

The Impact of Leadership style on the Performance of Public Organizations in Moroccan University

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The Impact of Leadership style on the Performance of Public Organizations in Moroccan University

Abstract:

Leadership plays an important role in organizations when managing a team of people it is crucial to achieve objectives within the constraints of time and costs this article examines the impact of leadership quality on organizational effectiveness the measures were derived from a survey of « 30 managers, including presidents, deans, directors, and general secretaries the study reviews all the collected results (50 questionnaires) through empirical research, specifically quantitative research the results from our questionnaire indicate that the leadership of managers in public universities in Morocco holds a significant position in the power hierarchy of the organizational structure.

Key words : Leadership, organizational performance, higher education, Manager, Maroc.

JEL Classification: G39

Type of article : Empirical research

Résumé :

Le leadership joue un rôle important dans les organisations lorsqu'il s'agit de gérer une équipe de personnes, il est crucial d'atteindre les objectifs en respectant les contraintes de temps et de coûts. Cet article examine l'impact de la qualité du leadership sur l'efficacité organisationnelle les mesures ont été dérivées d'une enquête auprès de " 30 managers, dont des présidents, des doyens, des directeurs et des secrétaires généraux. L'étude passe en revue tous les résultats collectés (50 questionnaires) à travers une recherche empirique, spécifiquement quantitative menée grâce à une enquête par questionnaire les résultats de notre questionnaire. Indiquent que le leadership des managers dans les universités publiques au Maroc occupe une position significative dans la hiérarchie du pouvoir de la structure organisationnelle.

Mots clés : Leadership, performance organisationnelle, Maroc, enseignement supérieur, Manager

Classification JEL : G39

Type de l'article : Recherche empirique

1- Introduction:

Morocco, like other countries, has recognized the importance of improving the performance of its education system for the country's socio-economic development. In this context, the style of leadership within Moroccan universities plays a significant role in the quest for academic excellence, the efficient management of resources, and the promotion of innovation. There are many ways to end the phrase "Leadership is...". In fact, as Stogdill (1974, p. 7) pointed out in a review of leadership research, there are almost as many different definitions of leadership as there are people who have as many different definitions of leadership as there are people who have tried to define it. It's a bit like the words democracy, love and peace. Over the past 60 years, no fewer than 65 different classification systems have been developed to define the dimensions of leadership (Fleishman et al., 1991). One of these classification systems, directly relevant to our discussion, is the scheme proposed by Bass (1990, pp. 11-20). According to him, some definitions see leadership as the focal point of group processes from this point of view, the leader is at the center of change and group activity and embodies the will of the group. Another set of definitions conceptualizes leadership from a personality point of view, this suggests that leadership is a combination of particular traits or characteristics possessed by certain individuals. These traits enable these people to motivate others to accomplish tasks. Other approaches to leadership as an act or behavior, what leaders do to bring about change within a group. Leadership styles vary considerably from one leader to another, and can include transformational leadership, transactional leadership, participative leadership and charismatic leadership, among others. Each of these styles has different implications for how Moroccan universities are managed and how they achieve their objectives.

In this article, we will attempt to explain the reliability and validity of the indicators chosen in the variable Leadership and organizational performance of public academic institutions in Morocco, as well as study and test the relationship between leadership and organizational performance and analyze its influence in the Moroccan Public University. In light of this study, we formulated a main hypothesis, statistically processed by software (SPSS 26), the hypothesis is formulated as follows:

Does leadership style influence organizational performance in the Université Public University?

The article is organized in three sections: the first presents a literature review on both theoretical and empirical studies of the role of leadership styles in the performance of a Moroccan organization. The second is devoted to the research methodology. The third section presents the results of our study, followed by their discussion. We conclude this work with a summary of the main findings.

