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## The Impact of Developmental Leadership on Adaptive Performance-Analytical Research General Directorates of Education in Baghdad province

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### Abstract:

The research aims to reveal the impact of developmental leadership in its dimensions (ideal model, interest in employees, inspiration and motivation) as an independent variable in achieving adaptive performance in its dimensions (Creative problem solving, learning and motivation, Training efforts, adaptability, work stress management, dealing with crises and emergencies) as a dependent variable, and the research aims to enhance the quality of developmental leadership in the research sample through this leadership style, which is a modern style and is still under research and study with a focus on the benefit of adaptive performance From a psychological and organizational research sample consisting of (106) respondents from the middle administrative leaders in the general directorates of education in Baghdad governorate, adopting the questionnaire as a main tool in data collection, and using a number of statistical methods, including (standard deviation, Sobel test, and Pearson correlation coefficient). There is a positive and direct significant relationship between developmental leadership and adaptive performance in general, but at the level of dimensions it was strong with the dimension of (learning and training efforts) and from medium to strong with (the dimension of personal adaptation and management of work pressures and emergencies).

**Paper type:** Research paper.

**Keywords:** Developmental leadership, adaptive performance, sub dimensions.

## 1. Introduction

The development of administrative thought has proven that human resources have become a major station, which represents the secret of the success or failure of many intellectual and cognitive publications that concern this resource also is the great multiplicity of leadership styles and the emergence of them, and among these modern styles is the developmental leadership of leadership at a distance, Developmental leaders also support individual and collective initiatives, in a way that enhances the ability to achieve adaptive performance, which is measured by the high performance achieved by developmental leadership, and to change the employee's view of work, procedures, policies, and practices from daily routine to a reason for creativity, and make him through this adaptation able to add and provide creative solutions in our organizational environment, and the promotion of high discipline in its behavior and actions, so the researchers see that these variables (developmental leadership and adaptive performance) have an administrative and organizational aspect, and important psychological aspects that serve the Iraqi organizational environment (the employee, the organization, and the community), especially in the educational field. And achieve the desired development, and support the environment and a sample of the research community, and make them able to face the greatest conditions and pressures that this service side of Iraqi organizations is exposed to, and what enhances the importance of both variables also is the scarcity of high-end and Arabic studies that need such variables, so this came The study to fill the conceptual, theoretical, intellectual and applied deficiency in it.

### 1.1 Literature review

There are several studies that have discussed developmental leadership:

Al-Salihi (2018) explained degree of practicing developmental leadership and its dimensions among secondary school leaders, and the degree of availability of a culture of dialogue among secondary school teachers. it was conducted on (874) principals in secondary schools, the study relied on the descriptive survey method, and the questionnaire as a tool for data collection, the results showed that the dimensions of developmental leadership and the culture of dialogue are available in the research sample, with a positive correlation between the two variables and their dimensions.

Al-Abeeri and Al-Amiri (2019) illustrated the nature of the relationships between developmental leadership practices in scientific departments and organizational commitment at Tabuk University, the study included (292) teachers at the University of Tabuk, Saudi Arabia, It relied on the descriptive method (survey and correlation), and the questionnaire as a tool for data collection, the results showed that the degree of practicing developmental leadership, according to the opinions of faculty members at the university, was concentrated among the heads of departments in varying degrees, and that the organizational commitment appeared to a large extent among the sample.

Ryu and Dong (2020) examined the relationship between developmental leadership and how to develop talents and work participation, it included groups of federal employees of (57) federal government agencies in the United States of America, It relied on the descriptive analytical method, the electronic questionnaire, The results of the study showed that each of the three dimensions of developmental leadership and skills development had a positive impact on employees and the development of their skills, which allows identifying organizational problems and paying attention to creative ideas.

Bergman et al (2021) investigated the ability of self-efficacy to achieve psychological control of the developmental leader and increase its effectiveness, The study included (111) military students and teachers at the Swedish Defense University, teachers and registered in the officer training program in Sweden, It relied on analytical descriptive method, electronic questionnaire, and interviews, its results showed that each of the three dimensions of developmental leadership and skills development had a positive impact on employees and the development of their skills, which allows identifying organizational problems and paying

attention to creative ideas, as for the most important recommendations, it was the necessity of conducting the research on more than one country, and also applying it to more general employees.

