An Evaluation Study on Leadership Styles and its Impact on Academic Employees' Job Satisfaction (Private Iraqi Universities as an Example)

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Abstract Research confirms leadership's significant influence on employee retention and satisfaction via effective communication, fostering relationships that impact performance and loyalty. This study analyzes leadership styles in two Iraqi private universities, using quantitative methods and SPSS 26. Results show autocratic leadership dominance at (A) university and democratic leadership at (B) university, leading to substantial differences in employee job satisfaction. In summary, autocratic leadership negatively affects job satisfaction at (A) university, while democratic leadership positively impacts (B) university.

1. INTRODUCTION

Efficient employees' job satisfaction and leadership are the factors that are deemed essential for the success of organizations. Leaders adopt various kinds of leadership styles in directing their organizations. They seek to approach subordinates appropriately and line up their ambitions and needs with the desired organizational consequences. According to past studies; the job satisfaction of employees varies with different leadership styles. In the case of two private universities in Erbil; the leadership styles and employees' job satisfaction will be discussed and investigated. There are different styles of leadership existing In the context of an organization, leadership is defined as the process of inspiration that controls the employee's behavior to choose his organizational goals and effective communication between managers and subordinates. So, leadership has an effective vital role in the well-being and sustainability of the organization (Belias & Koustelios, 2014). Management and the ability to lead are usually parallel. The acting senior managers tend to be competent leaders, and leadership is one of the primary functions of management. Nevertheless, leadership and management must be distinguished as follows (Hamdi et al., 2021; Jami et al., 2023; Maccoby, 2000):

in the two universities, but this paper will investigate the most common ones. Also, the paper is aiming at describing how the used styles can affect employees' job satisfaction within the selected universities. This can be done by providing answers to the following questions:

- What are the most common leadership styles followed by the leaders of the selected universities ?
- And what is the impact of each style on employees' job satisfaction?

2. LEADERSHIP

- Management in general consists of a set of tasks, including (assigning and coordinating jobs for individuals, making the necessary decisions, planning, organizing and controlling management, and encouraging workers to provide superior performance). So, it is necessary to provide leadership that can influence (people, and human elements) positively to achieve the goals of the organization.
- To achieve the goals of the organization, under the influence of specific organizational conditions, comes to the role of the leadership process to effectively influence other people.

Leading people is of majestic significance and it is one of the most considered subjects in this area. There are, therefore, many writers and theories that attempt to describe leadership. Though, the top style to lead people cannot simply be recognized in practice (Gonos & Gallo, 2013). It has something to do with the complexity of human action and the diverseness of their behavior. The manager is a team leader who identifies management techniques and knows how to inspire people. Moreover, The manager must make full use of the different individual skills and abilities of the workers to improve their qualifications and career (Gonos & Gallo, 2013).

3. LEADERSHIP STYLE

(Zainal, 2002) mentioned that leadership styles had a crucial concern in studies conducted by researchers in the 1960s. The word "style" has been defined by (Al-Salami & Abdalla, 2022) as a set of consistencies in the leading practice. However, in the early twentieth century, researchers tended to expand their studies by investigating all the attributes of styles that leaders must retain. Leadership styles are defined as the form of attitude leaders exhibit while working with and through others. (Al-Salami et al., 2019) view leadership style as the pattern of communication between employees and leaders.

Leadership delivers the basis for collaboration in numerous ways. Face-to-face interaction, respect, connection, and creation of opportunities; are meant for better understanding between a leader and his/her subordinates of their shared points of view. This improved understanding through the reactions of individuals has promoted proper attitudes and feelings among them (Nadarasa & Thuraisingam, 2014). It has been declared that if a manager has a respectful relationship with his staff to accomplish a task in which the elements of functional organization are present, as a result of this the staff will present extraordinary work efficiency, and thus the democratic leader takes great care to involve all the subordinates in the management (Massoudi, 2022) .

Job satisfaction is defined as the total social and psychological welfare of employees concerning job performance. It concludes with satisfying personal relationships, financial rewards, training and promotion, decision making, mutual benefits, and free communication channels among others (Al-Salami et al., 2023; Al-Salami & Abdalla, 2022)

This directs employees to hard work and optimal productivity. While the autocratic leadership style adopts the narrow scope of decision-making by the subordinates, in return the subordinates have a large role in the decision-making under democratic leadership. It allows initiative; creativity and originality in organizational work processes and endorses hard work among the subordinates.

