

# The Perceived Effective Leadership Style and Employee Performance in a Non-Profit Making Organization. A Quantitative Study in Amman, Jordan

Nadia Abdul Kareem A. Almarakshi, Jugindar Singh Kartar Singh, Janitha Kularajasingam

**Abstract:** *The aim of this research is to investigate the effect of the leadership styles on employee performance in a non-profit making organization. This was a quantitative research that used a survey method. Data was collected from a sample of 168 employees in a non-profit making organization in Amman, Jordan. Simple random sampling was used. The SPSS and SMART-PLS statistical tools were used to generate descriptive statistics and inferential statistics. The findings revealed that participative leadership is the most effective leadership style. However, the results revealed that autocratic and laissez faire leadership styles were not preferred. The findings supported the results from some earlier studies and bring out several new ideas such as the importance of participative leadership style. Based on the findings of this study, leaders should adopt more participative leadership style in non-profit organizations. The findings have also significantly contributed to the advancement of knowledge in employee performance. The paper's primary contribution is that it provides an understanding that most effective leadership style in a non-profit organization.*

**Keywords:** *Employee's performance, democratic, autocratic, laissez-faire, participative*

## I. INTRODUCTION

This study is based on the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) in Jordan. The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) that was created in 1949 is a relief and human development agency which supports more than 5 million registered Palestinian refugees, and their patrilineal descendants (UNRWA, 2018). UNRWA Headquarters are located in Amman and in Gaza. The UNRWA operate one of the largest school systems in the Middle East, teaching nearly half a million children in over 700 schools. The UNRWA is one of the largest United Nations programmes, with over 30,000 personnel working across five areas of operations, and is unique in that it delivers services directly to beneficiaries. In addition, UNRWA deliver basic health services through a network of primary health care facilities and mobile clinics. The UNRWA also provide social protection services, basic food supplies and cash subsidies, as well as emergency cash grants and adequate shelter and income-generating opportunities to refugees (UNRWA, 2018). In today's globalized environment, managing employee performance effectively has become important (McGurk, 2011).

**Revised Version Manuscript Received on January 19 2019.**

Nadia Abdul Kareem A. Almarakshi, Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

Jugindar Singh Kartar Singh, Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

Janitha Kularajasingam, Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

As stated by Jacobsen and Andersen (2015), managing performance is becoming difficult due to workplace pressures, growing bureaucracy and low levels of motivation. Managing employee performance effectively requires leaders who possess and practice the right leadership style (Liu et al., 2013). Several researchers and scholars asserted that a good leadership style matters in an organization (e.g.; Vandenabeele et al., 2014). Different leadership styles such as transactional leadership and transformational leadership have been identified in the literature (House et al., 2004). Lewin et al. (1939) identified three leadership styles. The leadership styles identified by Lewin (1939) were autocratic (authoritarian), democratic (participative) and laissez-faire (delegative) styles. There are inconsistencies in the results of past studies on which style is the most effective. A study by Iqbal et al. (2015) concluded that the autocratic leadership is useful in the short term, democratic leadership style is useful in all time horizon and participative leadership style is most useful in long term and effect on employees is positive. Other past research has shown that participative leadership is highly effective and increases employees' motivation, and job performance (Huang, Iun, Liu, and Gong, 2010). However, Adeyemi (2010) found that job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. Somech (2006) found that participative leadership style was positively associated with team reflection, which in turn fostered team innovation; however, this leadership style decreased team in-role performance. Furthermore, a study by Li, Liu and Luo (2018) found that team leaders high in locomotion orientation prefer directive leadership while team leaders high in assessment orientation prefer participative leadership to 'get the best'.

In view of the inconsistent results from past studies, it is worth undertaking this study in a non-profit making organization. Although the influence of leadership style on job performance has been well established but there is a paucity of research that has empirically tested the relationship between autocratic, participative and laissez faire style of leadership towards employee performance in a nonprofit making organization such as UNRWA. Most of the past studies on the relationship between leadership styles and employees' performance has been done in profit making organizations.



Therefore, a study of these styles of leadership styles is important for leaders in non-profit organizations.

