior of its employees.

The sub-hypotheses:

H1: The first sub-hypothesis: There is a statistically significant relationship between the democratic leadership style and administrative creativity.

H2: The second sub-hypothesis: There is a statistically significant relationship between the transformational leadership style and administrative creativity.

H3: The third sub-hypothesis: There is a statistically significant relationship between the autocratic leadership style and administrative creativity.

Objectives of the study /Its purposes: The current study aims primarily

to answer the questions and hypotheses raised, in addition to the following objectives:

✓ To view the theoretical framework for both leadership and creativity.

✓ To know leadership methods that contributes to supporting workers creativity in the institution under study.

✓ To clarify the relationship between the leadership style (democratic, transformative, autocratic) and the creative behavior among the staff of the Directorate of Education in the State of Ghardaia.

The significance of the study

The researcher hopes this research can make a contribution.

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- For managers, it can assist them in choosing which leadership style is best for a given situation and how to increase their organization's creative behavior.
- For the workers, the information gained from this study benefits them by helping them better understand leaders' expectations.
- Academics and students: The result of this research can be used as a reference to improve the researchers' ability to understand more about leadership and creativity theories.
- This research and its findings would be useful to future researchers, academics, and students trying to understand the importance and effects of different leadership styles on workers' creative behavior.

Methodology Overview

In order to achieve the objectives of the study, the researcher used the descriptive, analytical approach, which is a systematic method in which the researcher studies a subject in its natural form, by collecting the amount of data and information that he/she deems appropriate;Then clarifies the relationship between the research variables in the form of questions or hypotheses, and then uses the statistical analysis tools that fits the nature of the research data, This is followed by results development, and then the researcher ends with solutions formulation, which he sees appropriate from his point of view.

The study structure

Based on the research problem, a hypothetical model has been built that includes:

- The Independent Variable—Leadership Styles—and its dimensions, which include: democratic style, transformational style, and authoritarian style.
- The dependent variable: creative behavior.

An overview of the study

In order to achieve the objectives of this study, we decided to divide it as follows:

A theoretical study divided into three sections, where the first section includes the basics of leadership, the second section goes on to include generalities about creativity; and the third section ends with the relationship between leadership styles and creativity.

The empirical research included a field study of the relationship between leadership styles and creative behavior in the Directorate of Education.

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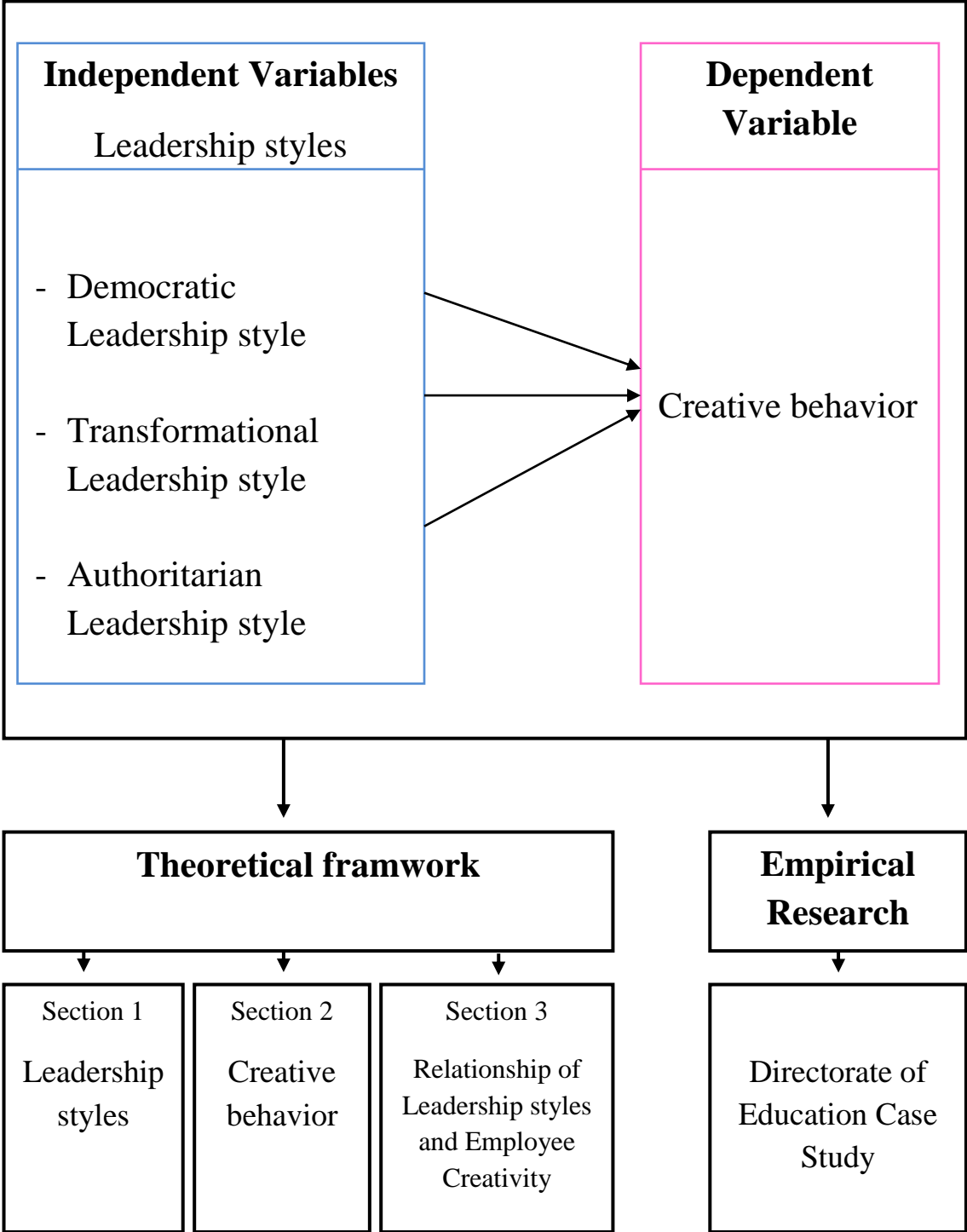
Figure 1: General Research Model.

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Leadership is seen as a process by which the interest of others is aroused And directing their energies in the desired direction, and the success of the leader is measured by his use of the appropriate leadership style that affects the workers, as the leadership style is one of the most important variables affecting the creativity of individuals in organizations. The study of creativity and the factors affecting it is of interest to many researchers. The leadership style is one of the most important variables affecting the creativity of human resources in organizations.

This chapter will give a literature review of these two concepts, as follows:

Subject 1: Leadership styles.

1. Definitions of Leadership.
2. Difference Between Leadership and Management.
3. Review of Leadership styles.
4. Review of Leadership Theories.

Subject 2: Creativity.

1. Definitions of Creativity.
2. Alternative Views of Creativity.
3. Difference Between Creativity and Innovation.
4. The Importance of Creativity.
5. The Creative Process.

Subject 3: Relationship of Leadership styles and Employee Creativity.

Subject 4:Previous studies

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Subject 1: Leadership styles.

1. Definitions of Leadership

There are many leadership concepts and it cannot be said that there is an ideal and unified definition agreed upon by the writers and researchers because the definitions differ according to the different angles from which these writers and researchers look.

❶ Leadership is a complex, multi-dimensional phenomena. It has been defined as: a behaviour; a style; a skill; a process; a responsibility; an experience; a function of management; a position of authority; an influencing relationship; a characteristic; and an ability (Moh. Barid 2017).

❷ In accordance with Bass and Stogdill; there are almost as many definitions of leadership as there are persons who have attempted to define the concept (Bernard M.Bass, 1990).

❹ Leadership: **noun**   UK /ˈliː.də.ʃɪp/   US /ˈliː.dɚ.ʃɪp/

The set of characteristics that make a good leader (Cambridge dictionary).

❹ Leadership is; the behavior of an individual . . . directing the activities of a group toward a shared goal (Yukl, 2013).

❻ The various definitions of leadership have been reviewed by a number of authors including Carroll Shartle (1951), Cecil Gibb (1954) and Bernard Bass (1960). The commonality of the definitions is: a person or persons, exercises influence on others towards a goal or common purpose (Greenwood, 1996).

→Based on a comprehensive review of leadership and previous definitions, we can conclude that leadership is not a standardized concept, although it comprises:

A process that includes a leader with specific characteristics who influences a group of people in charge of achieving a common goal.

2. Difference Between Leadership and Management

Leadership and management overlap, but they are not the same. Bennis and Nannus (1985) briefly describe the differences between the leaders and managers in one sentence: "Leaders do the right things; managers do things right." (Moh. Barid 2017).

Leadership is the ability to influence or guide people within an organization or business. While **management is** the ability to control day-to-day processes and keep employees on track to achieve company goals (Leadership and

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Management: Understanding the Differences, E-article). It's important to know the distinctions between these two roles: **Leaders** promoter change, new approaches, and work to understand people's beliefs to gain their commitment, they also focus on the communication, motivation, and shared goals. Whereas **managers** promoter stability, exercise authority, and work to get things accomplished, they also take care of structure and system (Moh. Barid 2017).

→ **Leadership and management characteristics:** leaders and managers share some important characteristics, but they also have some very different elements that make them unique. There are different leadership theories and management styles that can directly impact how a manager or leader behaves (Leader vs manager: what's the difference?, E-article).

Table No. (01) Indicating Leadership and management characteristics (Leader vs manager: what's the difference?, E-article).

Leadership characteristics	Management characteristics	Shared characteristics
- Innovates	- Administers	- Open communication
- Motivates	- Sets specific goals	- Honesty
- Inspires	- Provides structure for the team	- Integrity
- Empowers	- Plans	- Decisiveness
- Focuses on people	- Organizes	- Respect
- Creates a vision for the future	- Delegates	- Empathy
- Sets the tone for a great group culture	- Implements strategies	- Creativity
- Long-range vision	- Solves problems	- Confidence
- Embraces change	- Detail-oriented	- Optimism
		- Commitment

Sources: Prepared by the students based on the E-article.

3.   Review of Leadership styles

According to John Gardner, "Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." If we accept that definition, then leadership style is the way in which that process is carried out (Styles of leadership, E-article).

There are many different leadership styles proposed by various authors, that can be applied by leaders in different situations and fields, we can include:

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- **Laissez-faire/ Delegative Leadership Style:**

Coined from the French phrase that means "allow to act", this leadership style allows employees to work on their own with little interference (Olawale Taiwo, 2013).

This style is used when employees are able to analyze the situation and determine what needs to be done and how to do it. Laissez-faire leaders provide support with resources and advice if needed, but otherwise they don't get involved (Vasko & Elizabeta 2017). Accordingly they (laissez-faire leaders) demonstrate limited participation in vital organizational matters and incline to procrastinate their response to critical issues, these leaders are the least attentive/considerate to the completion of duties and productivity (Khan, Nawaz & Khan, 2016).

- **Democratic/Participative Leadership Style:**

Democratic leadership invites the participation of staff members and others, not only in decision-making, but in shaping the organizayion's vision. It allows everyone to express opinions about how things should be done, and where the organization should go. By bringing in everyone's ideas, it enriches the organization's possibilities. But it still leaves the final decisions about what to do with those ideas in the leader's hands (Styles of leadership, E-article).

Democratic leaders encourage creativity, and people are often highly engaged/involved in projects and decisions. As a result, team members tend to have high job satisfaction and high productivity. This style is not always an effective one to use, though, when you need to make a quick decision. (Vasko & Elizabeta 2017).

- **Bureaucratic Leadership Style:**

Bureaucratic leaders follow rules rigorously, and ensure that their staff follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums of money are involved (Rose, Gloria& Nwachukwu, 2015).
This style is ineffective in teams and organizations that rely on flexibility, creativity, or innovation. (Vasko & Elizabeta 2017).

- **Authoritarian - Autocratic Leadership Style:**

Autocratic leadership is where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions (Rose, Gloria& Nwachukwu, 2015). The authoritarian style should normally **only** be used on rare occasions, when you need to make decisions quickly, when there's no need for team input, and when team agreement isn't necessary for a successful outcome. Some of the appropriate conditions to use this style is when you have all the information to solve the problem, you are short on time, and/or your employees are well motivated.

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In terms of disadvantages, This style may create a climate of fear, where there is little or no room for dialogue and where complaining may be considered futile. It can be demoralizing, and it can lead to high levels of absenteeism and staff turnover (Vasko & Elizabeta 2017).

The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately (Rose, Gloria& Nwachukwu, 2015).

- **Transformational Leadership Style:**

Transformational leadership links with positive outcomes on individual as well as organizational levels (Khan, Nawaz & Khan, 2016). Arguably acclaimed as the best in business and organizational leadership (Olawale Taiwo, 2013).

Leaders who practiced transformational style had better quality outcomes than those who demonstrated autocracy (Khan, Nawaz & Khan, 2016). Leaders that follow this style of leading, challenge and inspire their followers with a sense of purpose and excitement because they expect the best from everyone also they hold themselves accountable for their actions, they set clear goals, and they have good conflict-resolution skills.This leads to high productivity and engagement (Vasko & Elizabeta 2017).

- **Transactional Leadership Style:**

This leadership style starts with the idea that team members agree to obey their leader when they accept a job (Rose, Gloria& Nwachukwu, 2015).

In the transactional leadership style, the leader rewards the people for their performance and satisfies their individual needs. Transactional leaders also use external motivators, including organizational rewards such as higher pay, promotions, or trips to make employees work harder, these leaders are often not interested in the personal development of employees. The leaders prefer policies and standards that preserve the current situation (Katrina Franklin, 2016).

4. **Review of Leadership Theories**

Leadership theories explain how and why individuals become leaders. The major theories of leadership are:

- **Traditional theories:**
- **Trait Theories:**

For the first forty years of the 20th century trait theory was the most accepted leadership approach. The qualities, both in personality and behavior, which differentiate a leader from a follower were studied, or surmised as the case may be, and the reported findings gave rise to what is called trait theory (Greenwood, 1996). The term **trait** refers to a variety of individual attributes, including aspects of personality, temperament, needs, motives, and values. (Yukl, 2013).

- **Great Man theories:**

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With similarities in some ways to the Trait theories, This theory assumes that great leaders are not made but born (Olawale Taiwo, 2013). These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed.The term **great man** was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership (Rose, Gloria & Nwachukwu, 2015). But later with the emergence of many **great women** leaders as well, the theory was recognized as **the great person theory** (Great Man Theory of Leadership, E-article).

- **Behavioral Theories**:

In Behavioral Theory, the focus is on the specific behaviors and actions of leaders rather than their traits or characteristics (Leadership Theories, E-article).This theory promotes the idea that great leaders are not born but made. In line with this theory, anyone can become a great leader either by teaching or by observing (Olawale Taiwo, 2013).