There are several studies that have discussed adaptive performance:

Al Muhaimid (2016) examined the effect of transformational leadership on the dimensions of adaptive performance of employees, it included (498) workers in the Saudi insurance sector companies, it relied on the analytical descriptive approach, and the questionnaire as a data collection tool, the results showed that there is a medium degree of practice in both variables in the companies surveyed, with a direct and positive effect of the degree of practicing transformational leadership in the dimensions of adaptive performance.

Pedro et al (2019) examined the extent to which self-leadership is associated with adaptive employee performance and job satisfaction in rapidly changing, unpredictable work environments, it included (52) bankers of an international bank, and they were divided into two groups (an expert group and a controlling group), the study method is direct field through a mixed training curriculum, and a special training program that lasted for eight months, the results showed an increase in self-driving, adaptive performance and job satisfaction for the expert group in difficult and unexpected circumstances, while job satisfaction decreased for the control group participants.

Hui Fu et al (2020) created a multi-level framework that illustrates the link between participatory leadership and proactive behavior by mediating adaptive employee performance, It included (301) employees in the hotel industry in China, and relied on the descriptive approach, and the questionnaire, Its results showed that participatory leadership positively affects the team's reflexivity, and the adaptive employee's performance through proactive behavior.

Ying and Zhang (2022) explored the effect of enabling leadership on adaptive performance based on the theory of social exchange, and the theory of empowerment in psychology, The sample included (292) teachers in a number of Chinese universities, The descriptive survey method was used, the questionnaire, The results showed that enabling leadership is significantly and positively associated with adaptive performance.

These studies helped the researchers to crystallize and formulate the research problem through field visits to the organizations included in the study.

The problem of the research was represented by the researchers' observation that leadership in a large part has become formal and stereotyped based on the strength of the situation, and - issuing a set of orders and decisions. And the need to apply it literally and practically, and to some extent away from flexibility, creativity, or development at work, which weakens the power of adaptive performance in the sample, so the research problem revolves around its main question that revolves around it. About the importance and impact of developmental leadership on the sample and the research community and its ability to achieve the adaptive performance of this sample.

The objective of the research is to identify and diagnose the availability of the two research variables and their sub-dimensions among the research sample and the organizations that were researched.

## **2. Material and Methods**

### **2.1 The sample**

The comprehensive sample method was adopted, which included all directors of the middle departments of the general directorates of education in the Baghdad governorate on both sides of Karkh and Rusafa. The number of respondents was (106), as shown in Table (1):

Table 1: Research sample

| S | The name of the General Directorate of Education | Director general | Assistant General Manager | Head of the Department | The total |
|---|--|------------------|---------------------------|------------------------|-----------|
| 1 | Directorate of Education Baghdad Rusafa first    | 1                | 1                         | 15                     | 17        |
| 2 | Directorate of Education, Baghdad, Rusafa II     | 0                | 1                         | 17                     | 18        |
| 3 | Directorate of Education Baghdad Rusafa III      | 1                | 2                         | 13                     | 16        |
| 4 | Directorate of Education Baghdad Karkh first     | 1                | 2                         | 15                     | 18        |
| 5 | Directorate of Education Baghdad Karkh second    | 1                | 2                         | 16                     | 19        |
| 6 | Directorate of Education Baghdad Karkh III       | 1                | 2                         | 15                     | 18        |
|   | Total summation                                  | 5                | 10                        | 91                     | 106       |

**Source:** Prepared by the two researchers based on the information of the planning departments of the six directorates.