## **II. LITERATURE REVIEW**

### **A. Employee Performance**

Many authors have defined employees' job performance and the related parameters (Campbell, 1990; Borman and Motowidlo, 1997). Motowidlo et al. (1997) stated that job performance is the aggregated value to the organization of the discrete behavioural episodes that an individual performs over a standard interval of time. According to Rivai (2004), employee's performance refers to the success or the overall outcomes of an employee during a particular period that is compared with work standards, criteria and target. Researchers have further asserted that employee performance refers to an employees work achievement after exerting required effort on the job (Karakas, 2010). Scholars have conceptualized performance as a multidimensional construct that is difficult to define (Pahos and Galanaki, 2018). Several other scholars stated that performance is a multidimensional and a multicomponent concept and the behavioural engagements can be distinguished from the expected outcomes (e.g.; Borman, & Motowidlo, 1993) Campbell (1990) coming from the psychological perspective stated that the outcome aspect is the consequence of an employee's behaviour and behaviour is the action employees exhibit. Researchers have paid attention to the predictors of performance and indicated that employee performance encompasses financial or non-financial outcome of the employees (e.g. (Campbell, 1990; Lee and Donohue, 2012). Pradhan and Jena (2017) developed a heuristic framework of job performance and placed relative importance on three performance components namely task, adaptive, and contextual performance. Therefore, the dimensions of job performance can differ among jobs and there are a high number of measures as indicators of employees' job performance. Several researchers have focussed on the relationship between leadership style and job performance of employees but the results were not consistent. Vigoda-Gadot (2007) found a direct relationship between leadership and performance. The results a study by Yeh and Hong (2012) showed that leadership type had a positive influence on organizational commitment and organizational commitment positively and significantly affected job performance. Similarly, a study by Ojokuku, et al., (2012) also found that leadership style dimensions jointly predicted organizational performance, which counted for 23% variance of performance. However, a study by Lok, and Crawford (2004) found that leadership style had a negative effect on job satisfaction and past studies have shown that job satisfaction is related to job performance. Scholars have also looked at the different leadership styles such as transactional, transformational and authentic leadership styles. Several studies found a significant relationship between transformational leadership and job performance (e.g.; Obiwuru et al., 2011). The study by Obiwuru et al. (2011) concluded that transactional leadership style was more appropriate in improving job performance.

### **B. Participative Leadership**

Participative leadership refers to leadership styles where the leader or supervisor invites and encourages employees to take a certain amount of responsibility in the workplace (Sauer 2011). Through influence and encouragement, the leader using participative leadership style facilitate employees' involvement in the decision-making process (Amabile et al., 2004). As explained by Yukl (2010), participative leadership involves the use of various decision procedures that allow other people some influence over the leader's decisions. The aspects of participative leadership include consultation, joint decision making, power sharing, decentralization, empowerment, and democratic management. There are several studies done on participative leadership but the various researchers and reviewers did not agree in their conclusions, but they all noted the lack of consistent strong results in the research (Yukl, 2010). Results from past studies suggest that participation can be effective in some situations. Yukl (2010) stated that studies that used questionnaire data usually found positive effects for participation, whereas studies with independent measures of outcome variables had results that were weaker and less consistent.

Huang et al. (2010) found a positive relationship between participative leadership behaviors and employees' task performance and organizational citizenship behavior toward organization. Results of a study by Yukongdi (2010) showed that the most preferred style of leadership for employees was the consultative manager, followed by participative manager. Another study by Iqbal, Anwar, and Haider (2015) found that participative leadership style is most useful in long term and effect on employees was positive. A study by Somech, and Wenderow (2006) revealed that that although the impact of directive leadership on teachers' performance was contingent in nature, the positive effect of participative leadership on their performance was above and beyond the specific conditions studied. From team leadership perspective, Somech (2006) found that participative leadership style was positively associated with team reflection, which in turn fostered team innovation; however, this leadership style decreased team in-role performance. Huang et al., (2006) also found that participative leadership behavior tended to make short-tenure employees feel competent and more committed to an organization. However, participative leadership behavior was not significantly related to organizational commitment for long-tenure employees (Huang et al., 2006). Therefore, as concluded by Yukl (2010), participative leadership sometimes results in higher satisfaction, effort, and performance, and at other times it does not. The following hypothesis was formulated:

*H1. Participative leadership is positively related to employee performance.*

### **C. Autocratic Leadership**

The autocratic leaders make decisions without consulting or participation of employees and such leaders normally establish regulations and maintain a formal relationship with the employees (Maloş 2012).



In autocratic leadership, the employees are willing to follow and learn how to do the job more efficiently from the leader (Northouse, 2012). These autocratic leaders are the controllers and followers have to execute the tasks in the manner specified by their leader (Northouse, 2012).

As explained by Northouse (2012), the leaders formal position and authority authorizes them to use reward or legitimate power to influence the employees. The autocratic leadership style does not support employees' development in terms of creativity and decision making (Sauer 2011). From the positive viewpoint, the autocratic leaders give clear and short instructions to their subordinates to help them perform their tasks efficiently (Cunningham, et al., 2015). Several studies were done on the relationship between autocratic leadership employee performances but the results were not consistent. Adeyemi (2010) found that job performance better in organizations with leaders using autocratic leadership style than in organizations with leaders using democratic or laissez-faire leadership styles. Autocratic leadership can foster team psychological safety when team members accept the hierarchy within the team. De Hoogh et al. (2015) looked at the team members' acceptance of the hierarchy within the team. De Hoogh et al. (2015) found that when team power struggles were low, autocratic leadership was positively related to team performance but when team power struggles were high, autocratic leadership was negatively related to team performance. A study by Puni et al. (2014) found that autocratic leadership style had a very low impact on job performance and this is an indication that autocratic style of leadership is inappropriate because it results in dissatisfaction and low motivation. A study by Akor (2014) found that an autocratic leadership style does not significantly influence the job performance of academic librarians and the level of performance of the academic librarians was low. Geothals et al. (2004) asserted that autocratic leadership decreases job performance on complex tasks and may affect the creativity. The following hypothesis was formulated for testing:

**H2: Autocratic leadership style is positively related to employee performance.**

Laissez Faire Leadership

Laissez-faire leadership has been defined as the absence of leadership (Bass and Avolio, 1990). According to Hartog et al., (1997), leaders using the passive laissez-faire leadership style avoid decision making and supervisory responsibilities. As stated by Hartog (1997), there is a negative relationship between leaders' scores on laissez-faire leadership and their scores on collaborating with others. The laissez-faire leadership style has been linked to negative outcomes such as low motivation (e.g. Judge and Piccolo, 2004; Skogstad et al., 2007). Researchers have argued that the laissez-faire leadership style could be a destructive form of leadership and result in negative outcomes such as workplace stress (Skogstad et al., 2007). Scholars and past researchers have viewed laissez faire leadership style as ineffective whereas most research found that transformational leadership is more effective (e.g. Judge and Piccolo, 2004). However, some studies found positive outcomes of laissez-faire leadership in employees' innovation propensity (e.g. Ryan and Tipu, 2013). As stated by Yukl (2010), leaders will have a greater effect on skilled employees who need low supervision.

Sandling (2015) stated that this style of leadership can be effective when the followers are highly motivated, knowledgeable and skilled and whom the leader trust. Past studies also argued that laissez-faire leadership may support an environment that facilitates innovation (e.g. Ryan and Tipu, 2013). In addition, Theodosiou and Katsikea (2007) stated that a laissez-faire leadership improves the confidence of subordinates and this may encourage innovation, independence and entrepreneurial inclination. Therefore, the possible outcomes of laissez-faire leadership, could be positive or negative.

There were several studies done on the relationship between laissez faire leadership and employee performance but the results were not consistent. Yukl (2010) stated that teams which are not led may encounter difficulties and they may have to compensate for the missing leadership in order to reach goals. Rowold (2015) looked at team heterogeneity and found that culturally heterogeneous work teams can perform well, even if the leader is practicing laissez- faire style of leadership. According to Rowold (2015), the heterogeneous teams compensate for missing leadership when leadership and guidance is not available from the leader. Another study by Sadeghi and Pihie (2012), showed that a combination of transformational, transactional, and laissez-faire leadership styles were predictors of leadership effectiveness. Laissez-faire leadership was one of the significant predictors of leadership effectiveness. A study by Adeyemi (2010) found that laissez faire leadership style cannot improve job performance and the use of the laissez-faire leadership style should be discouraged among school principals. Koech and Namusonge (2012) investigated the effects of leadership styles on performance and found that laissez-faire leadership style was not significantly correlated to performance. Similarly, a study by Pradeep and Prabhu (2011) also revealed that laissez- faire leadership had a negative relationship with the employee performance. Based on the past research findings discussed above, the following hypothesis was formulated for testing in the present study.

**H3: Laissez Faire leadership style is positively related to employee performance**

### III. MATERIALS AND METHOD

#### A. Research Design

This was a causal research to study cause-and-effect relationships of the variables of this study. The positivism research philosophy of this research depends on quantifiable observations that lead to statistical analyses (Saunders et al., 2012). This positivist study adopted a deductive approach and hypothesis were tested. The quantitative study was a cross sectional survey. The data was collected by using questionnaires that were distributed personally by hand. The study population were employees of UNRWA and simple random sampling was used. The sample consisted of 168 employees of UNRWA in Jordan. The data collected was edited and coded before being entered in Excel and SPSS.



Data analysis was based on descriptive and inferential statistics that were generated using SPSS and SmartPLS 2.

**B. Sampling Technique and Sample Size**

Simple random sampling was used and a sampling frame was created. The sampling frame of this research focused on the employees of UNRWA in Jordan. The researcher set the sample size of 200 respondents and distributed the questionnaire by hand among the UNRWA staff in Jordan. For models containing five or fewer constructs, Hair et al. (2010) suggested that the minimum sample size should be 100. To calculate the sample size, Tabachnick and Fidell (2013) proposed a formula “50 + 8m” where “m” is the number of variables. In this study, a total of 168 staff completed and returned the questionnaires.