(Devda & Makwana, 2013) described the autocratic (authoritarian) leadership style as the authority of the leader to make his own decisions, and not to give anyone the right to confront them and change their will. On the other hand, this leadership style appears to be worthy of employees who need direct supervision to perform specific tasks. This type of leadership is undesirable to team players and creative employees because they are unable to take appropriate decisions and improve work procedures, which leads to job dissatisfaction (Jami & Agha, 2022).

With people-oriented leadership, leaders are fully dedicated to organizing, developing, and supporting people in their teams. This is a participatory approach focused on encouraging creative, exemplary, collaborative teamwork, in contrast to directed leadership that focuses on achieving the task rather than the process of achieving it. It precisely defines the roles required for the work, the structures necessary for it, carrying out the processes of planning, organizing, controlling, and establishing standards for quality performance and maintaining its sustainability (Attar et al., 2019; Murray, 2013).

On the other hand, (Olesia et al., 2014) stated that servant leadership is a theoretical framework which means that a leader's inspiration is to serve others. Natural emotions are the main characteristic that characterizes servant leadership, in which the employee wants to serve first and then follows the conscious choice that makes him seek leadership.

According to (Elbers, 2007) charismatic leadership style is defined as three distinct behaviors with successive stages. The environmental assessment is the first stage in which the charismatic leader determines what the follower needs and the extent of dissatisfaction with the current situation. This is followed by a stage in which the charismatic leader develops a future vision for the project and connects it with his subordinates in an efficient manner. The third stage is related to the implementation of that vision. Here comes the role of the leader to act in an unusual and dangerous way to gain the commitment of the followers, such as exposing themselves enthusiastically to situations with unclear consequences and seizing opportunities (Attar et al., 2019).

(Ali & Ibrahim, 2014) highlighted that both transactional and transformational leaders interfere enthusiastically and try to circumvent problems, while each has its methods. Studying these leadership styles, one concludes that they are generally contrasted with another leadership style, called laissez-faire leadership. The laissez-faire leader is defined as a very negative leader who is reluctant to affect followers' substantial freedom, to the point of handing over his/her duties. In a sense, this tremendously passive type of leadership specifies the absenteeism of leadership.

(Ahmad et al., 2021) adopted an experimental study of the relationship between leadership and job satisfaction, with the mediating role of national culture systems for a sample of 326

faculty members in public universities in the United Arab Emirates, and demonstrated the mediating role played by national culture to link job satisfaction and leadership styles (transformational, non- Stability - fair and transactional leadership style).

Moreover, bureaucratic leadership depends on accurate and pre-established procedures by the organization whether they are successful or unsuccessful. This leadership style is considered constrained by the daily routine and does not seek to discover new innovative ways to address organizational problems, and usually faces difficulty in point any administrative or organizational change that occurs in the organization .

One of the advantages of this style is to reduce corruption and increase quality, which is usually adopted by universities, banks, hospitals, and government, whereas one of the negative aspects of this leadership style is anxiety and dissatisfaction in addition to the frustration of leaders who want to change an organizational or administrative work (Devda & Makwana, 2013).

(Rayansa et al., 2022) Shows the partly mediating effect of job satisfaction in the relationship between leadership styles and employees' commitment in mechanical manufacturing SMEs, and there must be an effort from the managers/supervisors to demonstrate the inclusiveness of leadership styles that enhance job satisfaction and improve employee relations in the work environment .

Table 1: presents the leadership styles as presented in the literature. It is clear from the table that; three core leadership styles prevail in literature. The theoretical foundations are almost identical to the authoritarian (autocratic), democratic (participative), and laissez-faire (liberal) leadership styles. This research supposes the existence of these three styles in the selected universities and based on that the researchers investigated the most common leadership style followed by the leaders of each university.

