



Relationship Between Personality Traits, and Desired Leadership Styles, their Impact on Lecturers in Classrooms Management at Salahaddin University, Erbil – Kurdistan Regional Government

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Abstract

This study explores the lecturers' personality traits and leadership styles at Salahaddin University in Iraqi Kurdistan. It examined the relationship between lecturers' personality traits and their desired leadership styles in the management of the classrooms. The quantitative method was used for this research. With the help of IT members at Salahaddin University, questionnaire via Google Forms electronically were sent out to different participants. Lecturers from different colleges at Salahaddin University were randomly selected and a total of 188 lecturers out of total of 2480 lecturers participated in this study. SPSS statistical computer package was used to analyze the findings. Moreover, multi-regression analysis tests are used to see the predictability of dependent variables. The findings indicate that there is a positive correlation between variables. Thus, the results of the multi-regression analysis show both personality traits and leadership styles can be predicted by each other, and also play a role in shaping the other one. But the personality traits had a stronger impact on leadership styles. The findings were discussed and the implication and recommendations are put forward. It is recommended that further research and attention need to be given to these topics.

Keywords: Personality traits, desired leadership styles, Management, Salahaddin University, Erbil, classroom KRG

1. Introduction

Personality-leadership style of teachers has attracted numerous researches internationally. There have been several studies investigating the relationship between personality types and instructors' effective classroom management. (Alkahtani, et al., 2011, Amponsah and Asamani, 2016, Bozgeyikli, 2017, Farsani, at al., 2013, Gao and Liu, 2013, Hodgson, 2012, Hoshino, at al., Ibad, 2018, Kaleem & Salahuddin, 2007, 2016, Retnawati, et al., 2021, Ristic, 2017, Salleh, at al., 2013, Talbott, 2005). These studies revealed that teaching at whatever level, and to be able to pass the necessary knowledge to students, instructors need to move from a traditional teacher-centered teaching method to a more student-centered approach. By participating in different training courses, having strategies to manage classes, and providing a positive learning environment, active learning was recommended to be the core goal of educational institutions. The overall picture of excellent university lecturers is dependent heavily on their personality traits (Salleh, et al., 2013). They have argued teachers' personality traits are integral variables in the teaching-learning process. Because they need to balance their teaching methodology and their personality characteristics. Talbott (2005) suggested it is the teachers' job to understand students' personalities too. Because by understanding the different personality types of their students and using appropriate classroom management techniques, teachers can build better relationships with each student and encourage them to learn better (Talbott, 2005). Most models for quality teaching put



lecturers' classroom management as one of the most important conditions for effective teaching and learning. Hodgson (2012) provided a very detailed book on the importance of personality and management styles in the classrooms because they are both constant throughout our lives and through that, they can help us understand ourselves and others better which can lead to lecturers' preparation and performance in classrooms. The leadership style of teachers can influence the efficacy of classroom management. And for that reason, teachers must possess some leadership qualities to be able to manage and motivate their students to learn better (Stein, 2010). They need to have a clear vision of classroom management, be adaptable to changes, take risks and be honest.

The above arguments provide enough support for the reality that the quality of teaching depends on a range of interrelated factors. Besides positive environment, training, and experience, there is researched back evidence that supports the link between lecturers' personality traits and leadership style of management in the classrooms. Despite their importance, both areas get less attention from scholars compared to other areas of teaching. Highlighting these issues, there is still little quantitative research on these current topics. This is particularly true for an isolated region such as Kurdistan Regional Government. To the date large-scale assessment of Kurdistan universities' ranking on the international stage indicate both private and public universities perform lower compare to other universities in the region and there has been no detailed review of teachers' personalities and classroom management. Thus, any study in these fields can contribute to a better understanding of the teaching effectiveness and competitiveness of universities in this region. This paper thus, tries this side of research by exploring the personality traits of lecturers at Salahaddin University, as one of the oldest and biggest universities in Kurdistan, and their leadership style of management inside of classrooms.

1.1 Research Problem

The above literature review has brought several issues into focus. Despite the pile of research on the relationship between the personality traits of lecturers and their leadership style of classroom management, no study exclusively has been conducted in this part of the world. It also appears that very limited studies have taken lecturers as the main participants in their research, mostly focused on students as respondents. While most of the literature seems to have cultural implication and have taken in western countries, the existence of empirical evidence to support the argument that the relationship exists between both variables are not evident in Iraqi Kurdistan. It is significant to understand the personality traits and leadership styles of lecturers to see which traits and styles are dominant in the classrooms for further study. Understanding the relationship and predictability of variables will help decision-makers to base their decision on explored findings to help with more profound decisions in the future.

1.2 Research Objective

The objective of this research was to explore the personality and leadership style of lecturers in one of the biggest and oldest public universities in Iraqi Kurdistan. Also, the purpose was to investigate the relationship between lecturers' personality traits and their desired leadership styles in the classrooms from a non-western perspective which is largely untouched and not explored.

1.3 Research Questions

- Q1. What are the lecturers' personality traits and desired leadership styles in the management of classrooms at Salahaddin University?
- Q2. Which lecturers' personality trait has a positive relationship with a behavioral leadership style that is concerned with results?



Q3. Which lecturer's personality trait has a positive relationship with a behavioral leadership style that concerns with people?

Q4. Do lecturers' personality traits can predict the desired leadership style of management in classrooms and can leadership style impact the personality traits of lecturers?

1.4 Research Hypotheses

H1. There is a significant relationship between lecturers' personality traits and desired leadership style of management in the classroom

H2. Lecturers' personality traits can positively impact the desired leadership styles and leadership style also can influence personality traits.