**C. Instrumentation**

The questionnaire was divided into two sections. The demographic questions were included in section A (Gender, Age, Work experience and Education Level). In section B, the questions covered the dependent variable and the independent variables. The fixed alternative questions required the respondents to choose the best answer based on a five- point Likert-type scale. The questions were adopted from past studies but translated into the Arabic language because the employees of UNRWA were more conversant in the Arabic language. The questionnaires were printed on standard A4 size paper and distributed by hand. A pilot test was done to check the understanding of the questions by the respondents and some questions that were ambiguous or misleading were amended (Saunders et al., 2012). A pre-testing of the questionnaire with a sample of twenty respondents detected some weaknesses in the wording, layout and design of the questionnaire. Ambiguous, unclear and confusing questions were reviewed and rectified accordingly.

**D. Data Collection**

For this research, self-administered questionnaires were used with a covering letter attached. The questionnaire was delivered direct to the respondents because they can be reached personally. The target respondents were given one week to respond. After one week, the questionnaires were collected. The response rate was very good and 168 questionnaires were collected at the end of the first month. Analysis of the primary data collected in numerical form include the calculation of descriptive statistics such as calculation of frequencies and inferential statistics. The descriptive statistics was used to acquire a feel for the data by checking the central tendency and the dispersion (Sekaran

and Bougie 2010). The Package for Social Sciences (SPSS) version 22 and Smart Partial Least Square (PLS) Version 2.0 were used. A two-way approach was adopted and in the first stage, the measurement model was tested to assess the validity and reliability of items using convergent validity, discriminant validity and reliability analysis. Subsequently, the hypothesized relationship was tested. Bootstrapping method (500 resamples) was used to determine the significance levels for loadings, weights and path coefficients. Various statistical methods and techniques were used to present the descriptive and other statistics.

**IV. FINDINGS**

**A. Demographic profiles of the respondents**

The respondents included 57% (n=95) female and 43% (n=73) male. The respondents age included 66% (n=111) between the age range of 20 to 45 years, and 34% (n=57) above the age range of 45 years. In terms of qualification, there 41 postgraduates, 96 were degree holders and 31 people had either a Diploma/Certificate or lower qualification. In terms of working experience, 13 respondents worked for less than 5 years, 37 worked between 5 to 10 years and 118 respondents worked more than 10 years.

**B. Descriptive Statistics and Normality**

Kurtosis and skewness methods are used to assess the normality of data distribution. (Hair et al., 2010). The values for skewness is between the ranges of .226 to -.935 and the values for kurtosis are between the ranges of -.068 to -.801. Therefore, the values of skewness and kurtosis values are within +2 and -2 standard deviations from its mean (Sekaran and Bougie, 2010). The mean of all the variables was above 2.3 and the standard deviation is low.

**C. Reliability**

Reliability was measured based on Cronbach’s Alpha which is a reliability coefficient that indicates how well the items in a set are positively correlated to one another (Sekaran and Bougie, 2010). The reliability value should be 0.6 and above and as stated by Sekaran and Bougie (2010), the closer Cronbach’s Alpha is to 1.0, the higher the reliability. Based on Table 2, the result showed that the rho values for each construct are above 0.75 and below 0.93. For a good reliability, the reliability coefficient or Cronbach’s alpha should be .7 or higher (Hair et al., 2010). The reliability result of 0.909, 0.914, 0.835 and 0.738 are acceptable and this indicates that the questionnaire designed for this study was reliable, and the collected data were reliable

**Table 1: Descriptive Statistics**

	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Democratic Style	1.14	5.00	3.7727	.80384	-.835	.187	.366	.373
Autocratic Style	1.00	5.00	2.6935	.96307	.226	.187	-.489	.373
Laissez Faire Style	1.00	4.33	2.3750	.72985	-.108	.187	-.206	.373
Performance	1.00	5.00	4.2620	.52087	-.935	.187	1.674	.373



**Table 2: Construct Validity Reliability**

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Autocratic	0.909	0.934	0.928	0.684
Democratic	0.914	0.923	0.933	0.699
Performance	0.835	0.845	0.882	0.60
Laissez Faire	0.738	0.755	0.850	0.654

**D. Convergent Validity**

As stated by Hair et al. (2010), the convergent validity is used to measure and examine the extent that a construct converges the specific construct's indicators by explaining the items' variance. The convergent validities are obtained by the computation of the AVE. Based on the criteria by Fornell and Larcker (1981), the values of the AVEs should be greater than 0.50. In Table 2, all the AVE values for the constructs exceeded 0.5. Therefore, the convergent validity was accepted. To get the values of AVEs that is greater than 0.5, the factor loadings of all the constructs was checked. Figure 1 shows the factor loading of each construct and three constructs with low loadings were deleted. As shown in Figure 1, the loadings for all the items ranged between 0.74 and 0.87, exceeding the threshold value of 0.6 (Hair et al., 2010).