Table 1. Leadership Styles as Presented in Literature (Created by Researchers)

Leadership Style / Author	Human Relations Or People Relations	Democratic Or Participative	Laissez-Faire, Free-Rein, Liberal, Or Declarative	Autocratic Or Authoritarian	Transactional	Transformational	Charismatic	Task-Oriented	Servant	Bureaucratic
(Warrick, 1981)	√	√	√	√						
(Maccoby, 2000)		√	√	√						
(Dereli, 2003)		√	√	√						
(Alkahtani et al., 2011)		√		√						
(Murray, 2013)	√	√	√	√	√	√	√	√	√	√
(Odumeru & Ogbonna, 2013)					√	√				
(Devda & Makwana, 2013)	√	√	√	√	√	√	√	√	√	√
(Ali & Ibrahim, 2014)			√		√	√				
(Nadarasa & Thuraisingam, 2014)		√		√						
(Olesia et al., 2014)									√	
(Elbers, 2007)							√			

4. AUTHORITARIAN AND DEMOCRATIC LEADERSHIP STYLES (MERITS AND DEMERITS)

The concepts of democracy and autocracy have been used widely to differentiate autocratic leadership from democratic leadership. (White & Lippitt, 1960) focused in his study on the importance of group participation and discussion in order to consult with the leader when making decisions. Although democratic leaders are authoritarian and have great control over the group's activities and decisions, they organize policies, strategies and specific tasks for each member of the group. The autocratic leader takes it personally when praising and criticizing the members' work, but is startled by the active participation of the group. However, the democratic leader tries to be a consistent member of the group in essence without doing much work. Whereas the core activity of an autocratic leader is to provide orders, the focal activity of a democratic leader is to provide information or raise the level of awareness of his or her subordinates (Issa & Al-Salami, 2023) .

In practice, the differences between the roles of democratic and autocratic leaders are not extreme. All roles of democratic and autocratic leaders depend on the leaders' attitude in dealing with diverse situations in society (Al-Salami et al., 2019; Choi, 2007). (Cherry, 2020) emphasizes that democratic leadership is highly concerned with including all team members in the organization's discussions, dividing members into groups that are of a service nature, and if the leader possesses a worthy relationship with subordinates, their competence will be extraordinarily positive. (Omolayo,

2007) discovered high compliance among subordinates in democratic organizations, but those in autocratic organizations showed defeat and annoyance. (Bhatti et al., 2012) discovered two dissimilar kinds of work group specialists, the first is the socio-emotional specialist who encourages, and directs members to adopt the goals of the organization, maintains social relations within the group, and the second is the task specialist, a cycle represented in achieving the goals of the organization (Mulholland, 2019). These two roles distinguished two diverse styles of leadership that is democratic and autocratic.

While the autocratic leadership style seems commonly self-centered and permits the lowest participation of the followers in making decisions, the democratic style is people-oriented and depends on the participatory involvement of the followers (Nwaigwe, 2015). It allows initiative and creativity in work processes and encourages hard work among the followers. The autocratic leader obtains vested authority over the office more than from personal attributes. He permits minor group participation in making decisions. Its benefit is the leader commonly has things completed, while on the other side the subordinate depends on the leader, and his progress is endangered. In the democratic leadership style, most policies come from group decisions and participation. The leader is involved in policy development but does not govern group action. Its benefit is individual development enhancement through contribution to the organization's

5. EMPLOYEE'S JOB SATISFACTION

Job satisfaction has always been an exciting subject for both; researchers and employees. Job satisfaction is thoroughly related to many organizational phenomena such as leadership, motivation attitude, performance, conflict, morals, etc. Job satisfaction was described as a positive and lovely reaction that originates from evaluating an employee's job experience, taking into account the feelings, views, and behaviors (Ahmad et al., 2021; Akehurst et al., 2009).

(Spector, 1985) discovered that if the job was rewarding and fulfilling, this leads to more employee satisfaction with their work, and is therefore an important factor for organizational success. There is a direct relationship between employee satisfaction and the success of organizations, on the contrary, an organization may suffer from paralysis in its facilities as a result of job dissatisfaction, which has a negative impact on that organization (Galup et al., 2008). Job satisfaction contains overall satisfaction, as well as numerous satisfaction features (Friday & Friday, 2003). It is subjective by diverse causes such as issues of gender, style of supervisor's communication, and supervisors' displays of nonverbal immediacy (Voon et al., 2011). (Yiing & Ahmad, 2009) discovered that job satisfaction has an impact on job dissatisfaction, quality improvement, tardiness, turnover, absenteeism, participation in decision-making, and staff morale. These can affect the performance of the organization in general.

processes and operations. While from the other side there is a likelihood to marginalize the role of leadership initiative as an outcome of majority group decisions (Nadarasa & Thuraisingam, 2014).