2- Conceptual review

2.1 The definition of concepts:

The theory of leadership proposed by prominent theorists suggests that leaders, both in general and exceptional ones, possess certain do's and don'ts according to this theory, leadership entails specific qualities like charm, persuasiveness, an authoritative personality, a heightened sense of intuition, decisiveness, courage, intelligence, aggressiveness, and action-orientation. These traits are considered to be inherent and cannot be taught or acquired through formal means. In other words, individuals either possess leadership qualities naturally or they do not. It is believed that leadership traits are genetically passed down through generations within families, making some individuals born as natural leaders. These individuals exhibit innate leadership qualities.

and achieve greatness as if it were part of their divine design history is often regarded as a compilation of biographies of exceptional men and women who were recognized as great leaders in their time it is argued that these individuals would have become leaders regardless because they inherently possessed the necessary leadership qualities and skills they did not receive any formal leadership training or acquire leadership skills throughout their lives; such abilities were innate to them their distinctive anatomy, physiology, and personality set them apart from ordinary individuals they possessed an instinctive desire to take the lead and an innate drive to achieve greatness and success consequently, people naturally sought their inspiration, comfort, and support.

2.2 Leadership styles:

2.2.1. Command Style:

Leadership style should not be mistaken for the personality of the supervisor it reflects how the supervisor utilizes power and authority within the organizational framework to achieve objectives therefore, leadership style lies at the intersection of one's personality, the colleagues, and the context it is essential to understand how your direct supervisor operates to adapt or find the most effective way to manage your colleagues.

2.2.2. Contingency Theories (Mc Gregor's X and Y):

The leader of an organization possesses their own character, strategy, willingness to take risks, and understanding of human nature (Mc Gregor's Theory X and Y) theory X suggests that individuals are inherently lazy and avoid responsibility, while Theory Y proposes that individuals are ambitious and motivated likewise, subordinates also have their own strategies, varying levels of involvement and commitment to the organization, tolerance for ambiguity, acceptance or rejection of responsibilities, and work habits.

The context in which leadership is practiced also influences leadership style this context is related to the type of organization, such as the differing objectives of a company and an association size and industry are also important criteria, considering factors such as employee profiles, openness to innovation, and competitive landscape ultimately, within a given environment, leadership style must be adapted to the context, such as generating development ideas, resolving conflicts, and prioritizing work based on urgency.

2.2.3. Lewin's Classification 1944:

Kurt Lewin is best known for his work on group dynamics, but he has also contributed to the analysis of different forms of leadership. At MIT, he founded the Research Center for Group Dynamics. he conducted experiments on children (in leisure centers) to demonstrate that the three types of leadership each had different configurations. Three "conditions" emerged which correspond to different objectives: In the "directive" condition, the leader is directive in issuing orders, and these cannot be discussed (no feedback possible). The leader behaves like a boss, but above all with "paternalistic" legitimacy.

In the "participative" condition, the leader is participative with all group members. learning is based on interaction between group members and the leader facilitates learning. In the "laissez-faire" condition, the facilitator withdraws from the demands of the group the group regulates itself and acquires autonomy.

2.2.4. The Likert Classification:

The American psychologist Rensis Likert (1903-1981) is based on four different management systems, each characterized by a particular leadership style : « authoritarian style: the leader has minimal trust in others, communicates sparingly, and makes all binding decisions this management style is not conducive to motivation and creativity », « paternalistic style: based

on benevolent authority, where top management makes decisions that affect operational management the reward system provides some motivation despite subordinates' lack of involvement communication channels are typically underdeveloped and primarily top-down, meaning information that does not fit the hierarchy is not effectively disseminated », « Consultative style: trust is controlled, and communication occurs in both top-down and bottom-up directions, albeit to a moderate extent this system is characterized by rewards and sanctions », « participative style: marked by the leader's high self-confidence, strong upward, downward, and lateral communication, extensive participation in decision- making, and the presence of a Likert reward system this style is highly effective and fosters strong employee motivation however, it should be avoided, particularly in emergency situations ».

2.2.5. The Blake and Mouton Grid:

In the 1960s, Robert Blake and Jane Mouton introduced a management framework that categorized leadership styles based on their focus on human factors and production. This framework resulted in a grid with four main styles: poor management (Style 1), task-oriented (Style 2), social (Style 3), and integration (Style 4). These styles represent varying degrees of concern for profitability, productivity, and employee well-being.