- **Contingency Theories (Situational):**

The lack of consistent results stimulated interest in developing **contingency theories** that can explain why the traits or behaviors required for effective leadership vary for different situations (Yukl, 2013).This theory promotes the idea that no single leadership style is the best, rather success are based on variables, subordinates and type of the situation. (Olawale Taiwo, 2013). And those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship-oriented (Khan, Nawaz & Khan, 2016).

- **Modern theories:**
- **Transformational Theories:**

This theory is also known as relationship theories, according to Northouse it concentrate on the connection developed between leaders and their subordinates (Olawale Taiwo, 2013). These leaders (transformational leaders) attempts to induce followers to reorder their needs by transcending self-interests and strive for higher order needs, Also they are considered by their capability to identify the need for change, gain the agreement and commitment of others, create a vision that guides change and embed the change (Khan, Nawaz & Khan, 2016).

- **Charismatic leadership Theories:**

Charisma is a Greek word that means **divinely inspired gift**, such as the ability to perform miracles or predict future events (Yukl, 2013).

With resemblance to transformational leadership Charismatic leaders, even if employees do frown of their attitude, tend to concentrate on themselves (Olawale Taiwo, 2013), and their own ambitions, and they may not want to change anything (Charismatic Leadership, E-article).

- **Transactional Theories:**

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Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance and the exchanges that take place between leaders and followers (Rose, Gloria& Nwachukwu, 2015). Managers with transactive leadership behaviors tend to exchange things of values with employees to advance their own as well as their employee's goals (SIRKWOO, 2015).

- **Laissez faire / Delegative Theories:**

laissez-faire leadership was described by Bass and Avolio (1990) as absence of any sort of leadership, and it could be referred to as a form of leadership that is non-existent or zero-leadership (ADEMOLA, 2020). The delegative leaders allow their employees greater freedom to make decisions, they might delegate tasks to a few managers, or give each employee the ability to guide their own work (What are the Pros and Cons of Delegative Leadership? E-article).

Subject 2: Creativity.

1. Definitions of Creativity

❶ Creativity: **noun**   cre·a·tiv·i·ty | \ ˌkrē-(ˌ) ā-ˈti-və-tē

1**:** the ability to <u>create</u>: her artistic *creativity*.

2**:** the quality of being <u>creative</u> (Merriam webster dictionary).

❷ Most early definitions implied that creativity was a singular entity. Specifically, creativity was often described as the production of novel ideas that are also appropriate and useful (Mark, James& Tiffany, 2007).

❸ People tend to associate creativity with the arts and to conceptualize it as the expression of novel and original ideas. However, in management, novelty and originality are not enough, to be creative in organizations, an idea must also be useful and implementable so it can improve a product, service, and organizational process. Accordingly, many researchers has conceptualized creativity in organizations as a production of ideas, products, or procedures that are novel and original, and potentially useful to improve current performance (SIRKWOO, 2015).

❹ In the field of organizational behavior, creativity is usually defined as an outcome—that is; products, services, business models, work methods, or management processes that are novel and useful, this emphasis on creativity as an outcome, instead of the mental process through which creative ideas ultimately emerge, allows creativity to be quantified with relative ease and consensus (Zhou& Hoever, 2014).

❺ Plucker et al, offer a definition of creativity that takes into account the concepts of person, place, process, and product: Creativity is the interaction among aptitude, process, and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context. In other words, creativity is the how (ability and

process) and the where (environment) and when made by the who (individual or group) making the what (a specific product both new and useful) (Mark, James& Tiffany, 2007).

❻   Creativity is the ability to think about a task or a problem in a new or different way, or the ability to use the imagination to generate new ideas. Creativity enables you to solve complex problems or find interesting ways to approach tasks (Creativity Skills: Definition, Tips and Examples, E-article).

→ *The various previous definitions enable us to educe that Creativity can be an outcome, an art, a mental process or a production ability of novel and original ideas that enables us to solve complex problems and improve current organizational performance.*

2. Alternative Views of Creativity

Definitions and interpretations of creativity differ, in part, because they emphasize different aspects of creativity in different settings, it can be taken to be:

   ✓ **Creativity as behavior :**

Creativity consists of producing original, high-quality and elegant solutions to complex, novel and ill-defined problems (Michael, Kelsey & Steele, Watts, and Carter, 2014). Creative behavior's value lies in what useful outcomes are produced (Robert, Janet & Maria, 2013).

   ✓ **Creativity as a characteristics/ trait:**

People have certain innate traits and characteristics that predispose them to be creative (Robert, Janet & Maria 2013). The formulation, development and deployment of a new product, process or service depends primarily on the capacity of individuals to generate new ideas about products, processes and services (Michael, Kelsey & Steele, Watts, and Carter, 2014).

   ✓ **Creativity as cognitive skills and abilities:**

Creativity is based on conceptual skills and abilities such as divergent and abstract thinking. It can be enhanced by learning and improving certain intellectual and cognitive skills (Robert, Janet & Maria, 2013).

   ✓ **A process:**

Creativity is a process of generating and testing ideas (Robert, Janet & Maria, 2013). Besides, it is a form of performance with respect to a certain class, or type, of problems (Michael, Kelsey & Steele, Watts, and Carter, 2014). The creative process may or may not yield a new product or process; individuals can play different roles in the process (Robert, Janet & Maria, 2013).

   ✓ **Integrated views of creativity**

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Creativity is a function of the interaction among the person, the environment, and the task. Some types of tasks and organizational environments can be more or less conducive to creativity (Robert, Janet & Maria, 2013).

3. Difference Between Creativity and Innovation

Creativity and Innovation are two different terms and they technically have different meanings. Creativity means originality, imagination and inventiveness that are brought out through cleverness. Innovation, on the other hand refers to modernization and improvement over an existing idea (The Relationship Between Creativity and Innovation, E-article). Indeed Creativity and innovation are distinct concepts. Yet most researchers reserve a central role for creativity in providing the core ideas that may ultimately lead to innovation and help overcome the challenges arising during implementation (Zhou& Hoever, 2014).

It is true that creativity and innovation are two different terms and cannot be used interchangeably. Yet, they have been used interchangeably in several areas or walks of life, including business and management as well as technology (The Relationship Between Creativity and Innovation, E-article). Both creativity and innovation have concerned themselves with the generation of ideas, both have concerned themselves with products and processes, both have described this phenomena as an activity or a process of doing or bringing into being some idea, process or product and both have eventually been described as dynamic, interactive and systemic. The similarities of perception are strikingly remarkable. And yet distinctions still exist due to the fact that the line between creativity and innovation is thin (Phillip McIntyre, 2011).

4. The Importance of Creativity

Creativity in the workplace is absolutely important. If you can apply creative thinking to your everyday work life, you'll find that not only will the day stop feeling like drudgery, but you'll be unlocking more meaningful results. And this doesn't just go for employees, but for managers as well—in fact, managers have the ability to be the conductors of creativity in their staff. Sometimes it has to start from the top.

There are two main ways that creativity is absolutely needed in the workplace; creative thinking and creative problem-solving:

- Creative thinking is pretty simple to define, but a bit harder to implement. Basically, if you're a creative thinker, it means that you come up with ideas that are entirely unique. when you start thinking creatively and getting a little daring, you may be surprised at what your brain can come up with. It's this "throw everything to the wall and see what sticks" method that creative thinkers truly shine at.

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- Creative problem-solving comes into play when trying to fix an issue that has many possible resolutions. While a lot of problems in the workplace have one or two clear solutions, creative people have the ability to look at all sides of the issues, and many times can come up with solutions that might be completely new and interesting (The Importance of Creativity in the Workplace, E-article).

Creativity serves several purposes. It not only combats stagnation but facilitates growth and innovation. Here are five reasons why creativity is important in business:

- Accompanies Innovation: For something to be innovative, there are two requirements: It must be novel and useful. While creativity is crucial to generate ideas that are both unique and original, they're not always inherently useful. Innovative solutions can't exist, however, without a component of creativity.

- Increases Productivity: Creativity gives you the space to work smarter instead of harder, which can increase productivity and combat stagnation in the workplace. Routine and structure are incredibly important but shouldn't be implemented at the expense of improvement and growth. When a creative and innovative environment is established, a business's productivity level can spike upward.

- Allows for Adaptability: Sometimes events both internal and external can disrupt an organization's structure. For example, the COVID-19 pandemic has dramatically changed how the present-day business world functions. In such instances, imaginative thinking and innovation are critical to maintaining business operations. Change is inevitable in the business world, and creative solutions are vital to adapting to it.

- It's Necessary for Growth: One of the main hindrances to a business's growth is cognitive fixedness, or the idea that there's only one way to interpret or approach a situation or challenge.If a business's leaders don't take the time to clearly understand the circumstances they face, encourage creative thinking, and act on findings, their company can stagnate—one of the biggest barriers to growth.

- In-Demand Skill: Creativity and innovation are skills commonly sought after in top industries, including health care and manufacturing. This is largely because every industry has complex challenges that require creative solutions (The Importance of Creativity in Business, E-article).

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5.   **The Creative Process**

There is a disagreement among scholars regarding the creative process, for some of them creativity can be thought of as a process with four identifiable steps or stages, and for some of them it can be with more steps.The creative process essentially is based on the following key stages:

Step 1: **Preparation**

Preparation is a basic step need to be taking care off (Muhamad Izzuwan, Mohd Khata & others, 2019). Therefore, most efforts at enhancing creativity are focused on this stage of the process. In the preparation stage, all parts of the problems are thoroughly investigated. This includes consciously gathering and examining information, defining the problem, and generating alternative ideas for addressing the problem.The purpose is to ensure that all parts of the problem are fully understood (Robert, Janet & Maria, 2013).

Step 2: **Incubation**

The incubation stage is a largely unconscious phase of the creative process. There is an internalization and subconscious ordering and reordering of information gathered in the preparation stage. The person cannot force this process; the best that the individual can do is attempt to relax and allow the subconscious to work and ideas to surface (Robert, Janet & Maria 2013). The main goal In this stage is to find a solution (Muhamad Izzuwan, Mohd Khata & others, 2019).

Step 3: Illumination

Illumination is the "Eureka!" of the creative process. This is the moment of insight or discovery when the answer simply seems to arrive in the person's conscious mind from his or her subconscious mind. But when viewed as part of the creative process, such insights actually occur after the individual has gathered information and gone through a period of subconscious mental activity during which the brain has worked on the problem (Robert, Janet & Maria, 2013).

Step 4: Verification

This is the final stage of the creative process. This step involves testing and verifying the idea or insight as viable. In other words, the creative solution is evaluated against some standard of appropriateness or acceptability, and the creator seeks corroboration and acceptance of the idea (Robert, Janet & Maria 2013). The idea may be rejected, accepted, modified with minor or major changes. If the idea is rejected, the whole processes need to start again (Muhamad Izzuwan, Mohd Khata & others, 2019).

Along with these identifiable steps, Foster (1995) provided a useful summary of **the characteristics of the creative process** (as cited in Robert, Janet & Maria, 2013), including:

- Long rather than short in duration.

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- Ambiguous rather than certain and concrete.
- Information rich rather than based on existing information.
- Involving multiple mental models rather than a particular point of view.
- Oriented to defining problems rather than finding short-term fixes.
- A continuing process rather than a one-time event.

Subject 3: Relationship of Leadership styles and Employee Creativity.

  As competition intensifies, it is becoming increasingly important for organizations to change and go beyond traditional management practices (Javed& Shafqat, Burhan, 2017). Therefore, it needs creativity, which is increasingly emphasized as a way to stay ahead of the competition and ensure the organization's success.

  It is essential for organizations to foster creative thinking through the leadership approach adopted by a manager in the workplace, which plays a direct and considerable role in the facilitation, inspiration, and guidance of creativity for both the individual and the team (Steven Appelbaum& others, 2021). The leader influences the behavior of his/her followers through certain behavioral patterns known as leadership styles, i.e., the way he/she gives directions to his/her subordinates and motivates them to accomplish the given objectives (Leadership Styles, E-article).

  Earlier research on leadership has recognized different types of leadership styles which leaders adopt in managing organizations. It pointed out that there is no single "right" leadership style to motivate creativity, since each leadership style has unique qualities and approaches. Indeed, leadership styles affect employees' and teams' creativity differently through the mediators explored in various studies carried out around the globe over the past few years, these intervening variables are influenced by leadership styles and, in turn, influence the creativity level of employees. Managers can follow specific techniques based on their leadership style(s) to foster creative thinking in employees and teams. Fostering creativity not only provides competitive and strategic advantages for organizations, but it also increases employee satisfaction. It also encourages collaboration and motivates employees to work with each other (Steven Appelbaum & others, 2021).

  Employees under managers with more supportive behaviors and encouragement tend to engage in greater degrees of creative behaviors (SIRKWOO, 2015). Moreover, if employees have a confidence relationship

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with their leaders, their creative behavior increases as they feel comfortable in the workplace. Based on the results obtained from Mei Rong Zhen and Dominic Atiga's study (2020), employees need to have a strong relationship with managers based on confidence to be more creative. When they believe that their managers act the way they expect, they seem to come up with new ideas for particular situations or problems (Mei Rong Zhen & Dominic Atiga, 2020).

Diverse factors are responsible for the enhancement of creativity such as climate and interaction with group members, effective leadership is also a key factor to flourish employee creativity. Leader's role is of great importance in organization, it inspires and motivates employees of all levels. Motivation of employees facilitates knowledge transfer into result oriented activities.

The required level of creativity and importance of creativity differ in different organizations. This difference is due to the positions and responsibilities of the managers or employees; however, most managers accept the possibility of employee to be creative at different level (Sajid, Saima & Maqsood, 2017).

Subject 4:Previous studies

Considering that every research has its own pillars and foundations upon which it is based, the previous studies are the most important of these pillars, as they are of great importance to the researcher because they direct the research path. For that, the researcher should refer to and review previous studies related to the topic.

Below we will present some studies close to the subject of our study in chronological order:

1. Study of: Chahinez DRIOUCHE (2011/ 2012), master's thesis titled: The Impact of Administrative Leadership Styles on Human Resource Creativity A Field Study of a Sample of Private Industrial Establishments in The State of Constantine.
The research was mainly interested in investigating the leader's personal characteristics. As the determination of features that might reveal creativity in companies proved difficult, researchers turned their attention to studying the leader's behavior and its effect on creativity, which is the main concern of this research.

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Study methodology and tools: The practical side, however, was limited to show the effect of both the autocratic leadership mode and the democratic one on the development of creativity.

From a methodological point of view, this relation was investigated on the basis of the sampling survey method using, thus, 40 private industrial companies and two questionnaires to collect data (the first questionnaire was addressed to leaders and the second one to the ones under their leadership). The data obtained were treated and analyzed using statistical package for social sciences (spss) through which frequencies, medians, percentages, correlation coefficients were calculated.