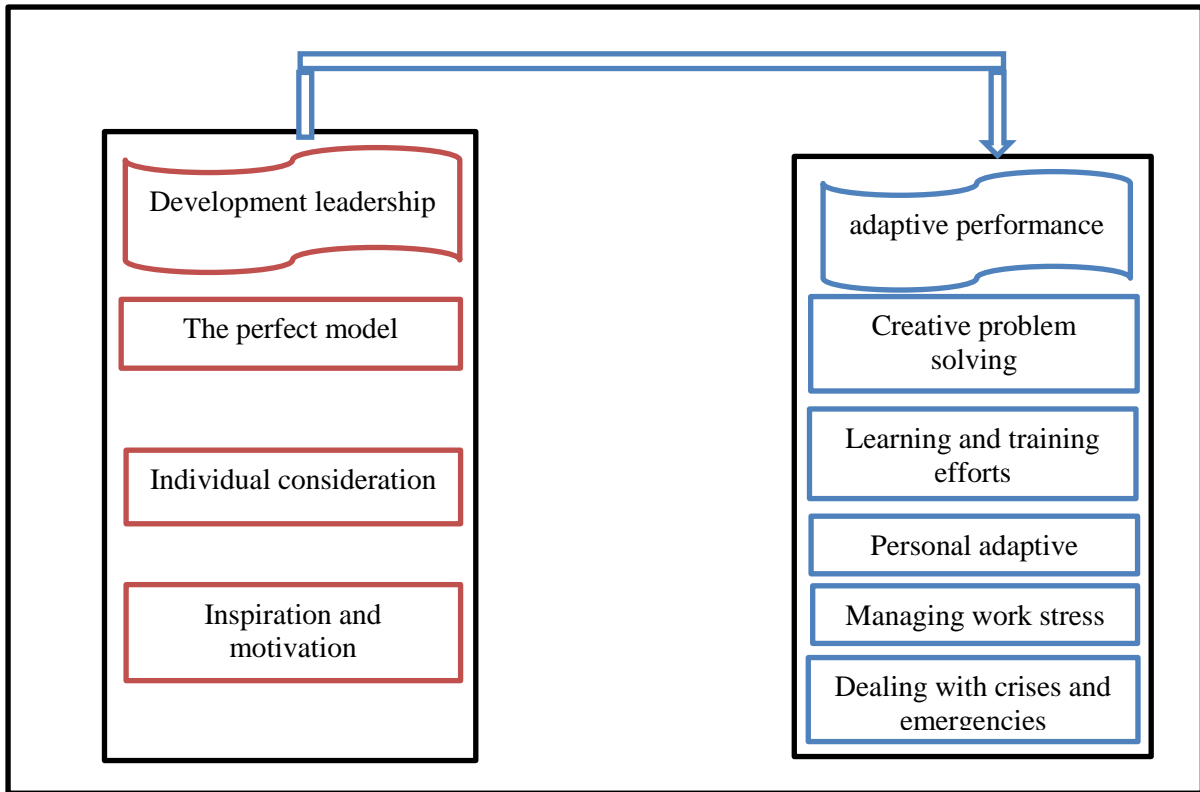
## 2.2 Hypotheses test

The research paper starts from the following main hypothesis (there is a significant effect of the dimensions of developmental leadership on adaptive performance), The following sub-hypotheses emerge from it:

- There is a significant impact of the dimensions of developmental leadership in the creative problem-solving dimension.
- There is a significant impact of the dimensions of development leadership in the dimension of learning and training efforts.
- There is a significant effect of the dimensions of developmental leadership in the dimension of the ability to work personally.
- There is a significant impact of the dimensions of developmental leadership in the dimension of managing work pressures.
- There is a significant impact of the dimensions of developmental leadership in the dimension of dealing with crises and emergencies.
- There is a significant effect between the dimensions of developmental leadership together on adaptive performance.

### 2.2.1 Hypothesis chart

The hypothetical diagram represents the idea of the researchers, and shows the logical relationships of the main variables and their sub-dimensions, in order to integrate with the research problem and questions, its importance, and its objectives. It was designed based on the organizational and intellectual literature for the research variables.



**Figure 1: The hypothesis outline of the research paper**

**Source:** Prepared by researchers based on the regulatory literature for the two variables.

### 2.3 Measurement of validity and reliability:-

**2.3.1 Validity of the apparent content of the tool (questionnaire):** Submitting the questionnaire to a group of arbitrators of different experience and choices, the highest of whom is (24) arbitrators, in order to find out their opinions on the clarity of the questionnaire questions, their interdependence and suitability for measuring variables, noting that the questionnaire consisted of (41) paragraphs It was distributed among the sub-dimensions of the search variables

**2.3.2 Scale stability:** It refers to the internal consistency of the scale, which means that all questions serve a general purpose to be measured (DeVellis and Thrope, 2016), the table (2) shows that Cronbach's Alpha values ranged between (0.770-0.924) for the variables and dimensions, as it was found to be greater than (0.70), and this indicates that the variables and dimensions have an appropriate internal consistency, and these results indicate that the research scale (The resolution) has a good level of stability.