2.2.6. The EFQM Leadership Criterion:

In higher education's evolving landscape, universities face internal competition, resource constraints, increased student expectations, and the need to enhance academic standards for global recognition. Management criteria are employed to assess leaders' actions aligned with the institution's vision, emphasizing practical engagement and relationship-building with external stakeholders. The application of the European Foundation for Quality Management (EFQM) model in education is debated. While some believe it's vital for problem-solving quality management, others, like N. Becket and M., argue that it doesn't sufficiently address student learning.

2.3. Organizational Performance:

Organizational performance is viewed as a measure of the alignment between the initially defined strategic objectives and the results achieved by the organization it is a process that allows managers to ensure that the implemented strategy is effective however, measuring performance in the public sector can be challenging due to obstacles such as hierarchical complexities, poor internal communication, and a lack of performance indicators various variables and performance measures have been proposed in both literature and practical applications.

In practice, three approaches to power have been identified (« Kalika, 2006):

- Economic performance, which focuses on productivity and cost control,
- Organizational performance, which emphasizes coordination and information sharing,
- Dynamic performance, which assesses an organization's capacity for innovation, responsiveness, adaptability.

Organizational performance holds particular significance in relation to knowledge and knowledge management a customer perspective aids in targeting revenue-generating market segments the financial perspective involves metrics that measure the company's performance towards its customers, such as satisfaction, loyalty, retention, acquisition, and profitability the internal process perspective helps identify the key processes an organization needs to focus on, ensuring customer satisfaction and expected financial returns the perspectives of shareholder innovation and organizational learning address the infrastructure required to enhance the company's capacity for improvement and value creation, including employee skills and technical infrastructure.

3. Research methodology:

This research aims to verify the impact of leadership style on the performance of public organizations in Moroccan universities, for this reason, we have chosen a quantitative methodology with a post-positivist epistemological positioning.

3.1 Sample determination:

The method employed is based on the utilization of data obtained from a questionnaire distributed to 30 managers (Presidents, Directors, Deans, General Secretaries) therefore, we have chosen the heads of institutions and the administrative managers as the main actors in this evaluation (Table n°1 below) it should be noted that, as pointed out by Lacroix in 2011, for these types of studies, selecting the manager as the means of evaluation enables reliable results additionally, the development of the questionnaire took into account the managers' degree of agreement on the characteristics of the performance measurement indicators.

In general, two primary validity concerns have been identified: ensuring the relevance and rigor of the results and assessing the generalizability of these results in the first case, it entails testing the validity of the measurement instrument and the internal validity of the results in the second case, the research's external validity is primarily examined reliability seeks to demonstrate that the research procedures could be replicated by another researcher or at a different time with the same result(s) this notion of reliability, like validity, encompasses different levels: the reliability of the measurement instrument and the broader reliability of the research according to Drucker-Godard et al. (2007), the question of research validity and reliability is equally pertinent to both quantitative and qualitative research, despite these criteria traditionally being associated only with quantitative, To provide a measurement for all criteria in the designed model, we opted for the Likert scale :



H1: Does leadership style influence organizational performance in the Université Public University?

3.2 Questionnaire compnents

Our questionnaire survey is made up of 20 questions, allowing us to deal with the main question in a detailed way, touching on all aspects of the subject the first questions are of a general nature, allowing us to introduce our collaborators, and the rest of the questions are designed to study the problem.

4. Results and discussion

In this section, we present the results of our survey of 50 questionnaires. The results of the survey enabled us to identify their characteristics.