The results revealed the following:
- ✓ The administrative leaders in private industrial companies have the characteristics of leadership.
- ✓ There are no significant differences in the leadership modes according to personal variables (sex, level of education, and field of specialty).
- ✓ There is a relationship between the leadership modes and the development of creativity in the private industrial companies of the province of Constantine.
- ✓ There are significant differences between the autocratic mode and the democratic one in their effects on the development of creativity in the private industrial companies of the province of Constantine.
- ✓ The most prevailing leadership mode in the private industrial companies in Constantine is the democratic one.
- ✓ The most appropriate leadership mode for the development and flourishment of creativity in human resources in the private industrial companies of the province of Constantine is the democratic mode.

2.   Study of: Delia Bosiok, Novi Sad (2013), an article called: Leadership styles and Creativity.

The main objective of this study was to elucidate the nature of two psychological constructs – leadership style and creativity.

  For this purpose, we administered the ECCI-i and LSQ scales to 140 leaders of both genders from different business organizations.

Reliability of the ECCI-i and LSQ scales, as measured by Cronbach's alpha coefficient was 0.971, and 0.887 respectively. In addition, ECCI-i demonstrated a meaningful latent structure as demonstrated by the extraction of the four factors of Capturing ideas, Search for challenges, Broading knowledge and Surrounding that explained over 57% of the total variance.

  Study conclusion:

Researchers concluded that creativity was an important construct, necessary to conduct research in this field, considering that the diversity of ideas, if

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properly analyzed, can have a major positive impact on the development of business organizations.

3. Study of: Ramdane AMOUMANE (2013/ 2014), master's thesis named: The Relationship of Leadership Styles to the Level of Administrative Creativity and Organizational Development in University Institutions-A Study According to the Black and Mouton administrative network model.

The study aimed to reveal the relationship between the leadership type and management innovation and the institution's organizational development, according to the Managerial Grid of Black and Mouton for some Algerian universities.

Through recognition of the type of leadership from the point of view of administrative staff and of the administrative creativity level they have, and get to know their attitudes towards the organizational development of the university and whether there is a contrast between leadership styles and administrative creativity and their attitudes towards organizational development according to certain variables, such as sex, age, type of work, rank, duration of employment work, educational level).

Study methodology and tools: The study relied on the descriptive approach.

It has been designing a questionnaire based on standards and previous studies as a tool to collect the necessary data, which was distributed to a sample of 360 Administrative Officers in various universities of study.

The questionnaire was analyzed and processed according to the hypotheses using the Statistical Package for the Social Sciences SPSS in order to reach the indicators with value to support the research topic.

Findings of the study include :

- ✓ The leadership type in the academic institutions is an effective style.
- ✓ The creativity level of the administrative staff of the university is above average that creates positive attitudes towards the institutions organizational development of the university.
- ✓ There is no contrast between the leadership styles and the administrative creativity and managerial staff attitudes towards the institutions organizational development of the university according to sex, age or type of employment or duration of employment or educational level or grade.
- ✓ There is a link between combined leadership styles and administrative creativity and organizational development.

Recommendations:

- ► The interest in creativity as a feature of the development, survival and competition at the global and local levels.
- ► Applying the method of working groups at the university, and the development of teamwork skills among administrative staff.
- ► Raising and establishing the concept of organizational development to the administrative staff, and to administrative leaders in particular,

through the establishment of courses and specialized seminars and participating in conferences.

▶ Having field studies about the reality of the development and management of human resources, and how to develop them in the Algerian institutions university.

4. Wassila OUAAR (2014/2015), has fulfilled a master's thesis titled "The role of leadership styles in developing administrative creativity, a case study of Saidal Complex."

The present study aimed to measure the impact of leadership styles (Transformational, Transactional, Participative and Paternalistic) on administrative creativity within Saidal Group for the pharmaceutical industry in Algeria.

Study methodology and tools:

- The study was accomplished through a descriptive and analytical approach.
- The dimensions of transformational leadership included inspirational motivation, intellectual stimulation, idealized influence (charisma), and individualized consideration.
- Transactional leadership was assessed in three ways: contingent reward, management-by-exception (active), and management-by-exception (passive).
- Participative leadership was measured according to five dimensions: delegation, communication, motivation, human relations, and participation.
- Paternalistic leadership was measured across three dimensions: benevolent leadership, moral leadership, and authoritarian leadership.
- Administrative creativity, as the dependent variable, was measured in five dimensions: sensitivity to problems; originality; flexibility; fluency; and the ability to retain and maintain direction.
- The study was carried out to cover the population of 1300 managers and employees within the various subsidiaries of the Saidal Group for the pharmaceutical industry in Algeria. A stratified random sample of 169 employees, from medium and low levels of the hierarchy, was chosen; of the whole number of questionnaires, 135 were valid for statistical analysis, namely a rate of 80%.

The study has found a number of results, such as:

✓ Leaderships styles practiced in Saidal Group for the pharmaceutical industry are the Transformational, Transactional, Participative with approximate means, compared with the Paternalistic leadership.

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- ✓ The level of administrative creativity in Saidal Group for the pharmaceutical industry was high.
- ✓ There were significant positive relationships between leadership styles (Transformational, Transactional, Participative and Paternalistic) and administrative creativity in Saidal Group for the pharmaceutical industry, the largest one was that relating to Transformational leadership.
- ✓ There was a significant effect of Transformational leadership on administrative creativity in Saidal Group for the pharmaceutical industry in Algeria, in terms of idealized influence (charisma) and individualized consideration.
- ✓ There was a significant effect of Transactional leadership on administrative creativity in Saidal Group for the pharmaceutical industry in Algeria for the dimensions of active and passive management by exception.
- ✓ There was a significant effect of Participative leadership on administrative creativity in Saidal Group for the pharmaceutical industry in Algeria for the delegation, communication, human relations, and participation.
- ✓ There was a significant effect of Paternalistic leadership on administrative creativity in Saidal Group for the pharmaceutical industry in Algeria through the benevolent leadership.
- ✓ There are statistically significant differences between the responses of the sample of the study on administrative creativity, due to the experience in the company to those who have experience ranging from 6 to 15 years. However, no statistically significant differences between the responses of the sample of the study on administrative creativity due to variables: gender, age, educational qualification, service duration with the current manager and specialty.

5. Study of: Aneta Sokola, Agnieszka Gozdeka & Irena Figurskab (2015), an article named: The Importance of Teacher Leadership in Shaping The Creative Atitudes of Students**.**
The purpose of this article is to present theories that relate to the leadership impact on creativity. The researchers used scientific procedures. They also used the appropriate methodology to examine and recognize types of leadership that, in the opinion of students, actively shape the creative attitude.
The research hypothesis is formulated on the basis of the following considerations: The more active leadership favourable to the development of

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creativity, the higher the level of creativity among students, who are a major part of the intellectual capital. In order to verify this hypothesis, Tests were conducted on a group of 232 students from the University of Szczecin, West Pomeranian University of Technology, and the Academy of Arts.

6. Study of Jin SIRKWOO (2015), an article entitled: Leading Employee Creativity: The Realationship between Leadership Styles and Employee Creativity.

This research aims to explore the relationship between various transactive leadership, transformational leadership, empowering leadership, and employee creativity. Well-guided by the creativity typology suggested by Unsworth (2001).

The study's results show three propositions were suggested through identifying and comparing mechanisms of different leadership styles to facilitate employee creativity.**The results include :**
- ✓ Transactional leadership enhances only responsive creativity.
- ✓ Transformational leadership enhances responsive creativity and contributory creativity.
- ✓ Empowering leadership enhances every type of creativity.

7. Lamia KHADROUCHE & Siham CHANNAK (2016/2017) accomplished a master's thesis called "Administrative Leadership and its Impact on Administrative Creativity-A Field Study at the Algeria Telecom Agency, El Milia District, Jijel Province."

Many researchers have discussed the subject of administrative leadership and its impact on administrative innovation. Their studies have dealt with only specific aspects of the subject.

This has led the researcher to re-introduce this topic and correct the shortcomings that have not been addressed before in the development or reduction of the creative abilities of workers, which depend on the presence of a leader able to adopt methods that allow him to create an innovative atmosphere at work.

Study objectives are: knowledge of the effects of prevailing leadership styles on the existence of creativity within the institution and trying to identify administrative leadership and administrative innovation.

Study methodology and tools: The researcher used the descriptive analytical approach in analyzing the data collected by us, in addition to the statistical approach that increases the credibility of the results.

Findings of the study: The most important finding from this research is the emphasis on the influence of leadership style on administrative innovation. Therefore, it is necessary for the leader to have some distinct and flexible leadership qualities that lead him to adopt encouraging methods and methods for workers to initiate and innovate at work.

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8. Study of: Javed Ali Naqvi, Shafqat Ullah & Burhan Javed (2017), master's thesis titled: Effect of Leadership Styles on Employees' Innovative Behaviour: The Mediating Role of Employees' Creativity.
Study objectives:

This study investigates the effects of transactional and transformational leadership styles on employees' innovative behaviour. It also seeks to examine the mediating role of employees' creativity in translating different leadership styles into employee's innovative behavior.

Study methodology and tools:

- Sample of the study consisted of 325 bank employees and their supervisors.
- Model validation and hypothesis testing was done using structural equation modelling.

Findings of the study suggest that a transactional leadership style positively influences employees' innovative behaviour directly.

- ✓ A transformational leadership style affects employees' innovative behaviour through their creativity.
- ✓ The study shows a successful mediating role of employees' creativity between two leadership styles and innovative behavior. The study implications and future directions are discussed towards the end.

9. Mohammed Ahmed AL BANNA (2017) conducted a study titled "Leadership Styles and Their Relationship to the Creative Behavior of Employees in the Gaza Strip's Internal Security Agency."
The study aimed to identify the leadership styles and its relations with the creative behavior among the employees of the internal security in Gaza, through identifying the dominant leadership style and measuring the level of the creative behavior among them.
Study methodology and tools:
- The researcher used the descriptive analytical approach.
- In order to achieve the study objectives, a questionnaire was prepared to gather the needed information relevant to the topic in order to realize the aims of this study. The questionnaire is divided into two sections: leadership styles and creative behavior.
- The questionnaire has been developed and tested and then distributed to a sample consisting of 275 employees of the internal security, 270 of them responded.
- The collected data was analyzed by statistical methods and manipulated through the SPSS software.

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The results of the study are:

✓   The most dominant leadership style among the employees was the "ideal leadership style" with a relative weight of 72.2%, followed by 70.7% for the democratic leadership style, where the autocratic leadership style had 69%, followed by 63.8% for the social leadership style, and finally 51.1% for the anarchist leadership style.

✓   In addition, the study found that the relative weight of creative behavior was 70% among the employees.

✓   The study also found that there is a statistical relationship between leadership styles and creative behavior.

The study's recommendations are:

► The necessity of implementing the ideal and democratic leadership styles in the internal security because of its positive benefits and return on creative behavior.

► Preventing the use of the anarchist leadership style due to its negative results and returning to creative behavior.

► It is also important to conduct training courses for the employees to enhance their roles and their spirit, which will lead to high and improved performance.

10. Study of: Sajid Rahman Khattak, Saima Batool, Maqsood Haider (2017), an article titled: Relationship of Leadership Styles and Employee Creativity: A Mediating Role of Creative Self-efficacy and Moderating Role of Organizational Climate.

The aim of the current study is to explore the relationship between leadership styles and employee creativity through a mediating role of creative self-efficacy and moderating role of organizational climate.

The sample of the current study consists of 400 managers from the commercial banking sector of Pakistan. To test the relationship, all the assumptions of multiple regression were checked and found acceptable.Then, multiple regression analysis was applied. The validity and reliability of the research instrument were also checked.

Findings of this study:

✓ Transformational leadership style was positively and significantly related with employee creativity.

✓ Transactional leadership style was negatively related with employee creativity.

✓ Creative self-efficacy mediates the relationship between leadership styles and employee creativity.

✓ Organizational climate and its dimensions namely intrinsic recognition, support & impartiality (ISI) and cohesion were positively and significantly related with employee creativity.

✓ Organizational climate dimensions, namely pressure, were negatively associated with employee creativity.

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11. Moufida DJERMAN (2017/2018) has fulfilled a master's thesis titled: "Administrative Leadership and its Role in Supporting Administrative Creativity: A Case Study of The Central Library, University of Larbi Ben M'hidi-Oum El Bouaghi."

This study aimed to understand the administrative command and its role in supporting administrative creativity at the Central Library of Larbi Ben Mehdi University.

Study methodology and tools:
- The descriptive analytical approach was used for the adaptation of the subject of the study.
- To achieve the objectives of the study, the questionnaire used to collect the data was distributed to the sample of the study in an applied way.
- The questionnaire was analyzed using the SPSS program to examine the responses of the survey sample. Also to find the relationship between administrative command and administrative creativity.

12. Study by yakoub DJAHEL (2018), an article entitled The Relationship of Some Administrative Leadership Styles to the Level of Administrative Creativity among Workers in the Directorate of Youth and Sports.

The study aimed to detect whether the directorate has an impact on the level of administrative creativity. Then, identify the relationship between the style of the direction of integration and the level of administrative creativity of workers for the Directorate of Youth and Sports, as well as the balanced leadership style.

The study's sample consists of all the staff of the Directorate of Youth and Sports of M'sila province, which counts 39 employees according to the census of the staff. The sample of research is itself the study's society, to which has been distributed a questionnaire composed of 20 paragraphs, divided into two axes, which depends on the two hypotheses of the study.

The study's most important results are:
- ✓ After having studied the data collected, it has confirmed the veracity of the partial hypothesis and it has subsequently tested the veracity of the general hypothesis.
- ✓ The administrative branch controls the level of administrative creativity.
- ✓ There is a link between the integrative leadership style and the balanced leadership style and the level of administrative creativity of the staff at the Directorate of Youth and Sports.

13. Areech Nazar Abdulrahman (2020), accomplished an article entitled "The Role of Leadership Styles in Achieving The Administrative Creativity of The Ministry of Education-An Analytical Study."

This research seeks to design a hypothetical model that explains the influencing relationships between leadership patterns and administrative creativity in the researched organization.

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The questionnaire was used as a main tool to collect data and information along with personal interviews.

The conclusions reached by the researcher are:

- The organization tends to follow the practices of participative leadership and democratic leadership.
- When dealing with subordinates within the organization, the focus is on the collective goal and the work of one team.
- The organization seeks to raise performance levels and support efforts for continuous improvement, organizational development, and total quality management that are common and essential in achieving administrative creativity.
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- The organization seeks to raise levels of performance and support efforts for continuous improvement, organizational development, and total quality management that are common and essential in achieving administrative creativity.