**E. Discriminant Validity**

Hair, et al. (2010) explained that discriminant validity is an indicator that shows whether the constructs are independent from one another. Observation of the cross loading indicators was based on Chin (1998). As stated by Chin (1998), discriminant validity is established when the indicators have higher factorial loads in their respective latent variables than in others. This criterion by Fornell and Lacker (1981) compares the square roots of the AVE values of each construct with the correlations between the latent variables. Based on the Table 3, the results show the discriminant validity was established because all the indicator's loadings were consistently the highest on each of the constructs. Therefore, the results showed that the discriminant validity was valid and represented that the measurement model has been successfully validated.

**Table 3: Discriminant Validity**

	Autocratic	Democratic	Performance	Laissez Faire
Autocratic	0.827			
Democratic	-0.582	0.836		
Performance	-0.34	0.386	0.775	
Laissez Faire	0.353	-0.253	-0.356	0.809

**F. Significance and Relevance of Path Coefficients**

The R square of 0.226 is an indication of the quality of the model and explains the portion of the variance of the independent variables, which is explained by the structural model. Bootstrapping technique with sample size of 500 was done to test the significance of the relations. Figure 1 and Table 4 shows the Smart-PLS screen with the correlation coefficient values and the t-statistics. As stated in Table 4, the figure shows that only two values of the relations are above the referenced value of 1.96. In Table 4, the path coefficient shows the strength of relationship between the exogenous and endogenous variables (Hair et al., 2010). The standardized regression value of -.094 shows an inverse relationship between autocratic leadership and job performance and the effect is insignificant ( $p > 0.05$ ). Thus, the hypothesis H1 is not supported. The standardized regression value of .267 shows a positive and significant relationship between democratic leadership and job performance ( $p < 0.05$ ). Thus, the hypothesis H2 is supported. The standardized regression value of -.255 shows an inverse relationship between Laissez Faire leadership style and job performance and the effect is significant ( $p > 0.05$ ). Thus, the

hypothesis H3 is not supported. Thus, only democratic leadership gave a significant and positive impact to the job performance of employees.

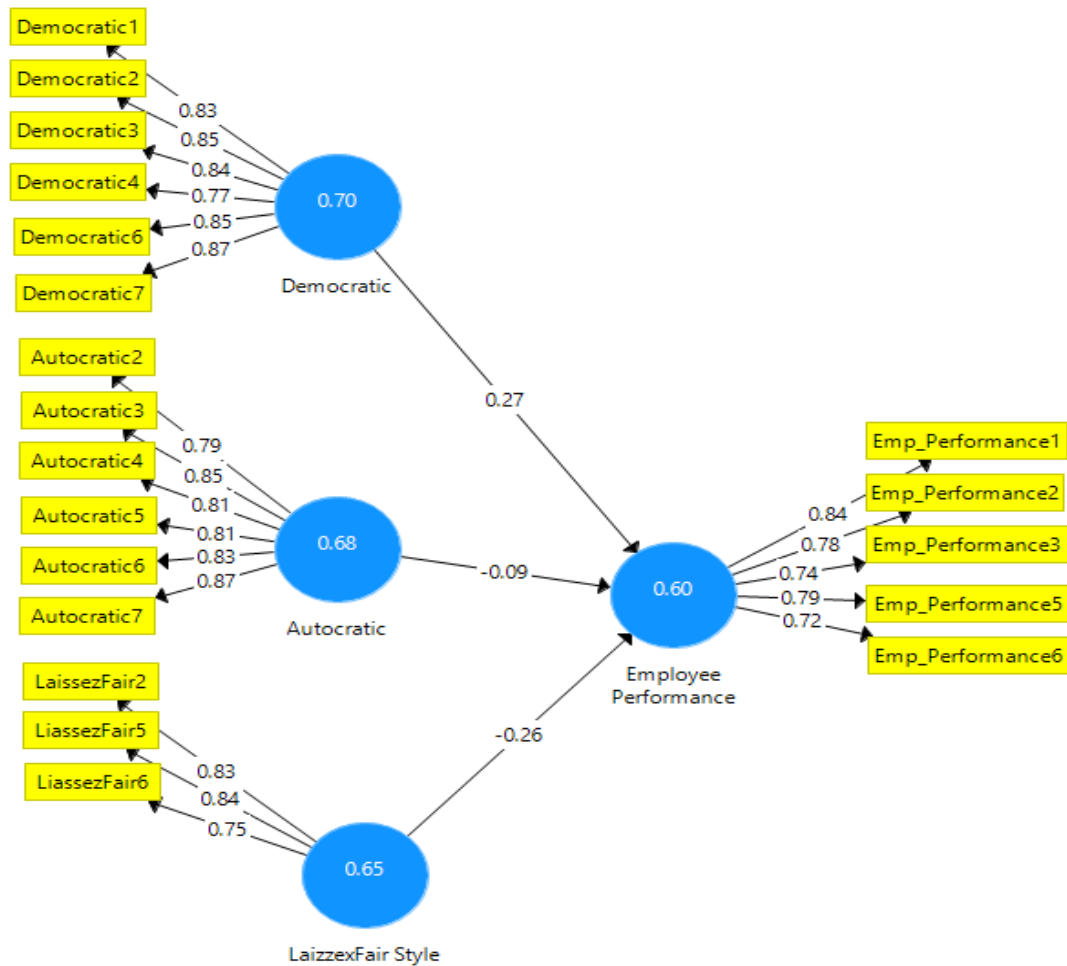


Figure 1: Path Coefficients diagram

Table 4: Path Coefficients

	Path Coeff	T Statistics	P Values	Hypothesis
Autocratic -> Performance	-0.094	1.285	0.199	Rejected
Democratic -> Performance	0.267	3.24	0.001	Supported
Laissez Faire -> Performance	-0.255	3.238	0.061	Rejected