Table 1: The exploratory sample of our study

Type of establishment	2020-2021	2021-2022
Shari'a, Al-Logha Al Arabia and Oussoul Eddine Faculties	4	4
Faculty of Law, Economics and Social Sciences	15	16
Faculty of Humanities and Social Sciences	13	13
Faculty of Languages, Arts and Humanities	1	2
Faculties of Science	12	12
Polydisciplinary Faculties	13	15
Faculties of Science and Technology	15	18
Faculties of Dentistry	2	2
Ecoles Normales Supérieures and Ecole Normale Supérieure de l'Enseignement Technique	7	7

Sport Science Institutes	2	2
Faculty of Education	5	6
Faculties of Medicine and Pharmacy	7	8
National Schools of Business and Management	12	12
King Fahd College of Translation	1	1
Higher Institute of Health Sciences	1	1
Faculties of Languages, Humanities and Arts	1	1
Schools of Engineering Sciences	21	21
Total	148	157
University Presidencies	12	12
Scientific Research Institutes	3	5

Source: Ministry of National Education, Vocational Training, Higher Education, and Scientific Research, Department of Higher Education and Scientific Research.

4.1 Descriptive study of the study population:

According to descriptive analyses of gender distribution, a high percentage of men (30%) and a low percentage of women (41%) were observed.

Table 2: Frequency of ages

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valid	[30-40[	27	36,5	38	38
	[40-50[	17	23	23,9	62
	[50-60[	20	27	28,2	90,01
	[60-65[	7	9,5	9,9	100
	Total	71	95,9	100	

Source: Authors

The Particular concentration in the [30-40[range. The largest proportion of employees in the [30-40[age bracket (36.5%) suggests a significant presence of young professionals this could have implications for team dynamics, innovation, and receptivity to change factors that might be influenced by different leadership styles.

The age groups [40-50[, [50-60[, and [60-65[appear to be relatively well-balanced in terms of the percentage of employees this could indicate a degree of stability in levels of experience and expertise.

The "Cumulative Percentage" column indicates that 62% of employees are younger than 50 years old this suggests that the majority of the personnel belong to relatively young age groups leadership styles may have different effects on various generations, and this could be considered in the analysis, the "Valid Percentage" column indicates the proportion of valid observations within each age group relative to the total valid observations this could be crucial to ensure that the analysis considers only reliable data.

Given that the study focuses on the impact of leadership styles on performance, it would be interesting to explore whether there are correlations between employees age and their perception of leadership styles within the university. Younger employees might have different expectations or responses compared to older employees.

Table 3: Student population

		Frequency	Percentage	Valid percentage	Cumulative percentage
Valide	Between 500 and 900	7	9,5	9,9	9,9
	Between 900 and 9000	18	24,3	25,4	35,2
	Plus 9000	34	45,9	47,9	83,1
	Moins 9000	12	16,2	16,9	100
	Total	71	95,9	100	

Source: Authors

The distribution of students appears to be spread across different categories based on university enrollment sizes the category "Plus 9000" represents the largest proportion of universities, accounting for 45.9% of the observations this suggests a significant concentration of large-scale institutions in the sample, the size of the university may impact how leadership styles are perceived and implemented universities of different sizes may require leadership approaches tailored to their specific characteristics.

The "Cumulative Percentage" column indicates that 83.1% of universities have enrollments exceeding 9000 students this further emphasizes the prevalence of large universities in the sample.

The "Valid Percentage" column shows the proportion of valid observations in each category relative to the total valid observations this is crucial to ensure that the analysis considers only reliable data.

The total number of observations is 71 with a total percentage of 95.9% as previously mentioned, a slight deviation from 100% may be acceptable due to rounding.

4.2 Validity and reliability of variable measurement scales:

4.2.1 Validity and reliability of measurement scales for dependent variable organizational performance.

The measurement scale for the variable 'organizational performance' is assessed using eight items the KMO (Kaiser-Meyer-Olkin) index and Bartlett's test indicate that the data are factorizable (KMO index greater than 0.5) consequently, we proceeded with the extraction of components with an eigenvalue greater than 1 the application of the Kaiser criterion reveals a single axis, explaining a variance of over 67.93%. Factor analysis was conducted again the component matrix indicates that we can retain three factors appearing on the component matrix, collectively capturing 67.93% of the total information the factor analysis of this measurement scale is presented in the following table:

Table 4: Selected measures of the "organizational performance "variable"