2. Literature Review

2.1 Leadership

Classroom management has traditionally been seen as creating and maintaining a positive environment by organizing classrooms and managing behaviors. In addition, the teacher is a candidate to create a positive climate for the community and maintain control by delivering positive academic outcomes. There are many leadership styles that can be desired as effective in delivering organizational goals and encouraging members to work in the benefit of the organization. According to Becker (2022) desired leadership style is the approach and the types of behavior that a person take to direct and motivate members in managing goals, while organizational strategies and future vision were taken into consideration. Peace Corps (N-D, p. 4) provided three characteristics of effective teachers 1) have positive expectations for student success; 2) are good classroom managers, and 3) know how to provide good instruction. Leadership was viewed as a social process that needs to impact others to accomplish the ultimate organizational goals by implementing visionary ideas, empowering, group goal setting, and creating a positive learning environment that delivers more successful future leaders (Hugh, et al., 2012; Mullins, 2005). Leadership is one facet of management roles (Huczynski and Buchanan, 2007). Gardner (2010) stated that one of the main functions of a manager is leading. Mullins, (2005) argued the relationship between management and leadership is very close because there are several pieces of training such as the Managerial Grid – Leadership Grid that can be applied to both leaders and managers. Organizational success depends on both because they complement each other (Bhamani, 2010). Different organizations were encouraged to use more of management and leadership practices in different departments accordingly (Isaksen and Tidd, 2006).

Traditionally mainstream leadership theories are passed through different time frames but they did not replace each other. Huzynski and Buchanan (2007) suggested that leadership behavior theories are still valid methods for organizational development. Because it involves searching for effective leadership behaviors (Hughes, et al., 2012). The behavioral approach focuses on human relation theories (Rollinson, et al., 1998). Research in this field takes a two-dimensional approach to explore the pattern of leadership behaviors that can lead to effective organizational performance (Isaksen and Tidd, 2006). Van Wart (2010) stated that continual filtration of behaviors leads researchers at (Ohio State University and Michigan Studies) to reach two underlying factors: consideration (people-oriented) and initiating structure (task-oriented). Moreover, a highly task-oriented leader tends to focus on task accomplishment by assigning people to a particular task and expecting them to meet the deadline accordingly. While people-oriented leaders tend to pay attention to people's feelings and treat everyone with respect and equality (Robbins and Judge, 2011). Thus, the leaders are observed through their behaviors. Effective leaders are those that score high in both people and task orientations which are called 'high-high' leaders (Robbins and Coulter, 2009; Hartog and Koopman, 2011). High-high managers most of the time were successful in achieving task accomplishment with satisfaction. Therefore, for this research, the behavior approach by the



Blake and Mouton (1964, 1968, 1969 cited in Huczynski and Buchanan, 2007) Managerial Grid will be used to assess the effectiveness of the leadership style of lecturers at Salahaddin University.

Similarly, the leadership Grid evaluates a leader's behaviors on two dimensions concern for People and concern for production or task. Clearly, production-oriented managers are more concerned with production and task accomplishment, the final goal is to deliver the end results. In the case of lecturers' classroom management, the aim goal is to finish the course book and other daily requirements efficiently and on time and deliver the final results to both department and students regardless of their satisfaction. Having said that it does not suggest that if the students are heavily loaded with work and units of output it can impact their intuition and bring the number of creative ideas down (Huczynski and Buchanan, 2007). On the opposite, people-oriented leaders as it appears in their name, are concerned more with people feeling and their level of agreement. The emphasis on students' needs and satisfaction such as their involvement, commitment, creating a positive friendly environment, fair rewards, and good social relationships with students in the classroom and out of class. *The nine Grid is then used to locate a manager's approach to interpersonal relationships" Although the grid had 81 potential categories into which a leader's behavioral style might fall, only five styles were named as: impoverished management (1,1) task management (9,1) middle-of-the-road management (5,5) country club management (1,9) team management (9,9) which researchers concluded that managers performed best when using 9,9 style, however, the others should not be dismissed as non-effective ((Robbins and Coulter, 2009, p. 390).*

Impoverished managers are those who score low on tasks as well as relationships. Leaders that use minimum effort in a task are done. Because they are not committed to either task accomplishment or concern for people their teams suffer from serious of internal problems because they detach themselves from the team and allow them to do whatever they want to do (Huczynski and Buchanan, 2007, Hughes, et al., 2012, Robbins and Coulter, 2009).

Authoritarian leaders or task management as it appears from its name pay too much attention to tasks to be accomplished but scores low on people's relationships. They are very task focused and are hard on their employees (autocratic). There is very little chance for employees to participate in goal-setting and decision-making. Also, they have very little chance to cooperate or collaborate and should not question whatever they have been told so the task is accomplished on time according to schedules. In times of failure or when something goes wrong they try to find someone to blame rather than focusing on the actual problem (Huczynski and Buchanan, 2007, Hughes, et al., 2012, Robbins and Coulter, 2009).

Middle-of-the-Road Management is a leader who scores average on both task accomplishment and concern for people. They tend to compromise to put a balance between achieving the goal of the organization and satisfying the need of people. Unlike the previous one, these type of managers do not push their employees to the limit so they can accomplish goals and achieve the desired results. Instead, they offer a balance of team participation as well as task accomplishment needs. Since none of the variables is getting enough effort in the process, there is a chance of achieving average or below-average results (Huczynski and Buchanan, 2007, Hughes, et al., 2012, Robbins and Coulter, 2009).

Country club leaders score low on tasks but high on relationships with employees. Similar to the transactional leadership style, these types of managers, try to rely on rewards power to bring discipline to the team and through that deliver results on tasks. They care about their relationship with employees and do not wish to jeopardize the connection they have created over punishment or forcing them to work on the task. This could lead to a lack of task



accomplishment (Huczynski and Buchanan, 2007, Hughes, et al., 2012, Robbins and Coulter, 2009).