V. DISCUSSION AND CONCLUSION

The results of this study showed there is positive and significant relationship between democratic leadership style and employee's performance of employees of UNRWA in Amman. The results of this study are consistent with several prior studies (Iqbal, Anwar, and Haider, 2015; Somech, and Wenderow, 2006), The study by Iqbal, Anwar, and Haider (2015) also found that participative leadership style was the most useful in long term and effect on employees was positive. These results are important because like most previous studies, this study showed that participative leadership is the most prevalent leadership style in improving job performance. As stated by Yukl (2010), participative leadership can be regarded as a distinct type of behavior. For example, when designing a flextime system, participation of employees through consultation with employees may result in better decision quality and simultaneously involve planning

better work schedules and showing concern for employee needs (Yukl, 2010). Therefore, organizations should encourage participation of employees and consulting will not be effective unless people are actively involved in generating ideas, making suggestions, stating their preferences, and expressing their concerns (Yukl, 2010). It was hypothesized that autocratic leadership would be positively related to job performance. The results from this study are consistent with results from previous studies. Past research had also indicated that autocratic leadership was not related to job performance (Puni et al., 2014; Akor, 2014). A study by Puni et al. (2014) found that autocratic leadership style had a very low impact on job performance. As stated by Geothals et al. (2004), autocratic leadership decreases employee performance on complex tasks and may affect creativity of followers.



This indicates that autocratic style of leadership is inappropriate because it results in low morale and low motivation. However, autocratic leadership may be useful in some contexts and leads to better decisions when the leader is an expert in the job or subject. As stated by Geothals et al. (2004), autocratic leadership may be most appropriate in jobs in which employees has low level of skills and time is limited (Geothals et al., 2004). An interesting finding emerged on the relationship between laissez faire leadership style and job performance. Results of this research deviated from the initial expectations. Results from this study failed to show significant support for the relationship between laissez faire leadership style and job performance. Several past studies also did not find a positive relationship between leadership style and job performance (Adeyemi, 2010; Koech and Namusonge, 2012). Another study by Pradeep and Prabhu (2011) also revealed that laissez-faire leadership had an insignificant relationship with the employee performance. Laissez faire leaders provide very little guidance to their staff (Sandling, 2015). Therefore, this style of leadership can be disastrous if the followers are people who have low skills or knowledge (Sandling, 2015). Theoretically in the domain of the most effective leadership style, this study provides additional empirical evidence. The findings will also provide theoretical and practical implications for leaders, organizations and institutions to improve job performance. From a theoretical standpoint, this study contributes to existing literature on the most effective style of leadership in a non-profit organization. From a practical standpoint, leaders, organizations and policy makers gain the understanding of different leadership styles. Leaders need to understand that leadership styles to be able to adapt effectively in different situations and improve the followers' enthusiasm, engagement and motivation. Leaders can further improve their effectiveness by understanding the different leadership styles and how they can best be utilized. However, as stated by several scholars, the leaders must match the right leadership style to the right situation (Yukl, 2010). This research showed that the most effective leadership style is the participative style. Therefore, democratic leaders should seek input from their employees and focus on the needs, opinions and values. The leader may not have skills and knowledge in everything and they should tap into the knowledge and experience of the followers. The leaders can be more effective and improve job performance when they listen to their employees, value their opinions and include their ideas into their decision.

There were several limitations in this study that open several recommendations for future research. Firstly, the focus of this study was on three different leadership styles only. There are several other leadership styles and each style has its own strengths and weaknesses. This study also did not consider the situation and each leadership style may be effective based on the situation and the leader's ability to adapt and utilize each style to suit the situation. Furthermore, significance in additional variables such as gender and years of professional experience were not studied and may affect the effectiveness of each leadership style. Further research should incorporate other styles of leadership such as servant leadership. This study was also conducted in Amman, Jordan only. Future studies can be

done on other locations or countries. The sample size was also small and may not be sufficient to generalize the results. Future studies should look at bigger samples to improve the results. Future studies should also look at the situational factors such as subordinate ability, organization of the work and resources and support.