(Lewin et al., 1939) published one of the pioneering scientific papers on leadership style. They put selected individuals into diverse groups with different leadership styles. The first leadership styles elected were democratic; where team decisions are made by majority vote, criticism and punishment are minimal with stimulation of equal participation. The second style was autocratic, based on a strict procedure with unilateralism in making decisions by the leader and to be followed by the subordinates. The people with a democratic leadership style were the most functional and satisfied in the most orderly and positive manner. The quantity and degree of aggressive actions were highest in the autocratically led groups (Mohamed & Otman, 2021).

In a summary, on the autocratic side, the manager makes decisions and declares them. This is comparable to the mechanistic organizational structure where there is a strict pyramid of authority and centralized decision-making. While, in the democratic side, the manager puts limits but gives authority to the group to make decisions. This is similar to the organic organizational structure where there is decentralized and informal decision-making within a comfortable hierarchy (Warrick, 1981).

Having a special style of leadership is a basic element that affects employee job satisfaction and results in organizational success. Furthermore, job satisfaction is a critical and significant result of having efficient leadership in an organization (Arzi & Farahbod, 2014). Job satisfaction has been recognized as a significant component that affects employees' behavior positively. Positive employee behavior derives from their satisfaction in their work, which generates a greater sense of responsibility, commitment, and accountability to stay in the organization for a further time (Santhapparaj & Alam, 2005). Previous studies revealed that the success of organizations depends largely on participatory management and flexibility in work, in addition to the appreciation of employees and communication with them, which in turn achieves job satisfaction, which leads to organizational success (McKinnon et al., 2003).

(Mwesigwa et al., 2020) proved that the mediating variable (job satisfaction) of a random sample of 353 academic members in 5 Ugandan public universities had a partial effect on the relationship between organizational commitment and leadership styles. In the same year, (Szromek & Wolniak, 2020) conducted a study on a random sample of 763 university academics in Poland, to assess the effect of the level of job satisfaction with scientific work among researchers. They proved that work conditions affect the level of satisfaction of researchers with their scientific work, and there is a strong positive relationship between the level of job

satisfaction and scientific opportunities for researchers and a negative relationship with factors (excessive burden of teaching, low wages and the need to do administrative work). While (Holbert et al., 2021) studied the impact of leadership styles on job satisfaction for 160 employees in public sector institutions in Indonesia, the results showed the significant impact of leadership on improving employee performance in terms of appearance and job satisfaction, and the element of experience and education must be provided to prepare future leaders.

Moreover, various styles of leadership have been recognized, like Democratic – Autocratic, etc. Despite some distinctive variances, all kinds of leadership styles are based on similar principles, which imitate the characteristics of leaders and make them efficient or not. In general, an efficient leader is considered to be flexible, providing guidance to staff, yet permitting them to be creative and initiative. Ineffective leaders, in contrast, are found to be more goal-focused, having less attention to their followers' desires, or truant from the process of decision-making. Leadership styles greatly affect job satisfaction, which in turn is reflected in the behavior and performance of employees (Belias & Koustelios, 2014).

(Halim et al., 2021) worked on studying the relationship between the three-dimensional leadership (passive-avoidant, transformational, and transactional) with organizational commitment, with job satisfaction as a mediator between them, for a random sample of 381 Malaysian teachers. It was found that there is a negative partial correlation between organizational commitment for teachers and the negative avoidant leader style, in addition to the strong significant relationship that linked organizational commitment and transactional leadership with a full effect of mediating job satisfaction.

In general, the difference in the employee's level of feelings towards his job has created two types of job satisfaction. The general feelings that relate to their jobs are called general job satisfaction. The feelings that relate to a specific job aspect (salary, relations with colleagues, and benefits) are called job satisfaction, which in turn increases in an increasing state. The employee's satisfaction with the work environment in which (Fateh, 2018; Zheng et al., 2022). An employee may not be satisfied with a job if it is uninteresting and there is not enough motivation despite his high salary, otherwise, the employee may be satisfied with a low-paid job only because it is motivating or challenging enough (Paul et al., 2020) .