The researcher has set a set of **recommendations,** the most important of which are:

- ► The need for the Ministry of Education to pay attention to administrative creativity and its accreditation within the University Performance Division.
- ► The development of its practices within the organizational structure of the educational institution to direct and rationalize its human, financial, material, and informational resources.
- ► The need for the Ministry of Education to pay attention to the two modes of leadership both participation and democracy, and encouraging, promoting, and developing them among decision makers to increase their responsibilities and give them independence and self-control over the level of participation in the educational institution to carry out these functions, which encourages generally good administrative behavior of the leadership they have.

14. Mei Rong Zhen and Dominic Atiga (2020), conducted an article named: "Relationship of Leadership Styles and Employee Creativity: A Mediating Role of Relational Confidence."

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The purpose of this study was to examine the relationship between the leadership style and the employees' creativity by acting as trusted mediators in communication.

Study methodology and tools:

- The standard pilot survey included 250 employees from four innovative sectors in Ghana.

- Several classifications of series were used to test the relationship. Prior to multiple regressions, all general assumptions were validated and deemed appropriate. The validity and reliability of the search engines were also tested.

Findings from the study:

The study found that creative workers were positively and more closely involved in changing the fashion of leadership in firms, while the style of business was largely associated with creative workers. In addition, reliable communication bridges the bond between leadership style and creativity of employees, which is why system leadership is more cohesive and mobile. It is believed that trust can enhance the relationship between manager and staff.

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Chapter summary

In this chapter, we tried to discuss the most important aspects of leadership by identifying some of its concepts, methods and theories. Additionally, we talked about creativity, which is an essential element in all types of organizations so they can run their administrative operations well and ensure their survival in competition.

We also spoke of the relationship between these two important concepts and how each influences the other. This chapter also contains a set of previous studies that complement the theoretical content of this research.

Chapter 02: Directorate of Education Field Study

The field study is considered one of the most important stages of research, where the researcher can collect data and information about his field of research and study, and then unload that data and information, interpret and analyze it according to methodological and methods, to reach results that serve as the main pillar of the theoretical aspect.

In this chapter, we will discuss those methods and methodological methods used in completing this field study.

In order to answer the research questions and in application of what was stated in the theoretical part, we present the field study by clarifying the methodological procedures of the study and then displaying and analyzing the data collected through the questionnaire, in order to arrive in the end to test the study's hypotheses and discuss the general results.

The content of this chapter can be summarized as follows:

Topic 01: Overview of Directorate of Education.
Topic 02: analyzing the results of the questionnaire and testing the hypotheses.
Topic 03: testing and discussing hypotheses.

Chapter 02: Directorate of Education Field Study

Topic 01: Overview of Directorate of Education.

The exploratory study

it is an important step in conducting field research, in order to identify the study sample and know its characteristics, in addition to verifying the validity and stability of the measurement tool, and its suitability to achieve the objectives of the study.

Fields of study

➢ Human domain: the study community consists of various employees of the Directorate of Education Ghardaia who are related to the subject of the study.

➢ Time domain: this study was conducted during the 2021/2022 school season.

➢ Thematic domain: this study was limited to clarifying the relationship of leadership styles (the democratic leadership style, the autocratic leadership style, and the authoritarian leadership style) with the creative behavior of employees.

➢ Spatial domain (study place): This study was conducted in the Directorate of Education in the state of Ghardaia.

1. Introduction to the research institution-Directorate of Education in the state of Ghardaia.

The Directorate of Education in each state is an educational base and an administrative body concerned with the management of all educational institutions and implements the educational program set by the Ministry of National Education at the state level in its various departments and districts.

→ **A brief history of the Directorate of Education:** After independence, Algeria worked directly with the French organization, which is based on the existence of a single ministry that supervises the management of all levels of education: preparatory, primary, secondary, and higher. Things continued in this manner until the state issued decree No. 69/38 on May 23, 1969.

Decree No. 70/83 of June 12, 1970 established the state's executive council, and a year later, the joint ministerial decision dated September 9, 1971 AD established the Director of Education and Culture as a member, along with the directors of vital sectors located at the state level, such as the Directorate of Health, the Directorate of Agriculture, the Directorate of Trade, and so on.

If we follow the names of the educational directors, we can see that they went through four stages:

- From 1962 to 1971, it was called the Academy's Inspectorate.
- From 1971 to 1979, it was called the Directorate of Education and Culture.
- From 1980 to 1986, it was called the Human Resources Investment Department.

Chapter 02: Directorate of Education Field Study

- From 1986 to the present day, it became called the Directorate of Education.

The Directorate of Education of the wilaya of Ghardaia was established by Decree No. 09/84 relating to the territorial organization of the country of 04/02/1984, after the division of the wilaya of Ghardaia from the wilaya of Laghouat. Its headquarters were initially outside the administrative district, then a headquarters were allocated to it within the state headquarters of Ghardaia.

→ **The tasks** of the education directorates The third article of Executive Decree No. 90-174 of 1990 specified the tasks entrusted to the directorates of education, which are as follows:

- Revitalizing all educational activities in the field of basic education, secondary education, and training, at the level of the education sector, and coordinating and following them up.

To ensure, in contact with the concerned structures and bodies, the provision of conditions that enable the normal performance of school and parallel activities and the proper functioning of the education and training institutions affiliated to the sector.

The organizational structure of the Directorate of Education for the wilaya of Ghardaia consists of four departments:

Programming and follow-up department.

The Department of Education and Examinations.

-Users interest and inspection.

-User Expenses Management Department.

Each department has been divided into offices. In addition to the previous departments, the directorate includes a special secretariat, a general secretariat and institutions affiliated with the sector, which are:

- School and Vocational Guidance and Counseling Center.
- Educational Documentation Center.
- Educational Documentation Inspectorate.
- School Nutrition Inspectorate.
- Literacy and adult education supplement.

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Chapter 02: Directorate of Education Field Study

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- ✓ Educational Documentation Inspectorate.
- ✓ School Nutrition Inspectorate.
- ✓ Literacy and adult education supplement.

Topic 02: analyzing the results of the questionnaire and testing the hypotheses.

This topic deals with the presentation of the methodological framework of the field study and then the presentation and analysis of the results of the study and their discussion in the light of the objectives, questions and hypotheses of the study 's purpose.

1. **The first requirement: the methodological framework of the field study**

The questionnaire is one of the most used tools for data collection, as it allows obtaining accurate information that the researcher cannot observe by himself in the researched field because it is information that is owned only by its qualified owner before others. On the subject, in addition to the opinions of some professors, to ensure that the formulation of the questions is appropriate to cover the subject of the study and reach the desired objectives.

The process of formulating the questionnaire questions went through a set of steps, the most important of which are:

- Determining a set of dimensions that reflect the hypotheses and questions of the study, where the form consists in its first section of a set of questions that clarify the characteristics of the research sample in terms of: gender, profession, age, educational level, experience. The dimensions of the form were formulated on the basis of the following axes:

The first axis: patterns of administrative leadership, which in turn is divided into 3 sections:

 Section one: the democratic style.
 Section Two: Transformational Pattern.
 Section Three: The authoritarian style.

The second axis: the creative behavior of employees.

- Formulating a set of questions consisting of 35 questions that reflect and detail the dimensions that have been identified.
- The questions were developed in Standard Arabic, due to the nature of the composition when collecting the respondents, and the absence of any difficulty in dealing with the Arabic formulation of the questions, and therefore there is no need to write them in a foreign language, especially since the student supervised the distribution and explanation of the questions to all members of the sample, in order to ensure objectivity The

Chapter 02: Directorate of Education Field Study

accuracy of the information obtained, as was taken into account when formulating the questions of the questionnaire, the use of clear and common phrases so that they are easy to understand and accessible to all respondents.

Section one: the study community

Determining the study community is an important thing, as it is carefully chosen so that all the vocabulary has the characteristics to be studied and which are compatible with the subject of the research, according to the subject under study, the community is represented by a group of subordinates who work in the Directorate of Education of the state of Ghardaia.

Section two: the sample of the study

It is the withdrawal of a part of the study population, known as the sample, and the process that takes place here is called the sampling, and the results obtained from the sample are generalized to the rest of the community.

In our study, the stratified random sample was chosen, as it is considered the best and most accurate type of samples in representing the heterogeneous statistical community, as in many cases the vocabulary of the statistical community is heterogeneous in terms of the trait or characteristics studied, because in the case of the statistical community with non-homogeneous vocabulary homogeneous, it is not permissible to draw a simple random sample representing this population.

Section three: sample size

The random sample for the study was calculated as follows:
The total number of all employees of the Directorate of Education of the wilaya of Ghardaia: 237 employees
237 x 30% = 70 employees

section Four: used tools

A set of techniques and means were relied upon to collect information at all stages of the research. The theoretical study was relied on a group of general and specialized books, in addition to research and letters, in addition to many websites.

The SPSS (STATISTICAL PACKAGE FOR SOCIAL SCIENCE) program, or in other words, the Statistical Package for Social Sciences program, has been relied upon to process the lists of questionnaires from data entry and obtain the various required results with accuracy and credibility, in addition to Microsoft Excel, to display some charts. Calculating the arithmetic mean of the statements and the standard deviation to identify the extent of the deviation of the sample vocabulary interrogations for all the expressions of the study variables.

For reference, determining the answer to the statements is by using the five-point Likert scale, which is a gradual scale that aims to measure the degree of acceptance or non-acceptance of five degrees arranged as follows:

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Table No. (01): shows 5-Point Likert Scale.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(1)	(2)	(3)	(4)	(5)

In order to know the opinions and position of customers, we use the Likert scale degrees after weighting them, and this is by determining the length of the Likert scale cells, where the range was calculated, which is 5-1 = 4, then we divide it by the number of cells of the scale to get the length of the correct cell, i.e. 5/4 = 0.8, then add This value is reduced to the lowest value in the Likert scale, which is (1) to determine the first cell, so all cells appear as follows:

1 ----< 1.80 **Strongly disagree**
1.81 ----<2.60 **Disagree**
2.61 ----<3.40 **Neutral**
3.41 ----<4.20 **Agree**
4.21 ----<5 **Strongly agree**

70 questionnaires were distributed and 65 questionnaires were retrieved (93 percent).

Section Five: The validity of the questionnaire

The questionnaire was presented to some professors specialized in the field of business administration, in order to judge the validity and effectiveness of his questions, as well as to benefit from their opinions and suggestions (Appendix No. 01)

In addition, the coefficient alpha Cronbach was used to measure the internal consistency of the questions of the questionnaire and to verify their stability, and the reliability of the scale, by examining the consistency and stability of the results obtained by using it, and this scale is statistically significant, if it is The value of Cronbach's alpha is equal to or more than (0.6), and the validity coefficient was calculated by taking the square root of the reliability coefficient, as the results of the statistical reliability test for the study variables for a sample of (65) individuals are shown in the table as follows:

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Table No. (02): shows Cronbach's alpha stability coefficient and validity coefficient.

Honesty coefficient	Stability coefficient alpha cronbach	Number of phrases	Variable
0.89	0.79	20	First axis: Leadership Styles
0.91	0.82	16	Second axis: creative behavior of employees
0.92	0.85	36	Leadership styles and their relationship to the creative behavior of employees

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

From the previous table, we note that the stability coefficient for the first axis under the title of leadership styles was (0.79), which is a high coefficient and suitable for research purposes, and that the stability coefficient for the second axis under the title of creative behavior among workers reached (0.82), so it is also a high coefficient and suitable for research purposes, and that the stability coefficient The total research tool reached (0.85), which indicates the internal stability of the questionnaire questions at the level of the whole study, meaning that the questions asked to the study sample were understandable and clear.

2. **The second requirement: Presentation and analysis of the results of the questionnaire**

The first thing we do in this framework is to study and analyze the data in order to draw conclusions according to the questions, objectives and hypotheses set. We begin by studying the characteristics of the sample in terms of personal data, and then move on to analyzing the statements related to the study side about administrative leadership patterns and their impact on human resources performance.

Section one: Studying the characteristics of the sample in terms of personal data

▪ **First, the gender variable:**

Table No. (03): shows the distribution of the study sample's vocabulary according to the gender variable.

Percentage %	Repetition	Variable	
38.5 %	25	Male	
61.5 %	40	Female	Sex
100%	65	Total	

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

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Figure No. (01): Shows the percentages of the distribution of items for the study sample by gender variable.
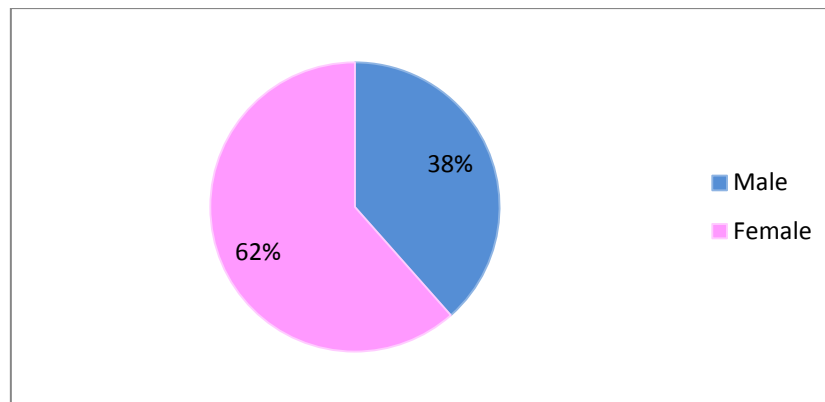
Source: Prepared by the student based on the excel program.

Table No. (03) and Figure No. (01): Show that the majority of the sample members are female, with a percentage of 61.5 percent of the total sample members, equivalent to 40 members of the study sample, while males are estimated at 38.5 percent of the total sample members, which is equivalent to 25 members of the sample. The sample members, and this is due to the nature of the work that is inside the office and the nature of the institution, which is an educational institution.

- ▪ **Second: the age variable:**

Table No. (04): shows the distribution of the study sample's vocabulary according to the age variable.

Percentage %	Repetition	Variable	
% 15.4	10	Under 30 years old	
% 50.8	33	30 to 40	Age
% 33.8	22	More than 40	
100%	65	Total	

Sou rce: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

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Figure No. (02): Shows the percentages of the distribution of sample items according to the age variable.
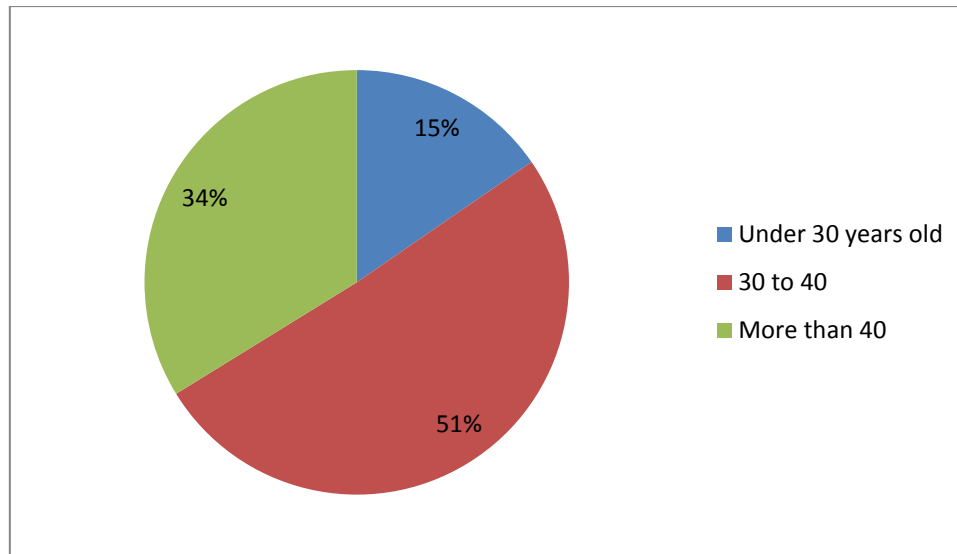
Source: Prepared by the student based on the excel program.