Team leaders as it appears from their name they score high on tasks and high on relationships with people. Similar to transformational leaders, they tend to lead by providing a clear vision and becoming role models themselves. Creating a positive environment for work where tasks can be accomplished as well as satisfying employees through cooperation and coordination are some of the characteristics of these types of managers. The team members are encouraged to participate in decision-making and goal setting so they can achieve the desired goal as effectively as possible, at the same time working hard to strengthen the relationship between different members (Huczynski and Buchanan, 2007, Hughes, et al., 2012, Robbins and Coulter, 2009).

2.2 Personality

Fiedler proposed another way to uncover a manager's behavior orientations. But he argued leaders' effectiveness depends on other factors such as the leader's position of power, task structure, and the nature of the relationship between leader and followers (Huczynski and Buchanan, 2007). But he admitted that the personality of a leader will impact his dominant leadership style. Many managers believe that personality is related to job performance and career success (Huczynski and Buchanan 2007). The personality of effective teachers can bring understanding and improvement to character education schools (Retnawat, et al., 2021). Effective teachers control the energy in their classroom whether it was generated internally or externally (Hodgson, 2012). Talbott, (2005) suggested teacher effectiveness in classroom management and producing positive outcomes heavily depend on the personality traits of the teacher. Assertiveness, self-confidence, independence, task acceptance, and creativity are some of the personality traits correlated with the effectiveness of teachers in classrooms (Chambers et al., 2001). They have argued that these are the traits that can differentiate between a good teacher and a weak teacher. Because not all teachers have a management background and sometimes they need to rely on their personal characteristics on how to handle a classroom (Etheridge, 2010). *Personal characteristics are the underlying characteristics that make us who we are that are pretty stable over time* (Hodgson, 2012, p. 3). Thus, personality has stable traits like impulsiveness, shyness, or daydreaming, and these stay with us throughout our life. Hodson, (2012) argued it is behavior that changes over time. For example one day we can be motivated and adventurous and the next day calm and relaxed.

Over the years, scholars continuously searched to find the best approach to measure and classify personality traits that can describe personality in the most accurate way. The two most well-known approaches are the Myers-Briggs Type Indicator (MBTI) and the Big Five Model (Robbins and Coulter, 2009). The Big Five Model by Paul Costa and Robert McCrae (McCrae, 1992) is accepted broadly as a common descriptive system. These dimensions are consistently reproduced in different social settings and cultures, with different populations, also with different forms of data collection, and in different languages (Huczynski and Buchanan, 2007, p. 149). The MTBI may lack strong supporting evidence, but an impressive body of research supports the thesis of the Big Five Model (Robbins and Judge, 2013). Therefore, this author will use the Big Five Model for this research due to its popularity in use and the accuracy of its findings.

The Big Five Model is not personality types but super traits', which explain the common elements between traits that cluster together (Huczynski and Buchanan, 2007). Each of the five clusters holds six traits which in total they are 30 different traits. The following are the Big Five factors:



- Extraversion (E) is a trait that measures the level of sociability, talkativeness, and accretion in individuals, also, it seeks fulfillment from others or in the community. High scorers are very gregarious, warm, and positive. while low scorers introverts prefer to work on their own alone because they are quiet, reserved, and shy.
- Agreeableness (A) this dimension looks at the degree to which someone is cooperative and trusting or they are cold and disagreeable, whether they are polite and adjust their behavior to suit others or they are direct to the point and oppositional.
- Conscientiousness (C) is the personality trait that measures how honest and hardworking a person is, it measures reliability, dependability, and achievement orientation. High scorers are focused, tend to follow rules and prefer clean homes, and are responsible, organized, and dependable. Low scorers are flexible but may be messy, irresponsible, easily distracted, and cheat others.
- Neuroticism (N) or emotional intelligence is the personality trait that assesses the level of emotion in someone's life. It assesses the stability of emotions and stress tolerance. Whether someone is calm, enthusiastic, positive or tense, nervous, depressed, or insecure.
- Openness to Experience (O) this dimension presents a range of interests and fascination with novelty, it measures people's imagination and intellect. It seeks new experiences and intellectual pursuits. High scores may be very creative, curious, and intellectual. Low scorers may be very conventional, disinterested, and find comfort in familiarity.

Alkahtani, et al., (2011) discovered in their research that personality traits like Extroversion and involvement leadership style were positively related to change. Also, Openness to Experience and Emotional Stability were correlated with the consultative leadership style of managers in Malaysia. Amponsah and Asamani, (2015) found that all five personality traits of teachers in Ghana had a positive correlation with transformational leadership style, with conscientiousness scoring the highest and neuroticism the weakest. Farsani, et al., (2013) reached the same results among female teachers and concluded that personality traits play a significant role in influencing, persuading, and mobilizing others. Ristic and Simic (2017) found extraversion had the strongest correlation with transformational leadership style. The influence of personality traits on some leadership styles was evident in research by Hoshino, et al., (2016) whom they investigated 39 different leadership styles. In addition, the Autocratic and Laissez-Faire leadership styles had associated with conscientiousness, and the Democratic style with high extraversion, emotional stability, and openness to experience. Also, Bozionelos and Leung (2003) found the same results on Chinese individuals living in Hong Kong that extraversion had a positive relationship with transformational leadership which can be viewed as effective leadership. Smithikrai (2007) discovered that extraversion and conscientiousness were positively related to success in a job. In their study, Gao and Liu (2013) made a comparison between Americans and Chinese in an attempt to explore the ideal effective teacher according to their cultures. They discovered, that Americans prefer a teacher who can adapt, have a sense of humor, and are responsible, while the Chinese demand teacher's patience, agreeableness, caring, and friendliness. Kothari and Pingle (2015) found significant differences between different demographic variables and personality traits as well as teaching styles. Also, they made a case that conscientiousness and openness to experience characterize the expert teaching style of users. Factors such as qualifications, experience, and subject area statistically impacted the development of the teachers' professional identity (Makovec, 2018).