Code	items	1	2	3	4
QP1	Managing knowledge: defining and refining students'knowledge and future careers	2	9	14	46
QP2	Manage students : define the volume of students and supply curricula (student recruitment plan, validation of applications)	9	14	7	41
QP3	Plan : manage human resources (recruitment plan for permanent administrative and teaching staff)	2	6	12	51
QP4	Manage technical resources : hardware and software investment plan	3	15	10	43
QP5	Manage relations with the external environment : define partnership actions with the business world in order to define Needs	8	29	11	23
QP6	Maintenance management and annual investment in equipment	3	4	19	45
QP7	Plan for short-term maintenance and adopt short-term capacity	11	25	9	26
QP8	Planning of student placements	11	14	19	27

1 : Strongly disagree; 2 : Moderatly disagree; 3 : Moderatly agree; 4 : Strongly agree.

Source: Authors

Table 5: KMO Index and Bartlett Test

Kaiser-Meyer-Olkin index for measuring sampling quality		0.691
Bartlett's sphericity test	Chi-square approx	66,374
	DdI	21
	Maeaning	0,000

Source: Authors

The KMO value is 0.691 this index assesses the quality of sampling for a factor analysis a KMO greater than 0.5 is generally deemed acceptable in this case, the score of 0.691 suggests a

reasonable sampling quality, although there is room for improvement.

Bartlett's test evaluates whether the correlation matrix between variables is an identity matrix (indicating non-correlated variables) the approximate Chi-square statistic is 66,374 with 21 degrees of freedom and a significance value of less than 0.000.

A p-value below 0.05 (or 0.001 in this case) suggests that the correlation matrix is not an identity matrix, indicating that variables are correlated and factor analysis may be appropriate. Overall, these results indicate that the sampling has an acceptable quality for factor analysis, and the correlation matrix between variables is not an identity matrix this justifies the use of factor analysis techniques, This suggests that variables related to leadership and business performance are correlated, justifying a more in-depth exploration of these relationships.

The KMO index of 0.691 and the result of the Sphericity and Bartlett test is significant ($p < 0.005$) therefore, we can reject the null hypothesis that the correlations are all equal to zero we can continue the analysis. Performance is correlated, justifying a more in-depth exploration of these relationships.

Table 6 : Total Variance Explained

Component	Initial eigenvalues			Sums extracted from the load square			Rotation sums of load square		
	Total	Of variance %	Cumulative	Total	Of variance %	Cumulative	Total	Of variance %	Cumulative
1	2,156	32,921	32,921	2,156	32,921	32,921	1,621	24,756	24,756
2	1,339	20,447	53,368	1,339	20,447	53,368	1,527	23,323	48,079
3	0,954	14,566	67,934	0,954	14,566	67,934	1,3	19,855	67,934
4	0,838	12,795	80,729						
5	0,503	7,685	88,414						
6	0,433	6,609	95,023						
7	0,326	4,977	100						

Extraction Method: Principal Component Analysis.

Source: Authors

The factor analysis allowed us to extract three components the first component explains 32,92% of the variance, the second component explains 20,44%, and the third component explains 14,56%

Table 7 : Reliability statistics for the "Organizational Performance" scale.

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of elemnts
0,707	0,715	8

Source: Authors

A reliability analysis was conducted to examine the internal consistency among items the coefficients are presented in the table below for the variable '**Organizational Performance**' Confirming the unidimensionality of the measurement scale, the Cronbach's alpha coefficient was used to assess its reliability with a value of 0.715, this coefficient ensures the internal consistency of the scale it can be improved by removing item **AP5**, which has the weakest correlation with the other items after eliminating this statement, also having the lowest communalities, we achieve a variance of over 60% (see table above), and the Cronbach's alpha coefficient increases to 0.715 therefore, we will retain a valid and reliable scale composed of seven items measuring performance : **AP1, AP2, AP3, AP4, AP6, AP7, AP8**.

4.2.2 Quality Assessment of the Leadership Measurement Scale:

Objectives generally focus on profitability, measured, for example, by operating profit, return on invested capital, and economic value added. They help determine whether the intentions and implementation of the strategy contribute to improving the results.