The above table and figure shows that the majority of the sample members are between the ages of 30 and 40 years, with a percentage of 50.8 percent of the total sample members, which is equivalent to 33 members of the study sample, followed by 33.8 percent of individuals over 40 years old, equivalent to 22 members of the study sample. The sample members, and finally comes the percentage of individuals under the age of 30, which is estimated at 15.4 percent, equivalent to 10 individuals from the sample members.

▪ **Third: the educational level variable.**

Table No. (05): shows the distribution of the study sample's vocabulary according to the academic level variable.

Percentage %	Repetition	Variable	
% 03.1	02	Average	
% 27.7	18	Secondary	
% 50.8	33	University	Academic level
% 18.5	12	Higher degrees	
100%	65	Total	

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

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Figure No. (03): shows the percentages of the sample's vocabulary distribution according to the study variable
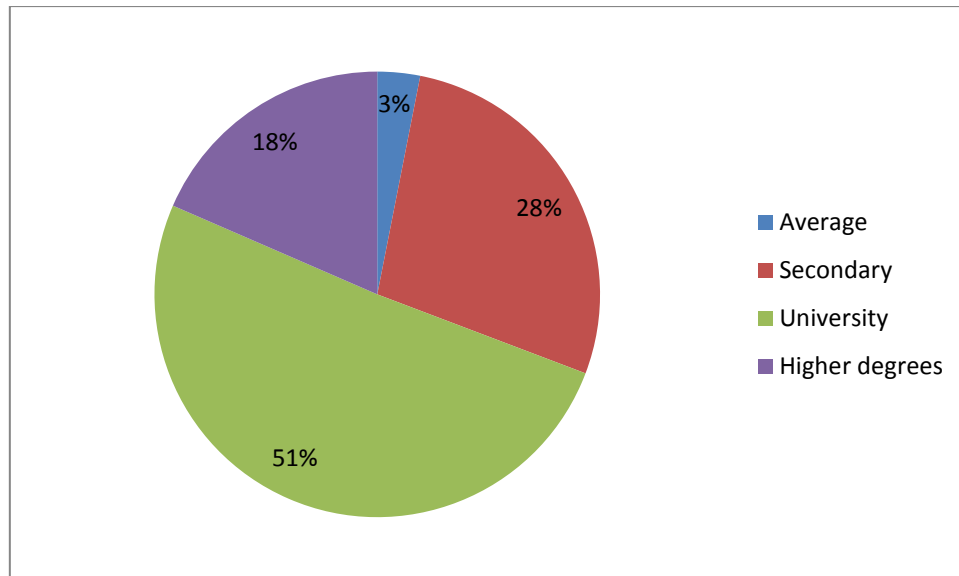
Source: Prepared by the student based on the excel program.

The above table and figure shows that the majority of the sample members have a university education level, with a percentage of 50.8 percent of the total sample members, which is equivalent to 33 members of the study sample, followed by 27.7 percent of individuals who have a secondary education level, equivalent to 18 individuals from the sample members, followed by The percentage of 18.5 percent, which represents individuals who have higher degrees, equivalent to 12 members of the study sample, and finally comes the percentage of individuals who have an average educational level, which is estimated at 3.1 percent, equivalent to 2 members of the sample.

- **Fourth: Job level variable**

Table No. (06): shows the distribution of the study sample's vocabulary according to the job level variable.

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Percentage %	Repetition	Variable	
% 09.2	06	High administrative cadre	Career Level
% 27.7	18	Administrative cadre	
% 21.5	14	Office assistant	
% 20	13	Administrator	
% 21.5	14	Other	
100%	65	Total	

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

Figure No. (04): shows the percentages of the distribution of the study sample's vocabulary according to the profession variable
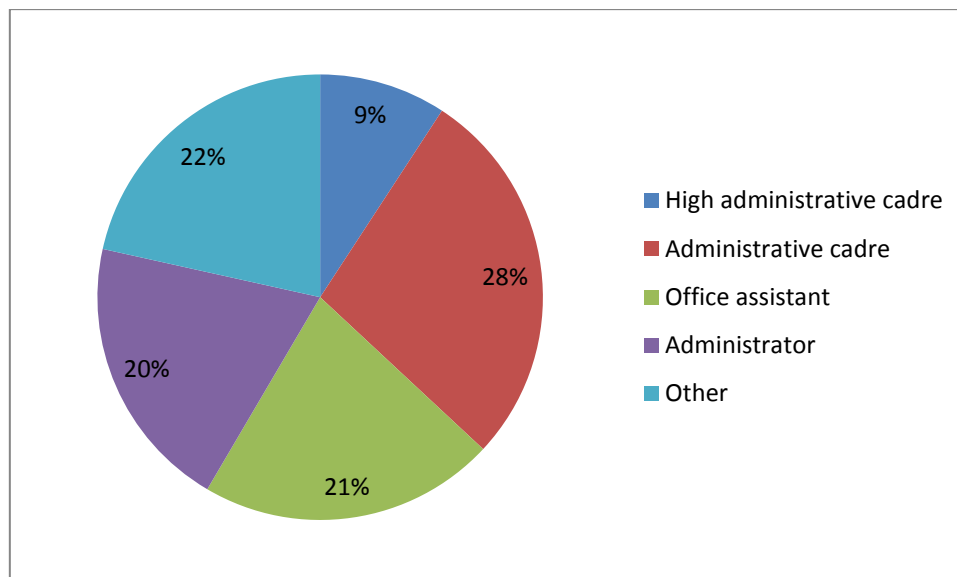
Source: Prepared by the student based on the excel program

The above table and figure shows that the majority of the sample members are frames, with a percentage of 27.7 percent of the total sample members, equivalent to 18 members of the study sample. As for office workers as well as other job levels, their percentage was estimated at 21.5 percent for each of them,

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equivalent to 14 individuals each. Then followed by the percentage of administrators, their percentage was estimated at 20 percent, equivalent to 13 members of the sample. As for the high officials, their percentage was estimated at 09.2 percent, equivalent to 06 individuals from the sample members.

- **Fifthly: the experience variable**

Table No. (07): shows the distribution of the study sample's vocabulary according to the experience variable.

Percentage %	Repetition	variable	
% 35.4	23	Less than 5 years	Academic level
% 26.1	17	5 to 10 years	
% 38.5	25	More than 10 years	
100%	268	Total	

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

Figure No. (05): shows the percentages of the distribution of the sample items according to the variable of experience.
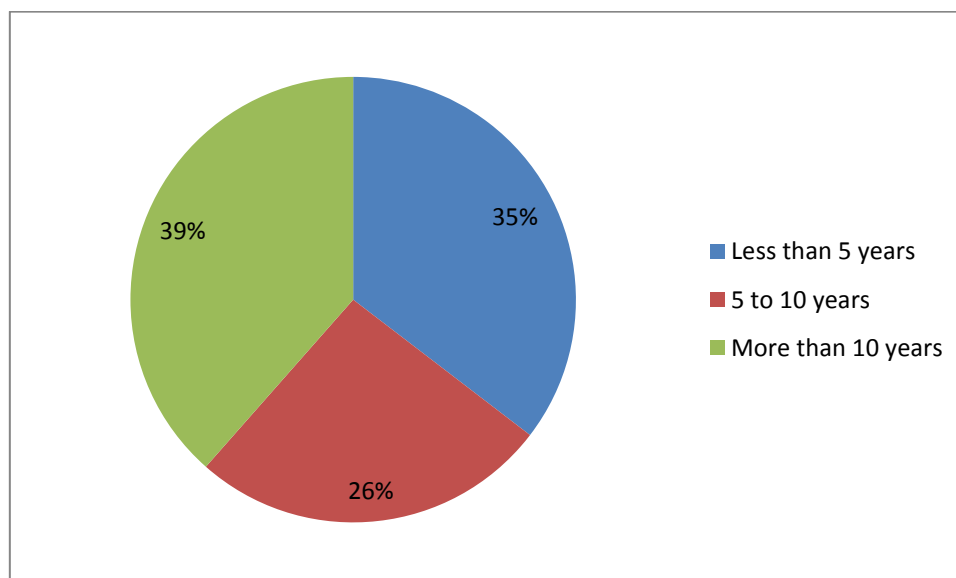
Source: Prepared by the student based on the excel program.

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The above table and figure shows that the majority of the sample members have more than 10 years of experience, 38.5 percent of the total sample members, equivalent to 25 members of the study sample, while the individuals who have experience less than 5 For years, their percentage was estimated at 35.4 percent, equivalent to 23 individuals. Then comes the percentage of 26.1 percent for individuals who have them, centered from 5 to 10 years, equivalent to 17 members of the sample.

The second section: Analysis of the axes of the questionnaire list.

In this element, we will analyze the axes of the questionnaire in order to answer the research questions, where descriptive statistics were used to extract the arithmetic mean and standard deviation (on Likert scale from 1 to 5) for the answers of the sample vocabulary for the questionnaire phrases related to the study axes.

- **First: The first axis: leadership styles**

Appendix No. (02): shows the arithmetic averages and standard deviations of the paragraphs of the second part.

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Statistical indicators		Likert Scale Phrases					Axis phrases
Standard deviation	Arithmetic mean	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
		Repetition	Repetition	Repetition	Repetition	Repetition	
		%	%	%	%	%	
Democratic style							
1.12	3.95	25	24	6	8	2	The leadership of the organization allows the participation of employees when setting the overall vision of the organization.
		38.5	36.9	9.2	12.3	3.1	
0.9	4.07	22	32	6	4	1	The organization's leadership resolves disputes within the organization in a consultative manner between the parties to the conflict.
		33.8	49.2	9.2	6.2	1.5	
1.04	3.93	22	26	10	5	2	The organization's leadership prepares its members for useful discussions on strategic issues related to work.
		33.8	40	15.4	7.7	3.1	
1.16	3.6	17	21	14	10	3	The organization's leadership

		26.2	32.3	21.5	15.4	4.6	encourages workers to come up with new ideas.
1.07	3.46	10	24	22	4	5	The leadership of the organization seeks to develop a scientific thinking method to solve workers' problems.
		15.4	36.9	33.8	6.2	7.7	
1.04	3.58	13	23	21	5	3	There are effective channels of communication between the leadership of the higher institution and employees.
		20	35.4	32.3	7.7	4.6	
0.76	**3.76**	**The arithmetic mean and standard deviation of the democratic pattern**					
Transformational leadership style							
1.14	3.58	13	29	10	9	4	The organization's leadership provides detailed explanations of the tasks and duties of the employees.
		20	44.6	15.4	13.8	6.2	
1.24	3.36	15th	16	17	12	5	The leaders of the organization encourage innovation.
		23.1	24.6	26.2	18.5	7.7	
1.27	3.18	11	19	13	15th	7	The organization's leadership feels

		16.9	29.2	20	23.1	10.8	the needs of the workers and always seeks to meet them.
1.12	3.66	16	24	16	5	4	The organization's leadership forms work teams that share responsibilities and authorities among them.
		24.6	36.9	24.6	7.7	6.2	
1.14	3.53	11	32	7	11	4	The organization's leadership exercises the process of change in practice.
		16.9	49.2	10.8	16.9	6.2	
1.21	3.47	14	22	16	7	6	Leadership strives to treat everyone fairly.
		21.5	33.8	24.6	10.8	9.2	
0.86	**3.45**	**Arithmetic mean and standard deviation of the transformational pattern**					
Autocratic leadership style							
1.22	3.4	10	27	16	3	9	The organization's leadership imposes its orders on subordinates.
		15.4	41.5	24.6	4.6	13.8	
1.08	3.83	18	29	11	3	4	The organization's leadership retains

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		27.7	44.6	16.9	4.6	6.2	full responsibility for decision-making.
1.26	3.43	12	27	11	7	8	Enterprise leadership limits workers' freedom to choose the way they work.
		18.5	41.5	16.9	10.8	12.3	
1.3	3.1	11	17	13	16	8	The company's leadership ignores the suggestions of employees.
		16.9	26.2	20	24.6	12.3	
1.25	2.87	6	19	11	19	10	The Foundation's leadership retains full powers and does not allow a part of it to be delegated to others.
		9.2	29.2	16.9	29.2	15.4	
1.29	2.9	10	11	17	17	10	The leadership of the organization uses the command and termination style without discussion.
		15.4	16.9	26.2	26.2	15.4	
1.29	2.98	12	9	18	18	8	The leadership of the organization is more concerned with the work than with the employees.
		18.5	13.8	27.7	27.7	12.3	
0.79	**3.18**	**authoritarian style arithmetic mean and standard deviation of the**					

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

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We note through Appendix No. (01) that it consists of **three sections**, and each section has questions related to a particular leadership style, and therefore we will analyze each style separately.

As for the democratic style, we find that the general arithmetic mean of its expressions is greater than the average, which indicates that there is a positive trend in the sample vocabulary, where the value of the arithmetic mean was equal to 3.76, with a standard deviation of 0.76, meaning that there is no large divergence For the answers of the sample members, the arithmetic mean value belongs to the OK category of Likert scale (from 3.41 to 4.20), as well as all the answers related to the democratic style centered between 3.46 and 4.07, all of which belong to the OK category.

For example, we find that the first statement, which states: "The organization's leadership allows the participation of workers when setting the general vision of the institution," has an arithmetic mean estimated at 3.95, a standard deviation estimated at 1.12, and the arithmetic mean value belongs to an agreeable category of Likert scale (from 3.41 to 4.20), and this shows that most of the sample members agree with what this statement says.

Also in this phrase: "The organization's leadership encourages employees to come up with new ideas." Its arithmetic mean is estimated at 3.6, and its standard deviation is estimated at 1.16, and the value of the arithmetic mean belongs to the OK category of Likert scale (from 3.41 to 4.20), and this shows that most of the sample members agree with what this statement says.