Peace Corps (N-D) believe schools are a microcosm of community culture. They reflect the community's cultural values and take an active role in passing both visible and hidden



cultural elements to the next generation. Casey, et al., (2013) believed that most of the literature on these topics is focused on western mostly developed countries and they have cultural implications, thus they are indicative of the global marketization of the public sphere. A teaching method that works in one culture does not mean it will produce positive results in another culture, it needs to be culturally adapted (Peace Corps, N-D). therefore, it would be naïve to assume that an educational system successful in one country or region can be transferred to another and produce positive results. Bozkus (2021) reviewed studies on classroom management for almost four decades and concluded that interest in classroom management is growing, but is not prevalent worldwide. Despite all these, based on the above review of past research, multiple conclusions can be made. First, the researches show that several personality traits have consistently appeared to be the desirable characteristics of lecturers to positive create a learning environment. Second, the studies indicated that there are multiple personality characteristics that have a positive relationship with some leadership styles of lecturers when it comes to successful classroom management. These include personality traits such as extraversion, agreeableness, openness to experience, and emotionally intelligent and leadership quality such as involvement leadership, consultive, democratic, transformational, and transactional. Third, in terms of participants, it seems most of the researchers took students as their predominant respondents (Alkahtani, et al., 2011, Amponsah and Asamani, 2016, Bozgeyikli, 2017, Farsani, at al., 2013, Gao and Liu, 2013, Hodgson, 2012, Hoshino, at al., Ibad, 2018, Kaleem & Salahuddin, 2007, 2016, Retnawati, et al., 2021, Ristic, 2017, Salleh, at al., 2013, Talbott, 2005).

3. Methodology

In order to test the hypotheses and answer the research questions, an analytical descriptive research design was used. To explore the personality traits and desired leadership style of lecturers in classrooms and investigate the relationships between variables a quantitative research survey was used to put the data in numerical and statistical data. As indicated by Hair, et al. (2002) the descriptive method can be used to explore the opinion of participants hold about certain phenomena. They have suggested quantifying research results in the quantitative research design is the best to be used, and once the data are collected, the researcher can convert the findings into statistical data so that the final conclusion be made upon them. The most common method of measuring personality is through self-report surveys which individuals evaluate themselves on a series of factors. Though self-report measures work well when constructed, one weakness is that the respondent might lie or practice impression management to create a good impression (Robbins and Judge, 2013, p. 167).

The standard questionnaires used for this study consist of three sections. Section 1: consisted of some questions regarding gender, age, educational titles, and years of experience. Section 2: was consisted of 18 items which are based on the Leadership Self-Assessment Questionnaire by the Blake and Mouton Managerial Grid courtesy of Creative Property of The Vision Council. Section 3: consisted of 50 items which are based on The Big Five Personality Test from personality-testing.info courtesy ipip.ori.org. All related traits and leadership styles items were extracted and compiled to explore lecturers' personality traits and managerial styles in classrooms. The respondents rated each item in sections 2-3 on a five-point Likert scale.

For this study, the focus of the research was to explore lecturers' personality traits and their desired leadership style of management in classrooms. Hence the researcher used the random sampling technique to select lecturers at different colleges of Salahaddin University, Erbil. These groups were chosen due to their wide exposure to university and their experiences teaching at higher educational levels. Lecturers who are exposed to teaching are in a better position to answer the questions and provide feedback on the issues studied. Before



distributing the questionnaire, a pilot study was done to reduce errors. An official acceptance letter was established at the beginning of August 2022 to undertake the research and through the IT members of the university, a questionnaire was sent out to lecturers electronically. The questionnaire was open to respondents to answer for the duration of five months which means until the beginning of January, 2023. Also, the questionnaire was designed in both English and Kurdish languages to increase the respondent’s understanding and accuracy of data. 2480 questionnaires were sent out electronically, 2044 recipients just checked their email with further action, and 1202 clicked on the questionnaire but did not proceed to the end. Only 188 which is 9.2% of 2044 respondents or 15.6% of 1202 of those who opened have answered and returned the questionnaires. Therefore, only 188 questionnaires were fit for further study.

To measure data and investigate the relationship between variables SPSS which is a computer statistical package was used. The benefits of this computer package were explained by Landau and Everitt (2004) as programs for the manipulation, analysis, and presentation of data in statistical and numerical types. Therefore, SPSS is used to calculate the standard deviation, and means at an aggregated level and the reliability of the items tested. The analysis produced four different results. First; explain the demographic data through frequency and descriptive analysis. The second part; focused on Cronbach Alpha for each different variable separately to present the reliability of the questions. The third part; will explore lecturers’ personality traits and leadership style of management in the classrooms according to the to procedures provided by both models. And fourth part; demonstrates the findings for correlation coefficient and regression analysis to test the hypotheses and discover whether dependent variables can be predicted by independent variables.

3.1 Results

In order to bring consistency and reliability to the sample of this study, university lecturers at Salahaddin University as one of the biggest and oldest universities in Erbil were chosen. Questionnaires were electronically sent to lecturers and to be able to fill the out form, first, they were asked for their university email to make sure it reaches the right candidate. Only 188 participants out of 1202 respondents who opened the questionnaires completed and returned the questionnaires successfully. There were 121 or 64.4% male and 67 or 35.6 female participants. The below table (1) will present data regarding age, education, and years of teaching services for different groups.