## REFERENCES

1. Adeyemi, T.O. (2010). Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 2(6), pp.83-91.
2. Amabile M, Schatzel E.A., Moneta G.B. and Kramer S.J. (2004). Leader behaviors and the work environment for creativity: Perceived leader support, *Leadership Quarterly* 15(1), 5-32.
3. Akor, P.U. (2014). Influence of autocratic leadership style on the job performance of academic librarians in Benue State. *Journal of Educational and Social Research*, 4(7), p.148.
4. Bass, B.M. and Avolio, B.J. (1990), *Multifactor Leadership Questionnaire*, Consulting Psychologists Press, Palo Alto, CA
5. Borman, W. and S. Motowidlo, (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt and W.C. Borman (Eds.), *Personnel selection in organizations*. San Francisco: Jossey-Bass. pp: 71-98.
6. Borman, W.C. and S.J. Motowidlo (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99-109.
7. Campbell, J.P., 1990. Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette and L. M. Hough (Eds.), *Handbook of industrial and organizational psychology*. Palo Alto, CA: Consulting Psychologists Press, Inc.
8. Cunningham, J., Salomone, J. and Wielgus, N. (2015). Project management leadership style: a team member perspective. *Int. Journal Global Business*, 8(2), 27-54.
9. Chin, W. W. (1998). The partial least squares approach for structural equation modeling. in Marcoulides, G.A. (Ed.). *Modern methods for business research*. London: Lawrence Erlbaum Associates, p. 295-236,
10. De Hoogh, A.H., Greer, L.L. and Den Hartog, D.N. (2015). Diabolical dictators or capable commanders? An investigation of the differential effects of autocratic leadership on team performance. *The Leadership Quarterly*, 26(5), pp.687-701.
11. Fornell, C. and Larcker, D.F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*. 18(1), p. 39-50.
12. Goethals, G.R., Sorenson, G.J. and Burns, J.M. (2004). *Encyclopedia of leadership*. Sage Publications.
13. Hair, J. F., Black, W.C., Babin, J.B., Anderson, R.E., & Tatham, R.L. (2010). *Multivariate Data Analysis*. Pearson Prentice-Hall International, Upper Saddle River, New Jersey, U.S.A.
14. House, R., Hanges, P., Javidan, M., Dorfman, P. and Gupta, V. (2004). *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*, Sage, Thousand Oaks, CA.
15. Huang, X., Shi, K., Zhang, Z. and Cheung, Y.L. (2006). The impact of participative leadership behavior on psychological empowerment and organizational commitment in Chinese state-owned enterprises: the moderating role of organizational tenure. *Asia Pacific Journal of Management*, 23(3), pp.345-367.
16. Huang, X., Lun, J., Liu, A. and Gong, Y. (2010). Does participative leadership enhance work performance by inducing empowerment or trust? The differential effects on managerial and non-managerial subordinates. *Journal of Organizational Behavior*, 31(1), pp.122-143.
17. Hartog, D; Muijen, J.; and Koopman, P. (1997). Transactional versus Transformational Leadership: An Analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, 70(1), pp. 19-34.
18. Iqbal, N., Anwar, S. and Haider, N. (2015). Effect of leadership style on employee performance. *Arabian*

# The perceived effective leadership style and employee performance in a non-profit making organization. A quantitative study in amman, jordan