As for the transformational style, we find that the general arithmetic mean of its expressions is greater than the average, which indicates that the sample vocabulary has a positive trend, where the value of the arithmetic mean was equal to 3.45, with a standard deviation of 0.86, and the value of the arithmetic mean belongs to the OK category From Likert scale (from 3.41 to 4.20), this indicates that the transformational pattern is practiced within the institution under study.

For example, we find that the following statement: "The leadership of the institution forms work teams that share responsibilities and powers among themselves." It has an arithmetic mean of 3.66, a standard deviation of 1.12, and the value of the arithmetic mean belongs to the OK category of Likert scale (from 3.41 to 4.20), and this indicates that this statement is approved by most of the sample members.

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Also in the phrase "Leadership seeks to treat everyone fairly." We find that it has an arithmetic mean estimated at 3.47, and its standard deviation is estimated at 1.21, and the value of the arithmetic mean belongs to the OK category of Likert scale (from 3.41 to 4.20), and this shows that most of the sample members agree with what this statement came with.

For the authoritarian style, the mean value was 3.18, and the standard deviation was 0.79. According to the five-point Likert scale, the arithmetic mean of this pattern belongs to the category (from 2.61 to 3.40), which indicates a neutral opinion.

For example, we find that the phrase: "The leadership of the institution retains all powers and does not allow the delegation of part of it to others." It has an arithmetic mean of 2.87, a standard deviation of 1.25, and this arithmetic mean is also in the neutral category of the Likert scale (2.61 to 3.40).

The above results indicate that, in contrast to the authoritarian leadership style, the democratic leadership style and the transformational style are the two dominant leadership styles in the administration of the Directorate of Education for the state of Ghardaia.

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- **Second: The second axis: the creative behavior of employees**

Appendix No. (03): shows the arithmetic averages and standard deviations of the paragraphs of the third part.

Statistical indicators		Likert Scale Phrases					Axis phrases
Standard deviation	**Arithmetic mean**	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
		Repetition	**Repetition**	**Repetition**	**Repetition**	**Repetition**	
		%	**%**	**%**	**%**	**%**	
1.29	3.16	14	11	19	14	7	I strive for excellence to be the predominant feature of my business.
		21.5	16.9	29.2	21.5	10.8	
1.2	3.47	14	20	21	3	7	I have the ability to create new ideas in my work.
		21.5	30.8	32.3	4.6	10.8	
1.11	3.61	16	21	18	7	3	I feel bored and routine of repeating the procedures followed in doing the work.
		24.6	32.3	27.7	10.8	4.6	
0.93	3.55	10	25	22	7	1	I can share new and rare ideas in

		15.4	38.5	33.8	10.8	1.5	order to achieve the organization's goals.
0.83	3.87	18	22	24	1	0	I analyze things and issues from several angles before judging them.
		27.7	33.8	36.9	1.5	0	
0.87	3.83	18	20	25	2	0	I make sure not to have intolerance in my ideas.
		27.7	30.8	38.5	3.1	0	
0.83	3.95	19	26	18	2	0	I keen to know the opposite point of view at work to evaluate it and benefit from it.
		29.2	40	27.7	3.1	0	
0.8	3.98	19	27	18	1	0	I seek to think in different ways than normal thinking.
		29.2	41.5	27.7	1.5	0	
0.93	3.67	15th	19	27	3	1	I have the ability to predict work problems before they occur.
		23.1	29.2	41.5	4.6	1.5	
0.93	3.81	19	19	23	4	0	I focus on my work problems and strive to resolve them quickly.
		29.2	29.2	35.4	6.2	0	
1.03	3.8	21	16	24	2	2	I am interested in resolving problems that impede others' work.
		32.3	24.6	36.9	3.1	3.1	
0.99	3.78	19	19	22	4	1	I'm keen to know the imbalances and

		29.2	29.2	33.8	6.2	1.5	shortcomings of my work.
1.06	3.98	23	28	7	4	3	The inability to solve problems is due to the failure to ask the right questions.
		35.4	43.1	10.8	6.2	4.6	
1.02	3.69	21	19	10	9	6	I'm constantly affected by my work problems and I can't get rid of them easily.
		32.3	29.2	15.4	13.8	9.2	
1.25	3.44	16	22	20	5	2	The organization supports renewed change in work methods and procedures.
		24.6	33.8	30.8	7.7	3.1	
1.18	3.50	14	23	12	10	6	The organization promotes change and supports new ideas and practices.
		21.5	35.4	18.5	15.4	9.2	
0.54	**3.72**	**The arithmetic mean and the general standard deviation of the expressions of the second axis**					

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

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As for the axis of creative behavior of employees, we find that the general arithmetic mean of the expressions of this axis is greater than the average, which indicates that there is a positive trend in the sample vocabulary, where the arithmetic mean value was equal to 3.72, with a standard deviation of 0.54, and the arithmetic mean value belongs to To the Agree category of Likert scale (from 3.41 to 4.20), as well as the answers related to the creative behavior of employees, most of them centered between 3.44 and 3.98, all of which belong to the Agree category, and this indicates that the behavior of employees in the Directorate of Education is a creative behavior.

Topic 03: testing and discussing hypotheses.

In this requirement, we will try to discuss the hypotheses put forward previously and based on the results that have been reached to study the relationship between the leadership styles and the creative behavior of employees in the organization under study.

Table No. (08): shows the Fisher distribution.

Calculated F	3.251
Tabular F	2.74

Source: Prepared by the student, depending on results of the questionnaire extracted by the statistical data analysis tool spss).

From the above table it is clear that the absolute value of the computed F is greater than the value of the tabulated F: 3.251 < 2.74.

This means that there is an influence relationship between leadership styles and creative behavior of employees in the organization under study.

Table No. (09): shows the results of the hypotheses.

coefficient of determination R^2	Indication level	tabular t	calculated t	coefficient β	constant α	The style
	0.106		1.642	0.175		Democratic style
0.138	0.294	1.664	1.058	0.099	2.465	Transformational style
	0.325		0.991	0.081		Authoritarian style

Source: Prepared by the student, depending on results of spss).

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Through the previous table, it becomes clear to us that the regression model for the subject of the study is in the following form:

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

Knowing that: y: represents the dependent variable, which is the performance of human resources.

x1: represents the democratic style.

x2: represents the transformational style.

x3: represents the authoritarian style.

We substitute the values of α and β with the values obtained in Table No., the form becomes:

$y = 2.465 + 0.175x_1 + 0.099x_2 + 0.081x_3$

Since the coefficient of determination R^2 is estimated at 0.138, this means that the study model explains 13.8 percent of the factors affecting the creative behavior of employees, while the remaining 86.2% represent other factors that are not found in the study model, and have an impact on the creative behavior of employees.

In addition, the level of statistical significance represents the percentage of rejection of the hypothesis **H0**, which is true.

Section one: Discussing the first hypothesis.

The first hypothesis is related to the democratic style, including:

H0: There is no effect relationship between the democratic style and creative behavior of employees.

H1: There is an influence relationship between the democratic style and the creative behavior of employees.

To judge the hypothesis (accept or reject) we perform a t-test.

When the absolute value of the calculated t is greater than the tabulated value of t, the hypothesis **H0** is rejected and **H1** is accepted and vice versa, when the absolute value of the calculated t is less than the tabulated value of t, the hypothesis **H0** is accepted and **H1** is rejected.

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Referring to Table No. (09) we find:

The calculated t has a value of 1.642 and the tabular t has a value of 1,664, and from it we find that: 1,664<|1.642|

That is, the absolute value of the calculated t is less than the value of the tabular t, and this means that the hypothesis **H0** is accepted and the hypothesis **H1** is rejected, that is, the democratic style has no influence relationship with the creative behavior of employees.

The second section: discussing the second hypothesis.

The second hypothesis is related to the transformational pattern, including:

H0: There is no effect relationship between the transformational style and creative behavior of employees.

H1: There is an influence relationship between the transformational style and creative behavior of employees.

To judge the hypothesis (accept or reject) we perform a t-test.

Referring to Table No. (09) we find:

The calculated t has a value of 1.058 and the tabular t has a value of 1,664, and from it we find that: 1.664>|1.058|

That is, the absolute value of the calculated t is less than the value of the tabular t, and this means that the hypothesis **H0** is accepted and the hypothesis **H1** is rejected, that is, the transformational pattern has no influence relationship with the creative behavior of employees.

Section Three: Discussing the third hypothesis.

The third hypothesis is related to the authoritarian style, including:

H0: There is no effect relationship between the authoritarian style and the creative behavior of employees.

H1: There is an influence relationship between the authoritarian style and the creative behavior of employees.

To judge the hypothesis (accept or reject) we perform a t-test.

Referring to Table No. (09) we find:

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The calculated t has a value of 0.991 and tabular t has a value of 1,664, and from it we find that: 1,664<|0.991|

That is, the absolute value of the calculated t is less than the value of the tabular t, and this means that the hypothesis **H0** is accepted and the hypothesis **H1** is rejected, that is, the authoritarian style has no influence relationship with the creative behavior of employees.

From the foregoing, it is clear that the three studied patterns (democratic, transformative, authoritarian) do not have any effect on the creative behavior of employees and this is due to **the nature of work** in the institution under study, which is predominantly routine in work, as well as to **the tendencies** of the sample members for routine work more than creative.

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Chapter summary:

The last chapter included the applied study conducted according to the analytical descriptive approach in the Directorate of Education, which aimed to identify the prevailing leadership patterns in the institution under study and its relationship to the creative behavior of employees who were given a questionnaire in order to collect the necessary data for the study, which were processed and analyzed using the (spss) program.

The obtained results showed that:

- The dominant leadership style in the directorate of education is the democratic leadership style.
- The second dominant style of leadership in the directorate of education is the transformational leadership style.
- Authoritarian style does not affect creative behavior.
- Democratic style has a positive effect on creative behavior.
- Transformational style has a positive effect on creative behavior.

Conclusion

Conclusion:

The above ideas clearly reflect the importance of the topic of leadership, as it is one of the important topics that has received and continues to receive the attention of researchers because it represents the core of the administrative process and is an important factor in the success or failure of organizations.

Furthermore, creativity, which is an important factor for the development of these organizations, as the leaders seek to encourage and develop the capabilities of creativity in their subordinates.

Our review of leadership and creativity research shows that it is an active and growing area of research that has yielded many interesting and intriguing findings. In particular, there is a wealth of theoretical and empirical evidence that demonstrates that leadership is an important variable that can enhance or hinder creativity in the workplace.

Since the success of leaders depends mainly on their use of the appropriate and influential leadership style in the behavior of subordinates, which leads to the creation of an appropriate environment for creativity and increased efficiency and productivity at work, this study came to demonstrate the relationship between leadership styles and the creative behavior of employees in the directorate of education in the state of Ghardaia.

Our aim in conducting this study, is an attempt to

First: increasing our knowledge on the topic of leadership and creativity.

Second: an attempt to enrich the theoretical content of leadership and creativity.

Third: To identify the impact of leadership styles on the creative behavior of employees in the institution under study.

Based on this study's results, the researcher suggests and recommends the following:

1. Developing training programs to assist employees in becoming more creative.
2. Creating equality of opportunity and allowing for any possible organizational change.

Conclusion

3. We recommend job seekers who prefer routine tasks apply to the Directorate of Education.
4. We urge researchers to conduct rigorous and comprehensive studies on creative behavior and the characteristics of leaders.

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Appendices

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➢ **Appendix No. (01): The questionnaire.**

➢

→ The list of professors who arbitrated the questionnaire.

→

01	RAHMANI Youcef Zakaria
02	HADJADJ Mourad
03	BELLAOUAR Slimane
04	ADJILA Hanane

QUESTIONNAIRE

Sir, Madam

In the context of preparing a graduation note to obtain a master's degree entitled
"**Leadership styles and their relationship to creative behavior among employees "** Directorate of Education Case Study.

Note that what is meant by "leadership styles " is the manner of the supervisor and the direct superior at work, and what is meant by "administrative creativity " is the extent to which ideas and proposals are expressed and implemented in the administration in an effort to achieve organizational development in an organized scientific manner based on an accurate diagnosis of organizational problems and difficulties, and this leads to changes to increase the effectiveness and efficiency of the directorate's personnel and promote it.

Therefore, we kindly ask you to answer the questions in this questionnaire by putting an (X) in the appropriate box, and we inform you that your answers will be strictly confidential and will be used only for practical research purposes.

In the end, please accept our sincere thanks and appreciation.

Prepared by the student: AZZAOUI Nafissa

Supervised by Dr. GUEMBOUR Abderraouf

Part one: Personal Informations

- ➢ Gender: male ☐ , female ☐

- ➢ Age:
Under 30 years old ☐ , 30 to 40 years old ☐ , More than 40 ☐ years

- ➢ Educational level:
Average ☐ , secondary ☐ , university ☐ , higher degrees ☐

- ➢ Career Level:

High administrative cadre ☐ , administrative cadre ☐ , office assistant ☐ , administrator ☐ , Other ☐

- ➢ Years of experience:
Less than 5 years ☐ , 5 years to 10 years ☐ , More than 10 years

Part two: Leadership styles

	STATEMENT	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Democratic leadership style: The democratic leader works to satisfy the needs of his subordinates, thereby contributing to the spirit of cooperation among individuals in the Organization and consistent with the Organization's overall direction and objectives.						
1	The leadership of the organization allows the participation of employees when setting the overall vision of the organization.					
2	The organization's leadership resolves disputes within the organization in a consultative manner between the parties to the conflict.					
3	The organization's leadership prepares its members for useful discussions on strategic issues related to work.					
4	The organization's leadership encourages workers to come up with new ideas.					
5	The leadership of the organization seeks to develop a scientific thinking method to solve workers' problems.					
6	There are effective channels of communication between the leadership of the higher institution and employees.					
Transformative leadership style: Transformative leader values the potential of subordinates, increasing their ability to deliver on current and future commitments. The core principle of these commitments emphasizes the subordinate's development and improved performance.						

7	The organization's leadership provides detailed explanations of the tasks and duties of the employees.					
8	The leaders of the organization encourage innovation.					
9	The organization's leadership feels the needs of the workers and always seeks to meet them.					
10	The organization's leadership forms work teams that share responsibilities and authorities among them.					
11	The organization's leadership exercises the process of change in practice.					
12	Leadership strives to treat everyone fairly.					
Autocratic leadership style: The autocrat is characterized by trying to concentrate all powers and authorities in his hand, in this style, the leader retains the function of decision-making and policy and plan development without the participation or even consultation of his subordinates.						
13	The organization's leadership imposes its orders on subordinates.					
14	The organization's leadership retains full responsibility for decision-making.					
15	Organization's leadership limits workers' freedom to choose the way they work.					
16	The organization's leadership ignores the suggestions of employees.					

17	The organization's leadership retains full powers and does not allow a part of it to be delegated to others.					
18	The leadership of the organization uses the command and termination style without discussion.					
19	The leadership of the organization is more concerned with the work than with the employees.					