Age	Frequency & Percentages	Education	Frequency & Percentages	Years in teaching Service	Frequency & Percentages
20-30 years old	1 or 5%	Assistant-Lecturer	49 or 26.1%	1-5 years	5 or 2.7%
30-40 years old	55 or 29.3%	Lecturer	72 or 38.3%	5-10 years	19 or 10.1%
40-50 years old	80 or 42.6%	Assistant-Professor	49 or 26.1%	10-15 years	52 or 27.7%
50-60 years old	43 or 22.9%	Professor	18 or 9.6%	15-20 years	45 or 23.9%
60 years above	9 or 4.8%	Full professor	188 -100.0	20-30 years	44 or 23.4%
Total	188 – 100.0	Total		30 years+	23 or 12.2%
				Total	188 100.0

Table 1: Frequency

To test the reliability and discover the internal consistency between different items Cronbach Alpha was used. The reliability test examines whether there is a positive relation between items. Also Cronbach Alpha will help the researcher to understand the properties of the measurement and discover the intent-item consistency on the average of inter-item correlation (SPSS,2022). Table (2 and 3) explain more about the score of different variables.



Table 2: Reliability Statistics leadership style

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.890	.897	18

Table 3: Reliability Statistics personality traits

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.783	.800	50

The acceptable number for Alpha according to Tavakol and Dennick (2011) would range from 0.7 to 0.95. additionally, Brown (2002) stated that the Alpha number represents the percentage of reliability. And the above results show the reliability of 18 leadership items is .890 and the Cronbach Alpha of 50 personality trait items is .783. these results are considered adequate since both are scoring above 70% on the reliability test.

The descriptive data for both personality traits and leadership style in the classroom show the overall means and standard deviation scores. It indicates how strong the agreement among respondents is. Note, the means and standard deviations results for lecturers' leadership styles and personality traits items as shown in tables (4 & 5). The overall results indicate all the items have high mean and standard deviation values. Moreover, it shows the participants' level of agreement toward personality traits and leadership styles. The data between different gender were compared and both males and females scored almost the same for leadership style.

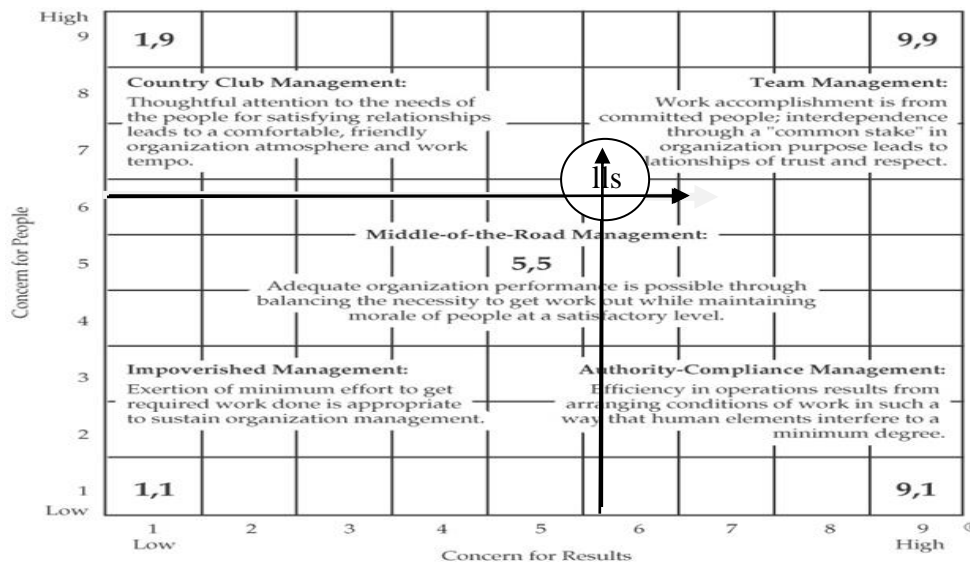
N	Valid questions	188	188	188	188	188	188	188	188	188
		1	4	6	9	10	12	14	16	17
Mean		3.57	3.79	4.32	3.16	3.31	3.94	3.78	4.57	3.68
Median		4.00	4.00	5.00	3.00	3.00	4.00	4.00	5.00	4.00
Std. Deviation		1.156	1.158	.972	1.417	1.309	1.119	1.212	.872	1.217

Statistics table 4: Concern for People scores

N	Valid questions	188	188	188	188	188	188	188	188	188
		2	3	5	7	8	11	13	15	18
Mean		4.06	4.11	3.37	3.77	3.05	3.70	2.33	3.79	3.19
Median		5.00	4.00	3.00	4.00	3.00	4.00	2.00	4.00	3.00
Std. Deviation		1.213	1.010	1.227	1.053	1.289	1.103	1.509	1.186	1.377

Statistics table 5: Concern for Task scores

After aggregating and dividing the means, for the first time, this research produces some significant new and valid findings that can explore lecturers' leadership styles in the classrooms at Salahaddin University. The above numbers show a score of 6.824 in the people section and a score of 6.274 in the task or result section. By plotting the final scores on the graph below and draw a horizontal line from the approximate people score of 6.824 (vertical axis) to the right of the matrix, and draw a vertical line from the approximate task score of 6.274 on the horizontal axis to the top of the matrix and then, draw two lines from approximate scores, the area of intersection is the leadership styles that lecturers in Salahaddin university operate out of.