27. Journal of Business and Management Review, 5(5), pp.1-6.
28. Jacobsen, C.B. and Andersen, L.B. (2015). Is leadership in the eye of the beholder? A study of intended and perceived leadership practices and organizational performance, *Public Administration Review*, 75(6), pp. 829-841.
29. Judge, T.A. and Piccolo, R.F. (2004). Transformational and transactional leadership: a meta-analytic test of their relative value. *Journal of Applied Psychology*, 89, pp. 755-768.
30. Karakas, F. (2010). Spirituality and performance in organizations: A literature review. *Journal of Business Ethics*, 94(1), 89-106.
31. Koech, P.M. and Namusonge, G.S. (2012). The effect of leadership styles on organizational performance at state corporations in Kenya. *International Journal of Business and Commerce*, 2(1), pp.1-12.
32. Lewin, K., Lippitt, R. and White, R. K. (1939). Patterns of Aggressive Behavior in Experimentally Created Social Climates, *Journal of Social Psychology*, 10(2), 271-301.
33. Lee, L. and R. Donohue, 2012. The construction and initial validation of a measure of expatriate job performance. *The International Journal of Human Resource Management*, 23(6): 1197-1215.
35. Li, G., Liu, H. and Luo, Y. (2018). Directive versus participative leadership: Dispositional antecedents and team consequences. *Journal of Occupational and Organizational Psychology*, 91(3), pp.645-664.
37. Liu, Z., Cai, Z., Li, J., Shi, S. and Fang, Y. (2013). Leadership style and employee turnover intentions: a social identity perspective, *Career Development International*, 18(3), pp. 305-324.
39. Lok, P. and Crawford, J. (2004). The effect of organizational culture and leadership style on job satisfaction and organisational commitment: A cross-national comparison. *Journal of management development*, 23(4), pp.321-338.
41. Maloş, R. (2012). Leadership styles. *Annals of Eftimie Murgu University Resita, Fascicle II, Economic Studies*. 421-426.
43. McGurk, P. (2011). Leaders in public service organizations, in Corby, S. and Symon, G. (Eds), *Working for the State: Employment Relations in the Public Services*, Palgrave Macmillan, New York, NY, pp. 166-188.
45. Northouse, P.G. (2012). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage Publications.
46. Ojokuku, R.M., Odetayo, T.A. and Sajuyigbe, A.S. (2012). Impact of leadership style on organizational performance: a case study of Nigerian banks. *American Journal of Business and Management*, 1(4), pp.202-207.
47. Obiwuru, T.C., Okwu, A.T., Akpa, V.O. and Nwankwere, I.A. (2011). Effects of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-Ketu council development area of Lagos State, Nigeria. *Australian journal of business and management research*, 1(7), p.100.
49. Ojokuku, R.M., Odetayo, T.A. and Sajuyigbe, A.S. (2012). Impact of leadership style on organizational performance: a case study of Nigerian banks. *American Journal of Business and Management*, 1(4), pp.202-207.
51. Pahos, N. and Galanaki, E. (2018). Staffing practices and employee performance: the role of age.
52. Puni, A., Ofei, S.B. and Okoe, A. (2014). The effect of leadership styles on firm performance in Ghana. *International Journal of Marketing Studies*, 6(1), p.177.
54. Pradhan, R.K. and Jena, L.K. (2017). Employee performance at workplace: Conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), pp.69-85.
56. Pradeep, D.D. and Prabhu, N.R.V. (2011). The relationship between effective leadership and employee performance. *Journal of Advancements in Information Technology*, 20, pp.198-207.
58. Rivai, V. (2004). *Performance Appraisal*. Jakarta: Raja Grafindo Persada
59. Rowold, J. (2011). Relationship between leadership behaviors and performance: The moderating role of a work team's level of age, gender, and cultural heterogeneity. *Leadership & Organization Development Journal*, 32(6), pp.628-647.
61. Ryan, J. and Tipu, S. (2013). Leadership effects on innovation propensity: a two-factor full range leadership model. *Journal of Business Research*, 66(10), pp. 2116-2129
62. Sadeghi, A. and Pihie, Z.A.L. (2012) Transformational Leadership and Its Predictive Effects on Leadership
63. Effectiveness. *International Journal of Business & Social Science*, 3, 186-197.
64. Sandling, J. (2015). *Leading with style: The comprehensive guide to leadership styles*. Louisville, KY: CreateSpace Independent Publishing Platform.
65. Sekaran, U. and Bougie, R. (2010). *Research Methods for Business: A Skill-Building Approach*. 5th ed., Chichester: Wiley
67. Sauer S.J. (2011). Taking the reins: The effects of new leader status and leadership style on team performance, *Journal of Applied Psychology*, 96(3), 574-587.
68. Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research Methods for Business Students*. Essex: Pearson
69. Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M. and Hetland, H. (2007). The destructiveness of laissez-faire leadership behavior, *Journal of Occupational Health Psychology*, 12(1), pp. 80-92
71. Somech, A. and Wenderow, M. (2006). The impact of participative and directive leadership on teachers' performance: The intervening effects of job structuring, decision domain, and leader-member exchange. *Educational Administration Quarterly*, 42(5), pp.746-772.
73. Tabachnick B.G and Fidell L.S (2013). *Using Multivariate Statistics*. 6th ed. Boston: Pearson Education.
74. Theodosiou, M. & Katsikea, E. (2007). How Management Control and Job - Related Characteristics Influence the Performance of Export Sales Managers. *Journal of Business Research*, 60, 1261-1271.
76. Vigoda-Gadot, E. (2007). Leadership style, organizational politics, and employees' performance: An empirical examination of two competing models. *Personnel Review*, 36(5), pp.661-683.
78. Vandenebeele, W., Leisink, P. and Andersen, L.B. (2014). Leadership in the public sector: a tale of general principles and particular features, *Review of Public Personnel Administration*, 34(2), pp. 79-83.
80. UNRWA, (2018) (Online). Available from: <https://www.unrwa.org/who-we-are/human-development> [Accessed Aug 18, 2018].
81. Yeh, H. and Hong, D. (2012). The mediating effect of organizational commitment on leadership type and job performance. *The Journal of Human Resource and Adult Learning*, 8(2), p.50.
82. Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
83. Yukongdi, V. (2010). A study of Thai employees' preferred leadership style. *Asia Pacific Business Review*, 16(1-2), pp.161-181.

## AUTHORS PROFILE

**Nadia Abdul Kareem A. Almarakshi**, Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

**Jugindar Singh Kartar Singh**, Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

**Janitha Kularajasingam**, Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