Part three: Creative behaviour of employees

	Authenticity dimension					
20	I strive for excellence to be the predominant feature of my business.					
21	I have the ability to create new ideas in my work.					
22	I feel bored and routine of repeating the procedures followed in doing the work.					
23	I can share new and rare ideas in order to achieve the organization's goals.					
	Flexibility dimension					
24	I analyze things and issues from several angles before judging them.					
25	I make sure not to have intolerance in my ideas.					

26	I keen to know the opposite point of view at work to evaluate it and benefit from it.					
27	I seek to think in different ways than normal thinking.					

The sensitivity to problems

28	I have the ability to predict work problems before they occur.					
29	I focus on my work problems and strive to resolve them quickly.					
30	I am interested in resolving problems that impede others' work.					
31	I'm keen to know the imbalances and shortcomings of my work.					
32	The inability to solve problems is due to the failure to ask the right questions.					
33	I'm constantly affected by my work problems and I can't get rid of them easily.					

The dimension of Susceptibility to change

34	The organization supports renewed change in work methods and procedures.					
35	The organization promotes change and supports new ideas and practices.					

Thank you very much for your good cooperation.

Chapter 02: Directorate of Education Field Study

➢ **Appendix No. (02): shows the arithmetic averages and standard deviations of the paragraphs of the second part.**

Statistical indicators		Likert Scale Phrases					Axis phrases
Standard deviation	**Arithmetic mean**	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
		Repetition	**Repetition**	**Repetition**	**Repetition**	**Repetition**	
		%	**%**	**%**	**%**	**%**	
Democratic style							
1.12	3.95	25	24	6	8	2	The leadership of the organization allows the participation of employees when setting the overall vision of the organization.
		38.5	36.9	9.2	12.3	3.1	
0.9	4.07	22	32	6	4	1	The organization's leadership resolves disputes within the organization in a consultative manner between the parties to the conflict.
		33.8	49.2	9.2	6.2	1.5	
1.04	3.93	22	26	10	5	2	The organization's leadership

Chapter 02: Directorate of Education Field Study

		33.8	40	15.4	7.7	3.1	prepares its members for useful discussions on strategic issues related to work.
1.16	3.6	17	21	14	10	3	The organization's leadership encourages workers to come up with new ideas.
		26.2	32.3	21.5	15.4	4.6	
1.07	3.46	10	24	22	4	5	The leadership of the organization seeks to develop a scientific thinking method to solve workers' problems.
		15.4	36.9	33.8	6.2	7.7	
1.04	3.58	13	23	21	5	3	There are effective channels of communication between the leadership of the higher institution and employees.
		20	35.4	32.3	7.7	4.6	
0.76	**3.76**	**democratic pattern The arithmetic mean and standard deviation of the**					
Transformational leadership style							
1.14	3.58	13	29	10	9	4	The organization's leadership provides detailed explanations of the tasks and duties of the employees.
		20	44.6	15.4	13.8	6.2	
1.24	3.36	15th	16	17	12	5	The leaders of the organization encourage innovation.
		23.1	24.6	26.2	18.5	7.7	

Chapter 02: Directorate of Education Field Study

1.27	3.18	11	19	13	15th	7	The organization's leadership feels the needs of the workers and always seeks to meet them.
		16.9	29.2	20	23.1	10.8	
1.12	3.66	16	24	16	5	4	The organization's leadership forms work teams that share responsibilities and authorities among them.
		24.6	36.9	24.6	7.7	6.2	
1.14	3.53	11	32	7	11	4	The organization's leadership exercises the process of change in practice.
		16.9	49.2	10.8	16.9	6.2	
1.21	3.47	14	22	16	7	6	Leadership strives to treat everyone fairly.
		21.5	33.8	24.6	10.8	9.2	
0.86	**3.45**	**Arithmetic mean and standard deviation of the transformational pattern**					
Autocratic leadership style							
1.22	3.4	10	27	16	3	9	The organization's leadership

		15.4	41.5	24.6	4.6	13.8	imposes its orders on subordinates.
1.08	3.83	18	29	11	3	4	The organization's leadership retains full responsibility for decision-making.
		27.7	44.6	16.9	4.6	6.2	
1.26	3.43	12	27	11	7	8	Enterprise leadership limits workers' freedom to choose the way they work.
		18.5	41.5	16.9	10.8	12.3	
1.3	3.1	11	17	13	16	8	The company's leadership ignores the suggestions of employees.
		16.9	26.2	20	24.6	12.3	
1.25	2.87	6	19	11	19	10	The Foundation's leadership retains full powers and does not allow a part of it to be delegated to others.
		9.2	29.2	16.9	29.2	15.4	
1.29	2.9	10	11	17	17	10	The leadership of the organization uses the command and termination style without discussion.
		15.4	16.9	26.2	26.2	15.4	
1.29	2.98	12	9	18	18	8	The leadership of the organization is more concerned with the work than with the employees.
		18.5	13.8	27.7	27.7	12.3	
0.79	**3.18**	**arithmetic mean and standard deviation of the authoritarian style**					

> **Appendix No. (03): shows the arithmetic averages and standard deviations of the paragraphs of the third part.**

Statistical indicators		Likert Scale Phrases					Axis phrases
Standard deviation	**Arithmetic mean**	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
		Repetition	**Repetition**	**Repetition**	**Repetition**	**Repetition**	
		%	**%**	**%**	**%**	**%**	
1.29	3.16	14	11	19	14	7	I strive for excellence to be the predominant feature of my business.
		21.5	16.9	29.2	21.5	10.8	
1.2	3.47	14	20	21	3	7	I have the ability to create new ideas in my work.
		21.5	30.8	32.3	4.6	10.8	
1.11	3.61	16	21	18	7	3	I feel bored and routine of repeating the procedures followed in doing the work.
		24.6	32.3	27.7	10.8	4.6	
0.93	3.55	10	25	22	7	1	I can share new and rare ideas in order to achieve the organization's goals.
		15.4	38.5	33.8	10.8	1.5	

0.83	3.87	18	22	24	1	0	I analyze things and issues from several angles before judging them.
		27.7	33.8	36.9	1.5	0	
0.87	3.83	18	20	25	2	0	I make sure not to have intolerance in my ideas.
		27.7	30.8	38.5	3.1	0	
0.83	3.95	19	26	18	2	0	I keen to know the opposite point of view at work to evaluate it and benefit from it.
		29.2	40	27.7	3.1	0	
0.8	3.98	19	27	18	1	0	I seek to think in different ways than normal thinking.
		29.2	41.5	27.7	1.5	0	
0.93	3.67	15th	19	27	3	1	I have the ability to predict work problems before they occur.
		23.1	29.2	41.5	4.6	1.5	
0.93	3.81	19	19	23	4	0	I focus on my work problems and strive to resolve them quickly.
		29.2	29.2	35.4	6.2	0	
1.03	3.8	21	16	24	2	2	I am interested in resolving problems that impede others' work.
		32.3	24.6	36.9	3.1	3.1	
0.99	3.78	19	19	22	4	1	I'm keen to know the imbalances and shortcomings of my work.
		29.2	29.2	33.8	6.2	1.5	

1.06	3.98	23	28	7	4	3	The inability to solve problems is due to the failure to ask the right questions.
		35.4	43.1	10.8	6.2	4.6	
1.02	3.69	21	19	10	9	6	I'm constantly affected by my work problems and I can't get rid of them easily.
		32.3	29.2	15.4	13.8	9.2	
1.25	3.44	16	22	20	5	2	The organization supports renewed change in work methods and procedures.
		24.6	33.8	30.8	7.7	3.1	
1.18	3.50	14	23	12	10	6	The organization promotes change and supports new ideas and practices.
		21.5	35.4	18.5	15.4	9.2	
0.54	**3.72**	**The arithmetic mean and the general standard deviation of the expressions of the second axis**					

Appendix No. (04): SPSS Results

RELIABILITY

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Reliability

Notes

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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

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Reliability Statistics

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74

RELIABILITY

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Reliability

Notes

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RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

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	Excluded^a	0	.0
	Total	65	100.0

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procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
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Frequencies

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	Cases Used	Statistics are based on all cases with valid data.

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[DataSet1] D:\Documents and Settings\Abd\My Documents\Téléchargements\1_1.sav

Statistics

		الجنس	السن	المستوى العلمي	المستوى الوظيفي	سنوات الخبرة	ماركة العاملين
N	Valid	65	65	65	65	65	65
	Missing	0	0	0	0	0	0

Statistics

		اسلوب التاور	تهيئة القيادية للنقات	تجيع العاملين	تنمية اسلوب الفكلري	قنوات الاتصال
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Statistics

		توضيحات لماهم والوجبات	تشجيع الإبتكار	تلبية حاجات العاملين	تقاسم المسؤوليات وصلاحيات	عملية التغيير
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Statistics

		معاملة	فرض اوامر	المسؤولية في اتخاد القرار	حرية العاالين اختيار الطريقة	تجاهل اقتراحات العاملين
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Statistics

		احتفاظ بالصلاحيات ولاتسمح بتفويض	اسلو الامر والنهي	اهتما قيادة بعمل اكتر من اهتمامام العاملين	التمييز سمة الغالية	خلق افكار الجديدة
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Statistics

		شعور بالملل و روتين	مشاركة افكار جديدة و النادرة	تحلل امور من عدجة زوايا	حرص على عدم التعصب لأفكاري	معرفة الرأي المخالف لنظرتي
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Statistics

		تفكير بكل طرق	تنبوء بمشاكل	تركيز وعل مشاكل وحلها	مشاركة في حل المشاكل اخرين	حرص على أوجه الخلل او قصور
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Statistics

		قدرة على طرح أسلة في حل ماكل	تأثير الماكل عل عمل	تغير و التجديد فى اسليب العمل	طرح أفكار و أساليب جديدة في العمل	تجيع على تغير طرق العمل
N	Valid	65	65	65	65	65
	Missing	0	0	0	0	0

Frequency Table

الجنس

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	دكر	25	38.5	38.5	38.5
	أنثى	40	61.5	61.5	100.0
	Total	65	100.0	100.0	

السن

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 سنة	10	15.4	15.4	15.4
	من30 الى 40	33	50.8	50.8	66.2
	40 واكثر	22	33.8	33.8	100.0
	Total	65	100.0	100.0	

المستوى العلمي

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	متوسط	2	3.1	3.1	3.1
	ثانوي	18	27.7	27.7	30.8
	جامعي	33	50.8	50.8	81.5
	شهادات عليا	12	18.5	18.5	100.0
	Total	65	100.0	100.0	

المستوى الوظيفي

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	إطار سامي	6	9.2	9.2	9.2
	إطار	18	27.7	27.7	36.9
	عون مكتب	14	21.5	21.5	58.5
	متصرف	13	20.0	20.0	78.5
	أخرى	14	21.5	21.5	100.0

المستوى الوظيفي

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	إطار سامي	6	9.2	9.2	9.2
	إطار	18	27.7	27.7	36.9
	عون مكتب	14	21.5	21.5	58.5
	متصرف	13	20.0	20.0	78.5
	أخرى	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

سنوات الخبرة

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	أقل من 5 سنوات	23	35.4	35.4	35.4
	من 5 ألى 10 سنوات	17	26.2	26.2	61.5
	أكثر 10 سنوات	25	38.5	38.5	100.0
	Total	65	100.0	100.0	

ماركة العاملين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	2	3.1	3.1	3.1
	غير موافق	8	12.3	12.3	15.4
	محايد	6	9.2	9.2	24.6
	موافق	24	36.9	36.9	61.5
	موافق جدا	25	38.5	38.5	100.0

ماركة العاملين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	2	3.1	3.1	3.1
	غير موافق	8	12.3	12.3	15.4
	محايد	6	9.2	9.2	24.6
	موافق	24	36.9	36.9	61.5
	موافق جدا	25	38.5	38.5	100.0
	Total	65	100.0	100.0	

اسلوب التاور

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	1	1.5	1.5	1.5
	غير موافق	4	6.2	6.2	7.7
	محايد	6	9.2	9.2	16.9
	موافق	32	49.2	49.2	66.2
	موافق جدا	22	33.8	33.8	100.0
	Total	65	100.0	100.0	

تهيئنة القيادية للنقات

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	2	3.1	3.1	3.1
	غير موافق	5	7.7	7.7	10.8
	محايد	10	15.4	15.4	26.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	موافق	26	40.0	40.0	66.2
	موافق جدا	22	33.8	33.8	100.0
	Total	65	100.0	100.0	

تجيع العاملين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	3	4.6	4.6	4.6
	غير موافق	10	15.4	15.4	20.0
	محايد	14	21.5	21.5	41.5
	موافق	21	32.3	32.3	73.8
	موافق جدا	17	26.2	26.2	100.0
	Total	65	100.0	100.0	

تنمية اسلوب الفكلري

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	5	7.7	7.7	7.7
	غير موافق	4	6.2	6.2	13.8
	محايد	22	33.8	33.8	47.7
	موافق	24	36.9	36.9	84.6
	موافق جدا	10	15.4	15.4	100.0
	Total	65	100.0	100.0	

قنوات الاتصال

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	3	4.6	4.6	4.6
	غير موافق	5	7.7	7.7	12.3
	محايد	21	32.3	32.3	44.6
	موافق	23	35.4	35.4	80.0
	موافق جدا	13	20.0	20.0	100.0
	Total	65	100.0	100.0	

توضيحات لماهم والوجبات

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	4	6.2	6.2	6.2
	غير موافق	9	13.8	13.8	20.0
	محايد	10	15.4	15.4	35.4
	موافق	29	44.6	44.6	80.0
	موافق جدا	13	20.0	20.0	100.0
	Total	65	100.0	100.0	

تشجيع الإبتكار

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	5	7.7	7.7	7.7
	غير موافق	12	18.5	18.5	26.2
	محايد	17	26.2	26.2	52.3

		Frequency	Percent	Valid Percent	Cumulative Percent
	موافق	16	24.6	24.6	76.9
	موافق جدا	15	23.1	23.1	100.0
	Total	65	100.0	100.0	

تلبية حاجات العاملين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	7	10.8	10.8	10.8
	غير موافق	15	23.1	23.1	33.8
	محايد	13	20.0	20.0	53.8
	موافق	19	29.2	29.2	83.1
	موافق جدا	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

تقاسم المسؤوليات وصلاحيات

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	4	6.2	6.2	6.2
	غير موافق	5	7.7	7.7	13.8
	محايد	16	24.6	24.6	38.5
	موافق	24	36.9	36.9	75.4
	موافق جدا	16	24.6	24.6	100.0
	Total	65	100.0	100.0	

عملية التغيير

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	4	6.2	6.2	6.2
	غير موافق	11	16.9	16.9	23.1
	محايد	7	10.8	10.8	33.8
	موافق	32	49.2	49.2	83.1
	موافق جدا	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