For the measurement scale of the variable 'leadership,' it is assessed through five items. The KMO index and the Bartlett test indicate that the data are factorizable (KMO index = 0,667). Thus, we proceeded with the extraction of components that have an eigenvalue greater than 1. The application of the Kaiser criterion reveals two axes, with a variance explained of over **66,70%**

Table 8 : Selected measures of the Leadership variable

Code	items	1	2	3	4
QLE1	Is the entire leadership team personally and visibly involved in developing a strategy that defines the vision, direction and culture of the organization ?	6	4	14	47
QLE2	Does the management team ensure the implementation of an organizational structure and process management system that delivers the expected results and progress ?	4	16	5	46
QLE3	Does the leadership team demonstrate, through example and action, that it supports and values its organization ? Are these values widely accepted and recognized throughout the organization ?	7	7	14	43
QLE4	Are all managers sufficiently available to staff and involved in positive and timely recognition of individual and team efforts to generate improvements	8	11	10	42
QLE5	Do all managers make a point of meeting with students and other external stakeholders and are they actively involved in promoting partnerships and improvement initiatives with them	6	7	11	47

Source: Authors

Table 9: KMO Index and Bartlett Test

Kaiser-Meyer-Olkin index for measuring sampling quality		0,667
Bartlett's sphericity test	Chi-square approx	33,268
	DdI	10
	Maenaning	0,000

Source: Authors

The KMO index of 0.667 and the result of the Sphericity and Bartlett test is significant ($p < 0.005$) therefore, we can reject the null hypothesis that the correlations are all equal to zero we can continue the analysis.

Table 10 : Total Variance Explained

Component	Initial eigenvalues			Sums extracted from the load squar			Rotation sums of squard loading		
	Total	Of varianc e %	Cumula tive	Total	Of varianc e %	Cumula tive %	Total	Of varianc e %	Cumula tive %
1	1,934	38,69	38,69	1,934	38,69	38,69	1,626	32,512	32,512
2	1,012	20,24	58,93	1,012	20,24	58,93	1,321	26,418	58,93
3	0,816	16,323	75,25						
4	0,64	12,792	88,04						
5	0,598	11,956	100						

Extraction Method: Principal Component Analysis.

Source: Authors

The factor analysis allowed us to extract two components the first component explains 38,69% of the variance, and the second component explains 20,24%.

Table 11: Reliability Statistics for the Leadership Scale

Cronbach's Alpha	Number of elemnts
0,769	5

Source: Authors

the variable 'leadership,' which evaluates the relationship between items within the same scale we used the Cronbach's alpha coefficient to determine if our scale is sufficiently reliable for use in a questionnaire, we conducted an analysis of the psychometric properties of this measurement

instrument using Cronbach's alpha Cronbach's alpha score is at a satisfactory level ($\alpha = 0.769$) and indicates good internal consistency.

The scale's alpha is higher than Cronbach's alpha in the case of item deletion, so no item removal is possible all five items in our scale contribute to its reliability.

4.2.3 Assessment of the relevance of the regression model:

Table 12: The regression indices of the ANOVA model of the variable Leadershipa

ANOVA					
Model	Sum of squares	ddl	Medium square	F	Sig.
1	27,602	1	27,602	647,86	0,000
Of student	2,94	69	0,043		
Total	30,541	70			

a-Predictors: (Constant), leadership; b-Dependent variable: performance

Source: Authors

In our table, SPSS provides the sums of squares and mean squares, and the calculation of the F value is automatic, with the associated significance level found in the last column (Durbin-Watson).

In our case, the F value is 647.86 and is significant at $p < 0.0005$. This means that the probability of obtaining an F value of this magnitude by chance is less than 0.05%. This supports the notion that Model 1 contributes to explaining the organizational performance of universities. Therefore, we can reject the null hypothesis, indicating a statistically significant relationship between the performance variable and the leadership variable.