We may face some challenges and difficulty in determining the level of employee satisfaction with his work, due to the different circumstances and situations of each employee from the others. (Weiss et al., 1967; Yeh, 2013) introduced two dimensions of job satisfaction. Intrinsic satisfaction is the first one, it includes authority, accomplishment, activity, and use of the ability. As for the company's policies and practices, compensation, progress, and recognition, they are called extrinsic satisfaction factors and they represent the second dimension (Arzi & Farahbod, 2014). Figure 1, presents the dimensions of job satisfaction that will be used to measure the level of satisfaction among the academic staff of selected universities in this research.
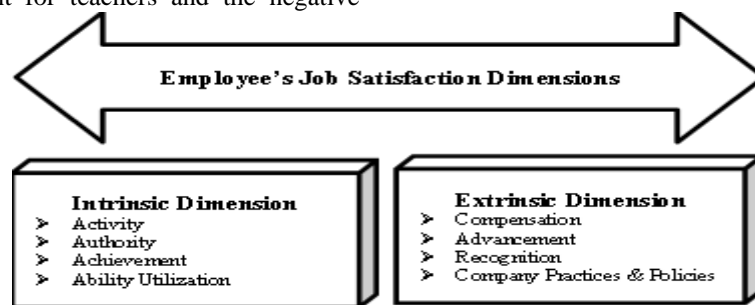

Figure 1. *Dimensions of Employee's Job Satisfaction (Created by Researchers)*

6. METHODS

(A) and (B) are two famous private universities operating in Erbil city and they have been chosen to be case studies for this research paper. The researchers relied on a quantitative approach to collect the necessary data for both leaders and academic staff at the selected universities. Two types of the questionnaire have been used with close-ended questions. The first questionnaire was distributed among the leaders of the selected universities and it has been divided into two sections. Section 1 consists of 4 items determining the personal profile of respondents. Section 2 consists of 18 questions to investigate the common leadership style followed by them. It has been assumed that three leadership styles exist in the two universities; authoritarian (autocratic), democratic (participative), and laissez-faire (liberal). The second questionnaire has been distributed among the academic staff of the chosen universities to investigate the impact of the followed leadership style at each university on the employees' job satisfaction. This questionnaire has been divided into three sections. The 1st section contains the demographic questions of the respondents, and the 2nd section consists of 10 items measuring the academic staff expectations about the leadership style followed by each university leader. Section 3 consists of 8 items to measure staff job satisfaction. The researchers relied on the five-ranked Likert scale to measure the attitudes and opinions of

the respondents as being easy and commonly used about the questionnaire questions, which ranged from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree (Zheng et al., 2022) . The researchers preferred to use a random sample to distribute the questionnaire to different groups of society in terms of age and gender, to avoid bias in this process, the (SPSS 26) program was used to complete the statistical analysis (Mahmood et al., 2022).

6.1 Population and Sample.

The target population was the leaders and academic staff of the selected universities. Two types of the questionnaire have been used. The first questionnaire was distributed to the leaders, and due to the limited number of leaders in each university (deans of faculties and heads of departments); it has been decided to choose 10 leaders from each university. The second questionnaire was distributed to academic members working in these two universities, and the sample size for each university was calculated using Yamane's formula (Adam, 2021; Çolakoğlu & Atabay, 2014; Stubley & Kidd, 2002; Yamane, 1967). In (A) university the sample size is 78 lecturers from the population of 98 lecturers. While in (B) university the sample size is 87 lecturers from the

population of 112 lecturers. The significant level is accepted at 95 percent.

$$n = N / [1+N (e)^2]$$
$$= 98 / [1+98 (0.05)^2]$$
$$= 78 \text{ samples}$$

$$n = N / [1+N (e)^2]$$
$$= 112 / [1+112 (0.05)^2]$$
$$= 87 \text{ samples}$$

Before completing the work on the first and second questionnaires in Nov. 2021, we conducted a pilot test to measure the suitability of the questionnaire questions.

6.2 Research Variables

The independent variables (IV) are Leadership styles (autocratic and democratic); while employees' job satisfaction is the dependent variable (DV) .

6.3 Statistical Analysis

The required statistical results were obtained through the use of a set of statistics, including (Reliability, Mean, Standard Deviation, Correlation, and Regression Analysis).