Graph 1: The Leadership Grid

Source: Robert R. Blake and Anne Adams McCause, *Leadership Dilemmas—Grid Solutions* (Houston: Gulf Publishing, 1991), p. 29. Copyright 1991. Reprinted with permission of Grid International cited in (Hughes, et al., 2012)

The above final scores indicate the leadership styles for lecturers at Salahaddin university is around Middle-of-the-Road Management. The closest style where the two lines intersect is Middle-of-the-Road Management. The Blake and Mouton Managerial Grid is a behavioral approach toward management and leadership. Therefore, what constitutes a good leader is based on behavioral research studies explain before. Lecturers that scored relatively medium on concern for people and results have ‘Middle-of-the-Road Management’ as their style. Their ultimate goal is to balance between achieving the task and the needs of people, or in this case students. It is a compromising approach where the lecturers try to avoid conflict with students and at the same time try for a moderate task result. One criticism of this style is that lecturers try for an average score and the danger is neither side reached a satisfactory level (Hughes, et al., 2012). But like any other instrument, other factors need to be taken into account.

N	188	188	188	188	188	188	188	188	188	188
Questions E=20	+1	-6	+11	-16	+21	-26	+31	-36	+41	-46
Mean	3.39	3.71	3.99	3.37	3.79	2.90	3.30	3.38	3.15	3.79
Std. Deviation	1.036	1.276	1.062	1.196	1.031	1.145	1.191	1.297	1.128	1.028

Statistics table 6: Extroversion (E) scores

N	188	188	188	188	188	188	188	188	188	188
Questions A=14	-2	+7	-12	+17	-22	+27	-32	+37	+42	+47
Mean	4.10	4.17	1.25	4.50	3.65	4.39	2.92	4.21	4.16	4.35
Std. Deviation	1.235	.977	.792	.728	1.350	.727	1.151	.973	.883	.777

Statistics table 7: Agreeableness (A) scores

N	188	188	188	188	188	188	188	188	188	188
Questions C=14	+3	-8	+13	-18	+23	-28	+33	-38	+43	+48
Mean	4.47	1.95	4.46	1.60	4.27	2.26	4.61	3.47	4.04	4.53
Std. Deviation	.727	1.280	.904	1.083	.875	1.333	.824	1.130	.944	.712

Statistics table 8: Conscientiousness (C) scores



N	188	188	188	188	188	188	188	188	188	188
Questions N=38	-4	+9	-14	+19	-24	-29	-34	-39	-44	-49
Mean	2.85	4.24	3.83	2.74	2.14	2.43	2.27	1.98	2.29	3.02
Std. Deviation	1.399	.956	1.158	1.250	1.269	1.376	1.234	1.151	1.246	1.306

Statistics table 9: Neuroticism (N) scores

N	188	188	188	188	188	188	188	188	188	188
Questions O=8	+5	-10	+15	-20	+25	-30	+35	+40	+45	+50
Mean	3.94	2.44	4.36	3.72	4.05	2.14	4.26	2.28	4.30	3.94
Std. Deviation	1.006	1.403	.845	1.316	.867	1.052	.854	1.184	.844	.879

Statistics table 10: Openness to Experience (O) scores

After aggregating and following the recommended procedures here is how lecturers scored when the test was offered to them through their professional email. $N = \text{MEAN}(E) = 20.47$, $\text{MEAN}(A) = 27.86$, $\text{MEAN}(C) = 31.1$, $\text{MEAN}(N) = 24.17$, $\text{MEAN}(O) = 26.83$

For the first time, this study explores the personality of lecturers in this part of the world. The above results show some significant findings regarding the personality traits of lecturers at Salahaddin university and explain why they act the way they act. Out of the five personality traits Conscientiousness (C) scored the highest 31.1, followed by Agreeableness (A) 27.86, and Open to Experience (O) 26.83. people with dominant personality traits such as conscientiousness are honest and hardworking. They tend to follow rules, are organized, responsible, and prefer tidiness. Similar characteristics can be found in Collectivist culture where honesty, hardworking and dependability on other group members are norms (Hofstede, et al., 2010). Hassan (2015, A-B) in two separate studies discovered that Kurds score high on collectivism and uncertainty avoidance. The second dimension that lecturers scored high on, is agreeableness. People who are agreeable tend to be cooperative, warm trustworthy. Sometimes they tend to adjust their behavior to suit others.

Hypotheses Testing

Both correlation and regression analysis is used to test the hypotheses and investigate the relationship between variables. Correlation is used to examine the relationship between personality traits and the leadership style of lecturers at Salahaddin University. The Multi-regression analysis also is used to see the predictability of dependent variables by independent variables. To understand the impact of each variable on others in this study both personality traits as well as leadership style will be rotated as dependent variables and independent variables. Multi-regression can be very useful when a researcher tries to study the influence of several independent variables on a dependent variable (Hair, et al., 2002). It predicts the value of dependent variables and shows the predictability of the dependent variables by independent variables. For sake of the accuracy of findings and validity of the data, in this research, the emphasis is on R-Square values, B-Values, and P-Values (Hair, et al., 2010). Table (11) shows the results for correlation statistics. It indicates there is a positive correlation between variables except for neuroticism; the results show that there is a weak correlation between neuroticism and other variables.