معاملة

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	6	9.2	9.2	9.2
	غير موافق	7	10.8	10.8	20.0
	محايد	16	24.6	24.6	44.6
	موافق	22	33.8	33.8	78.5
	موافق جدا	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

فرض اوامر

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	9	13.8	13.8	13.8
	غير موافق	3	4.6	4.6	18.5
	محايد	16	24.6	24.6	43.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	موافق	27	41.5	41.5	84.6
	موافق جدا	10	15.4	15.4	100.0
	Total	65	100.0	100.0	

المسؤولية في اتخاد القرار

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	4	6.2	6.2	6.2
	غير موافق	3	4.6	4.6	10.8
	محايد	11	16.9	16.9	27.7
	موافق	29	44.6	44.6	72.3
	موافق جدا	18	27.7	27.7	100.0
	Total	65	100.0	100.0	

حرية العاالين اختيار الطريقة

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	8	12.3	12.3	12.3
	غير موافق	7	10.8	10.8	23.1
	محايد	11	16.9	16.9	40.0
	موافق	27	41.5	41.5	81.5
	موافق جدا	12	18.5	18.5	100.0
	Total	65	100.0	100.0	

تجاهل اقتراحات العاملين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	8	12.3	12.3	12.3
	غير موافق	16	24.6	24.6	36.9
	محايد	13	20.0	20.0	56.9
	موافق	17	26.2	26.2	83.1
	موافق جدا	11	16.9	16.9	100.0
	Total	65	100.0	100.0	

احتفاظ بالصلاحيات ولاتسمح بتفويض

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	10	15.4	15.4	15.4
	غير موافق	19	29.2	29.2	44.6
	محايد	11	16.9	16.9	61.5
	موافق	19	29.2	29.2	90.8
	موافق جدا	6	9.2	9.2	100.0
	Total	65	100.0	100.0	

اسلو الامر والنهي

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	10	15.4	15.4	15.4
	غير موافق	17	26.2	26.2	41.5
	محايد	17	26.2	26.2	67.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	موافق	11	16.9	16.9	84.6
	موافق جدا	10	15.4	15.4	100.0
	Total	65	100.0	100.0	

اهتما قيادة بعمل اكثر من اهتماممام العاملين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	8	12.3	12.3	12.3
	غير موافق	18	27.7	27.7	40.0
	محايد	18	27.7	27.7	67.7
	موافق	9	13.8	13.8	81.5
	موافق جدا	12	18.5	18.5	100.0
	Total	65	100.0	100.0	

التمييز سمة الغالية

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	7	10.8	10.8	10.8
	غير موافق	14	21.5	21.5	32.3
	محايد	19	29.2	29.2	61.5
	موافق	11	16.9	16.9	78.5
	موافق جدا	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

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خلق افكار الجديدة

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	7	10.8	10.8	10.8
	غير موافق	3	4.6	4.6	15.4
	محايد	21	32.3	32.3	47.7
	موافق	20	30.8	30.8	78.5
	موافق جدا	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

شعور بالملل و روتين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	3	4.6	4.6	4.6
	غير موافق	7	10.8	10.8	15.4
	محايد	18	27.7	27.7	43.1
	موافق	21	32.3	32.3	75.4
	موافق جدا	16	24.6	24.6	100.0
	Total	65	100.0	100.0	

مشاركة افكار جديدة و النادرة

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	1	1.5	1.5	1.5
	غير موافق	7	10.8	10.8	12.3
	محايد	22	33.8	33.8	46.2

		Frequency	Percent	Valid Percent	Cumulative Percent
	موافق	25	38.5	38.5	84.6
	موافق جدا	10	15.4	15.4	100.0
	Total	65	100.0	100.0	

تحلل امور من عدجة زوايا

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق	1	1.5	1.5	1.5
	محايد	24	36.9	36.9	38.5
	موافق	22	33.8	33.8	72.3
	موافق جدا	18	27.7	27.7	100.0
	Total	65	100.0	100.0	

حرص على عدم التعصب لأفكاري

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق	2	3.1	3.1	3.1
	محايد	25	38.5	38.5	41.5
	موافق	20	30.8	30.8	72.3
	موافق جدا	18	27.7	27.7	100.0
	Total	65	100.0	100.0	

معرفة الرأي المخالف لنظرتي

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق	2	3.1	3.1	3.1
	محايد	18	27.7	27.7	30.8
	موافق	26	40.0	40.0	70.8
	موافق جدا	19	29.2	29.2	100.0
	Total	65	100.0	100.0	

تفكير بكل طرق

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق	1	1.5	1.5	1.5
	محايد	18	27.7	27.7	29.2
	موافق	27	41.5	41.5	70.8
	موافق جدا	19	29.2	29.2	100.0
	Total	65	100.0	100.0	

تنبوء بمشاكل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	1	1.5	1.5	1.5
	غير موافق	3	4.6	4.6	6.2
	محايد	27	41.5	41.5	47.7
	موافق	19	29.2	29.2	76.9
	موافق جدا	15	23.1	23.1	100.0
	Total	65	100.0	100.0	

تركيز وعل مشاكل وحلها

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق	4	6.2	6.2	6.2
	محايد	23	35.4	35.4	41.5
	موافق	19	29.2	29.2	70.8
	موافق جدا	19	29.2	29.2	100.0
	Total	65	100.0	100.0	

مشاركة في حل المشاكل اخرين

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	2	3.1	3.1	3.1
	غير موافق	2	3.1	3.1	6.2
	محايد	24	36.9	36.9	43.1
	موافق	16	24.6	24.6	67.7
	موافق جدا	21	32.3	32.3	100.0
	Total	65	100.0	100.0	

حرص على أوجه الخلل او قصور

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	1	1.5	1.5	1.5
	غير موافق	4	6.2	6.2	7.7
	محايد	22	33.8	33.8	41.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	موافق	19	29.2	29.2	70.8
	موافق جدا	19	29.2	29.2	100.0
	Total	65	100.0	100.0	

قدرة على طرح أسئلة في حل ماكل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	3	4.6	4.6	4.6
	غير موافق	4	6.2	6.2	10.8
	محايد	7	10.8	10.8	21.5
	موافق	28	43.1	43.1	64.6
	موافق جدا	23	35.4	35.4	100.0
	Total	65	100.0	100.0	

تأثير الماكل عل عمل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	6	9.2	9.2	9.2
	غير موافق	9	13.8	13.8	23.1
	محايد	10	15.4	15.4	38.5
	موافق	19	29.2	29.2	67.7
	موافق جدا	21	32.3	32.3	100.0
	Total	65	100.0	100.0	

تغير و التجديد في اسليب العمل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	2	3.1	3.1	3.1
	غير موافق	5	7.7	7.7	10.8
	محايد	20	30.8	30.8	41.5
	موافق	22	33.8	33.8	75.4
	موافق جدا	16	24.6	24.6	100.0
	Total	65	100.0	100.0	

طرح أفكار و أساليب جديدة في العمل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	6	9.2	9.2	9.2
	غير موافق	10	15.4	15.4	24.6
	محايد	12	18.5	18.5	43.1
	موافق	23	35.4	35.4	78.5
	موافق جدا	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

تجيع على تغير طرق العمل

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	غير موافق تماما	4	6.2	6.2	6.2
	غير موافق	9	13.8	13.8	20.0
	محايد	18	27.7	27.7	47.7
	موافق	18	27.7	27.7	75.4

		16	24.6	24.6	100.0
موافق جدا					
Total		65	100.0	100.0	

COMPUTE DEMOCRATIC=MEAN(v1,v2,v3,v4,v5,v6).

EXECUTE.

COMPUTE Transformational=MEAN(v7,v8,v9,v10,v11,v12,v13).

EXECUTE.

COMPUTE Autocratic=MEAN(v14,v15,v16,v17,v18,v19,v20).

EXECUTE.

COMPUTE Behaviour=MEAN(v21,v22,v23,v24,v25,v26,v27,v28,v29,v30,v31,v32,v33,v34,v35,v36).

EXECUTE.

DESCRIPTIVES VARIABLES=v1 v2 v3 v4 v5 v6 v7 v8 v9 v10 v11 v12 v13 v14 v15 v16 v17 v18 v19 v20
v21 v22 v23 v24 v25 v26 v27 v28 v29 v30 v31 v32 v33 v34 v35 v36 DEMOCRATIC Transformational
Autocratic Behaviour

 /STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Notes

Output Created		10-ماي-2022 11:47:34 GMT+01:00
Comments		
Input	Data	D:\Documents and Settings\Abd\My Documents\Téléchargements\1_1.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	65

Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.		
	Cases Used	All non-missing data are used.		
Syntax		DESCRIPTIVES VARIABLES=v1 v2 v3 v4 v5 v6 v7 v8 v9 v10 v11 v12 v13 v14 v15 v16 v17 v18 v19 v20 v21 v22 v23 v24 v25 v26 v27 v28 v29 v30 v31 v32 v33 v34 v35 v36 DEMOCRATIC Transformational Autocratic Behaviour /STATISTICS=MEAN STDDEV MIN MAX.		
Resources	Processor Time	00 00:00:00.000		
	Elapsed Time	00 00:00:00.000		

[DataSet1] D:\Documents and Settings\Abd\My Documents\Téléchargements\1_1.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
مشاركة العاملين	65	1.00	5.00	3.9538	1.12404
اسلوب التشاور	65	1.00	5.00	4.0769	.90671
تهيئة القيادية للثقات	65	1.00	5.00	3.9385	1.04398
تشجيع العاملين	65	1.00	5.00	3.6000	1.16994
تنمية اسلوب الفكري	65	1.00	5.00	3.4615	1.07641
قنوات الاتصال	65	1.00	5.00	3.5846	1.04421
توضيحات لماهم والوجبات	65	1.00	5.00	3.5846	1.14417
تشجيع الإبتكار	65	1.00	5.00	3.3692	1.24460
تلبية حاجات العاملين	65	1.00	5.00	3.1846	1.27343
تقاسم المسؤوليات وصلاحيات	65	1.00	5.00	3.6615	1.12190
عملية التغيير	65	1.00	5.00	3.5385	1.14669

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	65	1.00	5.00	3.4769	1.21331	معاملة
	65	1.00	5.00	3.4000	1.22219	فرض اوامر
	65	1.00	5.00	3.8308	1.08353	المسؤولية في اتخاد القرار
	65	1.00	5.00	3.4308	1.26206	حرية العاالين اختيار الطريقة
	65	1.00	5.00	3.1077	1.30052	تجاهل اقتراحات العاملين
	65	1.00	5.00	2.8769	1.25633	احتفاظ بالصلاحيات ولاتسمح بتفويض
	65	1.00	5.00	2.9077	1.29570	اسلو الامر والنهي
	65	1.00	5.00	2.9846	1.29292	اهتما قيادة بعمل اكتر من اهتمام العاملين
	65	1.00	5.00	3.1692	1.29385	التميز سمة الغالية
	65	1.00	5.00	3.4769	1.20036	خلق افكار الجديدة
	65	1.00	5.00	3.6154	1.11373	شعور بالملل و روتين
	65	1.00	5.00	3.5538	.93593	مشاركة افكار جديدة و النادرة
	65	2.00	5.00	3.8769	.83867	تحلل امور من عدجة زوايا
	65	2.00	5.00	3.8308	.87624	حرص على عدم التعصب لأفكاري
	65	2.00	5.00	3.9538	.83723	معرفة الرأي المخالف لنظرتي
	65	2.00	5.00	3.9846	.80024	تفكير بكل طرق
	65	1.00	5.00	3.6769	.93721	تنبوء بمشاكل
	65	2.00	5.00	3.8154	.93361	تركيز وعل مشاكل وحلها
	65	1.00	5.00	3.8000	1.03380	مشاركة في حل المشاكل اخرين
	65	1.00	5.00	3.7846	.99204	حرص على أوجه الخلل او قصور
	65	1.00	5.00	3.9846	1.06789	قدرة على طرح أسلة في حل ماكل
	65	1.00	5.00	3.6154	1.31924	تأتير الماكل عل عمل
	65	1.00	5.00	3.6923	1.02961	تغير و التجديد في اسليب العمل
	65	1.00	5.00	3.4462	1.25038	طرح أفكار و أساليب جديدة في العمل
	65	1.00	5.00	3.5077	1.18747	تجيع على تغير طرق العمل
	65	1.50	5.00	3.7692	.76131	DEMOCRATIC

Transformational	65	1.00	5.00	3.4593	.86067
Autocratic	65	1.29	4.71	3.1868	.79496
Behaviour	65	2.69	5.00	3.7260	.54168
Valid N (listwise)	65				

REGRESSION

/MISSING LISTWISE

/STATISTICS COEFF OUTS R ANOVA

/CRITERIA=PIN(.05) POUT(.10)

/NOORIGIN

/DEPENDENT Behaviour

/METHOD=ENTER DEMOCRATIC Transformational Autocratic.

Regression

Notes

Output Created		10-ماي-2022 11:50:36 GMT+01:00
Comments		
Input	Data	D:\Documents and Settings\Abd\My Documents\Téléchargements\1_1.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	65
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.

	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION
		/MISSING LISTWISE
		/STATISTICS COEFF OUTS R ANOVA
		/CRITERIA=PIN(.05) POUT(.10)
		/NOORIGIN
		/DEPENDENT Behaviour
		/METHOD=ENTER DEMOCRATIC Transformational Autocratic.
Resources	Processor Time	00 00:00:00.016
	Elapsed Time	00 00:00:00.031
	Memory Required	2812 bytes
	Additional Memory Required for Residual Plots	0 bytes

[DataSet1] D:\Documents and Settings\Abd\My Documents\Téléchargements\1_1.sav

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Autocratic, Transformational, DEMOCRATIC	.	Enter

a. All requested variables entered.

b. Dependent Variable: Behaviour

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.371[a]	.138	.095	.51518

a. Predictors: (Constant), Autocratic, Transformational, DEMOCRATIC

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.589	3	.863	3.251	.028[a]
	Residual	16.190	61	.265		
	Total	18.779	64			

a. Predictors: (Constant), Autocratic, Transformational, DEMOCRATIC

b. Dependent Variable: Behaviour

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.465	.447		5.520	.000
	DEMOCRATIC	.175	.107	.246	1.642	.106
	Transformational	.099	.094	.157	1.058	.294
	Autocratic	.081	.082	.119	.991	.325

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Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.465	.447		5.520	.000
	DEMOCRATIC	.175	.107	.246	1.642	.106
	Transformational	.099	.094	.157	1.058	.294
	Autocratic	.081	.082	.119	.991	.325

a. Dependent Variable: Behaviour

SAVE OUTFILE='D:\Documents and Settings\Abd\My Documents\Téléchargements\1_1.sav'

 /COMPRESSED.