Table 2. Respondents to the First Questionnaire

Leadership Style	(A) University			(B) University		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Authoritarian	10	3.6333	.25820	10	2.6167	.20861
Democratic	10	2.7000	.33148	10	4.0166	.24152
Laissez-faire	10	2.0000	.32394	10	2.2167	0.4234

7. FINDING AND DISCUSSIO

7.1 First Survey

The first questionnaire was distributed among the leaders of the selected universities. The first section of this questionnaire is concerned with the personal profile of respondents as reported in Table 2. Section two is to investigate the common leadership style followed by the leaders of the selected universities. It consists of 18 questions related to the three styles of leadership; authoritarian

(autocratic), democratic (participative), and laissez-faire (liberal). Table 3 presents the results as per the perspective of the selected university leaders and after computing the 6 items related to each leadership style. It is clear that the authoritarian leadership style prevails in (A) university with a mean value equal to 3.6333, followed by democratic and laissez-faire, whilst the democratic leadership style prevails in (B) university with a mean value equal to 4.0166, followed by authoritarian and laissez-faire.

Table 3. The Prevails Leadership Styles in the Selected Universities

Personal Profile		(A) University			(B) University		
Factor	Categories	Frequency	Count	Percentage	Frequency	Count	Percentage
1. Gender	Male	10	9	90%	10	10	100%
	Female		1	10%		0	0%
2. Position	President	10	0	0%	10	0	0%
	Ass. President		0	0%		0	0%
	Dean		3	30%		4	40%
	Head of Dep.		7	70%		6	60%
3. Academic Title	Ass. Lecturer	10	0	0%	10	0	0%
	Lecturer		4	40%		5	50%
	Ass. Prof.		5	50%		3	30%
	Prof.		1	10%		2	20%
4. Years of Experience	<5	10	1	10%	10	2	20%
	5-10		5	50%		3	30%
	>10		3	30%		5	50%

Second Survey :7.2

The second questionnaire was distributed among the academic staff of the selected universities; to investigate the impact of the followed leadership style at each university on the employees' job satisfaction. The demographic questions of the respondents are explained in the 1st section as reported in Table 4. Women lecturers are more involved in working with (B) universities compared to (A) universities .

Also, in (B) university the numbers of lecturers who are holding high academic qualifications (associate professor and professor) are more than those in (A) university. Furthermore, the experience of working in (A) university for a high ratio of lecturers is less than one year, while in (B) university the contrast is correct. These are all indicators that the work environment at (B) university is more attractive than (A) university. The last witnessed a high ratio of turnover among

its employees in the late season. The second section of this questionnaire is measuring the academic staff's expectations about the leadership style followed by each university.

The items related to this section have been adapted from (Yeh, 2013) and revised to fit this research. The third section is measuring academic staff job satisfaction. The items related to this section have been adapted from (Bhatti et al., 2012). The main objective of the exploratory study is to measure the extent of employee job satisfaction as a result of the positive or negative impact of authoritarian and democratic leadership styles. The questionnaire was distributed to the academic staff of each university; the data related to each university were analyzed separately. 87 respondents from (B) university answered this questionnaire, while 78 others from (A) university participated in answering the questionnaire.

Table 4. Respondents to the Second Questionnaire

Dimensions		(A) University			(B) University		
Factors	Categories	Frequency	Count	Percentage	Frequency	Count	Percentage
1. Gender	Male Female	78	59 19	76% 24%	87	56 31	64% 36%
2. Academic Title	Ass. Lecturer Lecturer Ass. Prof. Prof.	78	31 21 17 9	40% 27% 22% 11%	87	24 26 23 14	28% 30% 26% 16%
3. Years of experience with current university	<1 1-2 >3	78	43 23 12	55% 30% 15%	87	19 37 31	22% 42% 36%

To find out how the elements are related to each other, Cronbach's Alpha was used to analyze the reliability of these elements. According to (Nunnally, 1978), to have greater reliability for high internal consistency in the measured dimension, it was necessary to obtain Cronbach's alpha with greater alpha values (greater than 0.70). Therefore, it was found from the obtained result of this study, that the measurement set was reliable as Cronbach Alpha > 0.70 in the two universities.