		concern for people	concern for task	Extroversion	Agreeableness	conscientiousness	neuroticism	openness to experience
concern for people	Pearson Correlation	1	.754**	.132	.366**	.315**	.152*	.408**
	Sig. (2-tailed)		.000	.070	.000	.000	.038	.000
concern for task	Pearson Correlation	.754**	1	.236**	.381**	.409**	.146*	.419**
	Sig. (2-tailed)	.000		.001	.000	.000	.045	.000
Extroversion	Pearson Correlation	.132	.236**	1	.311**	.299**	.143	.221**
	Sig. (2-tailed)	.070	.001		.000	.000	.051	.002
Agreeableness	Pearson Correlation	.366**	.381**	.311**	1	.366**	.158*	.259**
	Sig. (2-tailed)	.000	.000	.000		.000	.031	.000
conscientiousness	Pearson Correlation	.315**	.409**	.299**	.366**	1	.360**	.285**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
neuroticism	Pearson Correlation	.152*	.146*	.143	.158*	.360**	1	.199**
	Sig. (2-tailed)	.038	.045	.051	.031	.000		.006
openness to experience	Pearson Correlation	.408**	.419**	.221**	.259**	.285**	.199**	1
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.006	
	N	188	188	188	188	188	188	188

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 11: Correlations

H1. There is a significant relationship between lecturers’ personality traits and their desired leadership style of management in the classroom

In the above table, the (R-values) are strong. They indicate the strength and direction (\pm) of correlations between different variables. Moreover, the star/s “*” next to (R-values) means the null hypothesis can be rejected (Sinn, N.D). therefore, in this study, the null hypothesis is rejected and the (P-values) evaluate the null hypothesis against an alternative. Thus, as indicated above the ($P < .000$) values are significant and for that reason, there is a positive relationship between all dimensions.

H2. Lecturers’ personality traits can positively impact the desired leadership styles and vis versa

Hypothesis H2	Regression weights	Beta Coefficient	Adjusted-R square	F	t-value	p-value	Hypotheses supported
P-traits-predictors of people Leadership style	E.A.C.N.O	-.060	.259	12.721	-8.70	.000b	Yes
	p-traits	.248					
	↓	.152					
	People-LS	.004					
		.313					
P-traits-predictors of task Leadership style	E.A.C.N.O	.036	.308	16.197	.541	.000b	Yes
	p-traits	.208					
	↓	.253					
	Task-LS	-.041					
		.293					



Leadership styles predictors of extroversion personal trait	Task & People L-S ↓ (E) P-trait	-.105 .314	.050	5.930	-.964 2.900	.003b	Yes
Leadership styles predictors of Agreeable personal trait	Task & People L-S ↓ (A) P-trait	.183 .243	.151	17.593	1.789 2.370	.000b	Yeas
Leadership styles predictors of Conscientiousness personal trait	Task & People L-S ↓ (C) P-trait	.017 .396	.158	18.555	.169 3.876	.000b	Yes
Leadership styles predictors of Neuroticism personal trait	Task & People L-S ↓ (N) P-trait	.096 .074	.015	2.411	.869 .671	.093b	Weak
Leadership styles predictors of openness personal trait	Task & People L-S ↓ (O) P-trait	.213 .259	.195	22.438	2.122 2.578	.000b	Yes

Table 12: Multi-regression Analysis

The hypotheses test if lecturers’ personality traits influence their leadership style in the classroom and vis versa if lecturers’ leadership style impacts their personality traits while teaching in classrooms. In the first part, the dependent variables people & task leadership style were regressed on personality traits such as Extroversion (E), Agreeableness (A), Conscientiousness (C), Neuroticism (N), Openness to Experience (O) as independent variables to test the hypothesis H2. Personality traits significantly predicted leadership style, $F(182-187) = 12.721$ and 16.197 , $P < .000b$, which indicates the lecturers’ personality traits can play a significant role in shaping their leadership style in the classrooms. These findings clearly direct the positive impact of personality traits. In addition, the adjusted R-square = $.259$ & $.308$ show that the model explains 26% and 31% of the variances in leadership style. When the leadership styles were taken as independent variables and personality traits as dependent variables the results showed a positive impact. Leadership style significantly predicted personality traits, $F(185-187) = 5.930$, 17.593 , and 18.555 , $P < .000b$, except (N) $.093b$, which shows the managerial style can have a significant role in shaping personality traits of lecturers. Moreover, the adjusted R-square = $.050$, $.151$, $.158$, $.015$, $.195$ depict that the model explains the percentage of the variances in personality traits. Therefore, this researcher can reject the null hypothesis and conclude that hypothesis H2 was supported. The above table shows the summary of all the results.

3.2 Discussion

For the first time in the literature, this research has explored some significant findings on personality traits and leadership style in Iraqi Kurdistan. After discovering the lecturers’ dominant personality traits and leadership style at Salahaddin University as one of the oldest and biggest universities in Kurdistan, the relationship between variables was examined and both personality and leadership styles were regressed and analyzed. Moreover, the hypotheses were investigated independently and the findings drown up some important results. The descriptive data indicated the demographic information about the participants as well as personality traits such as conscientiousness first, followed by agreeableness and openness to experiences as the dominant traits among lecturers at Salahaddin University. Also, their



scores on leadership style show that Middle-of-the-Road management was the desired style. The reliability test was used to test the internal consistency between different items and to see if there is a positive relationship between items. The data indicated that the results are considered adequate since both tests scored around 80%. In addition, the findings suggest that there is a positive correlation between different variables. The result of regression analysis shows that both personality traits, as well as leadership style, can play a significant role in shaping each other, while personality has a stronger effect. The scores of F and P-value and R-square support this argument and reject the null hypotheses. Therefore, in the end, this author concluded both hypotheses were supported.

3.3 Research Implication

This research provides an update to the current knowledge of these diverse areas. The level of knowledge is downsizing fast. Both government and universities in this region tried different methods, even systems to be able to provide up-to-date knowledge that both students and the market benefits from that. Yet no significant changes. This study presents the decision makers with a combination of different results that can expand their understanding of the issues and provide some internal solutions that can ease the burdens. It helps the government and universities to investigate new knowledge and examine more on how they can make universities more effective.