4.2.4 Evaluation of the fit of the data to the regression model

Table 13 : Regression indices of the variable "Leadership" and the variable organizational performanceb

Model	R	R2	R2 adjusted	Standard error of the estimate	Durbin watson
1	0,951	0,904	0,902	0,206	1,67

a-Predictors : (Constant), leadership; b-Dependent variable : performance

Source: Authors

When the model brings a significant improvement, it is necessary to report the extent to which the data fit this model. In a way, it is possible to quantify how well the model accurately represents the dispersion of points in the graph.

This information is found in the 'Model Summary' table with the 'R' index, which presents the value of the model's multiple correlation. The multiple correlation (R) is interpreted in the same way as simple correlation (r). It represents the combined correlation of all independent variables in a model with the dependent variable. As we have only one independent variable here, this coefficient is identical (in absolute value) to the correlation coefficient (r).

The value of the multiple correlation coefficient is 0.95, and this data is found under the 'R' column. This value suggests that the data fit the model very well. If we square the correlation coefficient, we get the R-squared value (0.90). This indicates the proportion of variability in the performance variable explained by the regression model. The Durbin-Watson index is 1.67 the Student's t-test confirms the significant contribution of the selected variables, with a p-value of $\leq 0.001\%$ this means that the differences between certain means are statistically significant, allowing us to reject the null hypothesis and conclude that not all population means are equal.

5. Discussion of the results:

The hypothesis that leadership style influences organizational performance at the Public University has been scrutinized in light of the collected data and conducted statistical analyses.

The results reveal a significant correlation between leadership style and performance, with a multiple correlation coefficient of 0.95. This strong correlation suggests a close relationship between the two variables.

By squaring the correlation coefficient, an R^2 of 0.90 is obtained, indicating that 90% of the variability in organizational performance can be explained by the regression model incorporating leadership style. These findings reinforce the notion that leadership style has a substantial influence on university performance.

Furthermore, the Durbin-Watson index of 1.67 indicates some positive autocorrelation in the model residuals, suggesting that the model could be improved by considering certain factors not included in the current analysis.

The Student's t-test also confirms the significant contribution of leadership style, with a p-value of $\leq 0.001\%$. This implies that the observed differences between means are statistically significant, thereby strengthening the validity of our hypothesis. In conclusion, the results of our analysis strongly support the idea that leadership style has a significant influence on organizational performance at the Public University. It is important to note, however, that further research could delve deeper into the analysis by considering potential factors not addressed in this study, which may further influence this relationship.

6. Conclusion

In conclusion, our research has yielded various results based on a study sample of 30 public universities in Morocco additionally, we employed statistically based data analysis methods on the data collected from the study participants the presentation of results was divided into two parts.

Firstly, we examined the validation of our measurement scales through principal component analyses conducted using SPSS 25 the objective of this initial phase was to assess the validity and reliability of the measurement scales employed subsequently, we presented the results of our research model tests, supported by simple regression analysis these results helped confirm our research hypothesis, leading us to the final empirically validated research model.

The methodological contributions of our study encompassed data collection methods, qualitative research, and quantitative research these contributions focused on three important aspects: adapting and constructing measurement scales, evaluating sampling constructs, and conducting dual qualitative and quantitative research within the research area it is worth noting that the findings of this study can provide valuable insights to managers, enhancing their understanding of organizational activities and the nature and implications of the relationship between universities and the Ministry of Control additionally, this study identified significant factors that influence organizational performance within the Moroccan context. Furthermore, it is important to mention that the structural equation method, as a second- generation statistical tool, cannot be solely relied upon for data processing as it requires a sample size of at least one percent of the population.

In addition, we cannot use the structural equation method, a second-generation statistical tool, in our data processing. second-generation statistical tools, insofar as it assumes a sample of at least one hundred since it requires a sample of at least one population made up of one hundred responses. While this work makes theoretical, managerial and methodological contributions, it is nevertheless to be relativized, through the limitations we find appropriate:

- The questionnaire survey attenuates the validity of our main conclusions, insofar as it implies a lack of opportunity to assess the quality of the responses provide,
- Although the response rate is in line with other studies that have addressed the same subject, the size of the sample remains very limited. Thus, the modest size of the sample, we cannot claim to be able to generalize widely on the findings of this study.

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