Correlation analysis between the variables of this research was used to find out the strength and direction of the linear relationship. According to previous studies explained by (Cohen, 2013), the relationship between two variables is reported low in the case of r = (0.10 to 0.29/-0.10 to -0.29), Moderate r = (0.30 to 0.49 / -0.30 to -0.49), and High r = (0.50 to 1 / -0.50 to -1). For university B, the statistical evidence indicates that democratic leadership style has a statistically significant positive relationship with job satisfaction shown by a correlation result of 0.894, (p<.001).

Therefore, more job satisfaction will be achieved for employees as the democratic style of leadership increases. But the correlation in the case of the university (A) is -0.022,

(p>.001), which explains the low negative relationship between job satisfaction and the autocratic leadership style. This relationship indicates that the higher the authoritarian leadership style, the lower the job satisfaction will achieve. Table 5: presents the reliability and correlation results.

Linear regression analysis was used to find out the relationship between the IV and DV. In the case of (B) university, the regression statistic shows that R² is 0.800, which explains that 80% of job satisfaction variation is done through the democratic leadership style. The statistical result also showed that the F value (339.654) is significant at a level of 5% of significance (0.000). In summary, the regression model used in the research was suitable .

The result indicates that the democratic leadership style has a significant and positive impact on employees' job satisfaction; as the independent factor democratic leadership style assigned a high un-standardized coefficient value (beta) of 0.851; the p-value is equal to zero. Thus, for each unit increase in the case of democratic leadership style, employees' job satisfaction also rises to 0.851. In the case of (A) university, the regression statistic shows that R² is 0.000 which means job satisfaction variation will not be explained

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by components of the autocratic leadership style. The results of the study proved that the regression model used was not suitable based on the value of the F distribution (0.036) at a significant level (0.850 > p=0.05). The result indicates that the autocratic leadership style has an insignificant and negative impact on employees' job satisfaction as the independent factor autocratic leadership style assigned a low un-standardized coefficient value (beta) of -0.037; the p-value is equal to 0.850. Details of regression statistics can be found in Table 6.

Table 5. Reliability and Correlation Results

(A) University					(B) University				
Factors	No. of Items	The main score of mean/ Std. Deviation	Cronbach's alpha	Correlation's Coefficients (r)/ Sig.	Factors	No. of Items	The main score of mean/ Std. Deviation	Cronbach's alpha	Correlation's Coefficients (r)/ Sig.
(IV) Autocratic Leadership Style	10	4.1885 / 0.80324	0.881	-0.022 / 0.850	(IV) Democratic Leadership Style	10	4.1759 / 0.81039	0.884	0.894/0 .000
(DV) Employees' Job Satisfaction	8	2.5657 / 1.35601	.989		(DV) Employees' Job Satisfaction	8	4.0934 / 0.77084	0.789	

Table 6. Regression Results

(A) University			(B) University		
Unstandardized Coefficient Value (beta)	T value	P value	Unstandardized Coefficient Value (beta)	T value	P value
-0.037	-0.190	0.850	0.851	18.430	0.000
R^2	0.000		R^2	0.800	
Adjusted R^2	-0.013		Adjusted R^2	0.797	
F value	0.036		F value	339.654	
Sig. F Change	0.850		Sig. F Change	0.000	

8. CONCLUSION

Through this study, the strength and nature of the relationship between leadership styles (autocratic and democratic) with job satisfaction were highlighted for two private university employees in Erbil / Iraq. (B) university and (A) university were selected to be case studies. According to the survey conducted with the leaders of the two universities; it has been found that the autocratic leadership style prevails in (A) university, while the democratic leadership style prevails in (B) university.

Furthermore, another survey was conducted with the academic staff of each university. It has been found that there is a high level of job satisfaction among the lecturers in (B) university, and the democratic leadership style has a significant and positive impact on employees' job satisfaction. In contrast, the researchers found that there is a low level of job satisfaction among the lecturers of (A) university, and the autocratic leadership style has an insignificant and negative impact on employees' job satisfaction .

It can be concluded that for an employee to achieve the full benefit of himself and his university, he must reach an acceptable level of satisfaction with his university, and this certainly depends on the leadership style that should be followed by university leaders. Future researchers should focus on the impact of leadership practices on overall organizational performance and thus the organization's success.

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