3.4 Conclusion

One of the key purposes of this study was to explore the lecturers' personality traits and their leadership styles and examine the relationship between variables. To discover the personality traits and managerial style of lecturers here both the Big Five Personality Test which has five dimensions and the Leadership Self-Assessment Questionnaire by Blake and Mouton were used. Both personality traits and leadership style were taken as dependent variables and also as dependent variables to see which one can play a role in predicting the other one and their level of impact. To answer the research questions and test the hypotheses, both correlation coefficient and multi-regression analysis methods are used in this study. The results indicated that there is a positive relationship between variables. Moreover, the findings show that personality traits can predict leadership style and vies versa. They both can play roles in shaping each other at least in classroom management. this research makes some effort to make universities in Iraqi Kurdistan more effective and some recommendations were offered. Thus, this study suggests further research to expand the knowledge on these important and sensitive areas, and also to increase lecturers' morale while contributing effortlessly to organizational overall performance.

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په یوه ندى ټیوان خاسیه ته كانى كه سایه تی و شیوازه كانى سه ركردایه تی خوازراو كارى گه ریبیان له سه ر وانه بیژان له به رپوه به رایه تی پوله كانى زانكۆى سه لاهه دین له هه ولیر - حكومه تی هه ریمی كوردستان

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پوخته

ئهم توێژینه وهیه سیفه تی كه سایه تی وانه بیژان و شیوازی سه ركردایه تی ماموستایان له هه له كانى زانكۆى سه لاهه دین له كوردستانى عیراق ده ستیشان ده كات. په یوه ندى ټیوان سیفه تی كه سایه تی وانه بیژان و شیوازی سه ركردایه تی خوازراویان له به رپوه به ردى پوله كاندا تا قیده كرێته وه. شیوازی چه ندی تی بۆ ئهم توێژینه وهیه به كارها توه. به هاوكاری ئەندامانى ئای تی له زانكۆى سه لاهه دین، پارسى له رپگه ی فۆرمه كانى گووگله وه به نه لیکترۆنى بۆ به شدار بووانى جیاواز نیردراوه وانه بیژانى كۆلیژه جیاوازه كانى زانكۆى سه لاهه دین به هه ره مه كى هه لپژێردان. كۆى گشتى 188 وانه بیژ به شدارییان له و توێژینه وه به دا كردوه. ده ره نجامه كان ئه وه نیشان ده دن كه په یوه ندى كه ئه رتی هه یه له ټیوان گۆراوه كان. سه ره رپای ئه وه ش، تا قیكرده وه كانى شیکردنه وه ی ریکرێژن-ته نالیزیس بۆ دوزینه وه ی كارگه رى نه گۆراوه كان له سه ر گۆراوه كان به كار ها توه. به م شۆهیه ئه نجامه كانى شیکاری فره یی ئه وه نیشان ده دن كه هه ردوو سیفه تی كه سایه تی و شیوازی سه ركردایه تی به جیا كارگه ریان له سه ر به كتر هه یه كه ده كریت له لایه ن به كتره وه پیشینی بكرین و هه ره ها پۆلیان هه بی ت له شیوه پیدانى ئه ویترا. به لأم سیفه ته كه سایه تیه كان كارگه ریه كى به هیزتریان له سه ر شیوازه كانى سه ركردایه تی هه بوو. دۆزینه وه كان تاوتوئى کران و تیکه وته كان و پیشیاره كان خرا نه رو. پیشیار ده كریت لیکۆلینه وه و سه رنجدانى زیاتر بدریت به م با به تانه.

ووشه کلیله كان: سیفه تی كه سایه تی، شیوازی سه ركردایه تی خوازراو، به رپوه به ردى، زانكۆى سه لاهه دین، هه ولیر، پۆل، حكومه تی هه ریمی كوردستان

العلاقة بين سمات الشخصية وأنماط القيادة المرغوبة وأثرها على المحاضرين في إدارة القاعات الصفية في جامعة صلاح الدين أربيل - حكومة إقليم كردستان

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ملخص

بحث هذه الدراسة سمات شخصية المحاضرين وأساليب القيادة في جامعة صلاح الدين في كردستان العراق. ودرست العلاقة بين السمات الشخصية للمحاضرين وأساليب القيادة المرغوبة في إدارة الفصول الدراسية. تم استخدام الطريقة الكمية لهذا البحث. بمساعدة أعضاء تكنولوجيا المعلومات في جامعة صلاح الدين، تم إرسال استبيان عبر نماذج Google إلكترونيا إلى مشاركين مختلفين. تم اختيار محاضرين من كليات مختلفة في جامعة صلاح الدين عشوائيا وشارك في هذه الدراسة ما مجموعه 188 محاضرا. تشير النتائج إلى وجود علاقة إيجابية بين المتغيرات. علاوة على ذلك، يتم استخدام اختبارات تحليل الانحدار المتعدد لمعرفة إمكانية التنبؤ بالمتغيرات التابعة. وبالتالي، تظهر نتائج تحليل الانحدار المتعدد أن كلا من سمات الشخصية وأساليب القيادة يمكن التنبؤ بها من قبل بعضها البعض، وتلعب أيضا دورا في تشكيل الآخر. لكن سمات الشخصية كان لها تأثير أقوى على أساليب القيادة. ونوقشت النتائج وقدمت الآثار والتوصيات. ويوصى بضرورة إجراء مزيد من البحوث والاهتمام لهذه المواضيع.

الكلمات الدالة: سمات الشخصية، أسلوب القيادة المطلوب، الإدارة، جامعة صلاح الدين، أربيل، قاعة دراسية، حكومة إقليم كردستان