**Table 2: The results of the consistency between the components of the scale**

| Scale                               | Cronbach's alpha coefficient | The decision   |
|-------------------------------------|------------------------------|----------------|
| The perfect model                   | 0.888                        | High stability |
| individual consideration            | 0.845                        | High stability |
| Inspiration and motivation          | 0.824                        | High stability |
| Development leadership              | 0.844                        | High stability |
| Creative problem solving            | 0.921                        | High stability |
| Learning and training efforts       | 0.915                        | High stability |
| Personal adaptability               | 0.917                        | High stability |
| Managing work stress                | 0.924                        | High stability |
| Dealing with crises and emergencies | 0.913                        | High stability |
| Adaptive performance                | 0.930                        | High stability |

**Source:** prepared by the two researchers based on the SPSS V.25 program.

**2.3.3 Internal consistency of the scale (half segmentation):-** The (Spearman-Brown) coefficient for the resolution reached (0.916), while the half-partition coefficient for the resolution using the (Guttman) coefficient was (0.915), which means that with its various measures it has high stability, and it can be adopted at different times, As shown in Table (3).

**Table 3: Internal consistency of the scale (halves)**

|                                       |                  |            |                 |
|---------------------------------------|------------------|------------|-----------------|
| <b>Cronbach's Alpha</b>               | Part 1           | Value      | .973            |
|                                       |                  | N of Items | 30 <sup>a</sup> |
|                                       | Part 2           | Value      | .964            |
|                                       |                  | N of Items | 30 <sup>b</sup> |
|                                       | Total N of Items |            | 60              |
| <b>Correlation Between Forms</b>      |                  |            | .844            |
| <b>Spearman-Brown Coefficient</b>     | Equal Length     |            | .916            |
|                                       | Unequal Length   |            | .916            |
| <b>Guttman Split-Half Coefficient</b> |                  |            | .915            |

**Source:** SPSS V.25 output.

## 2.4 Research variables

**2.4.1 Developmental leadership:-** The literature of this research paper includes the variable of developmental leadership, which emerged as a concept that has a clear model, dimensions, and measure in the early 2000s by the Swedish researcher (Larsson) and his colleagues in (2003), but before that this concept had roots linked to many modern leadership models and theories that constituted developmental leadership. A historical basis, the concept of developmental leadership was born from the womb of transformational leadership studies, which centered around individual consideration (Individualized Consideration) as an important contributor to increasing inspiration, motivating, enhancing and refining employee skills (Roche et al, 2018), and make subordinates know the importance of their work and identify their needs for their development and motivate them to do what is best for their organization (Al- Taei and Al-Jubouri, 2010), the current era highlighted the need for permanent development and change in the organization to face developments in the internal and external environment (Tannai and Ouda, 2012), developmental leadership works to highlight aspects of concern and care for employees without discrimination, and to know their circumstances in order to provide support for him, in addition to accepting constructive criticism and benefiting from it in addressing the shortcomings of himself and others (Al-Abeeri and Al-Amiri, 2019), it also refers to the ability to influence, motivate, and enable others to contribute to the effectiveness and success of organizations, as leaders act in a way that enhances the motivation, morale, and job performance

of their individuals (Bergman et al, 2021), as for the most important dimensions of developmental leadership, they were based on a model (Larsson) year (2003) and it consists of three basic dimensions and each dimension has a set of sub-contents represented by the ideal model dimension and consists of (value base, role model leader, and responsibility) and after caring for employees or (individual consideration) and consists of (support, confrontation) and after Motivation and inspiration, which consists of (promoting creativity and promoting participation) (Sari and et al, 2018).

**2.4.2 Adaptive performance:-** Variable was highlighted by trying to achieve adaptation to the requirements imposed by the new and changing events in World War II when researchers tried to understand why some soldiers had health problems while others were healthy, although the two groups lived in the same environment (Athifah, 2021), and at a time when human capital theories spread that emphasized the importance of knowledge, talent, experience, and wisdom for the employee as a source of innovation and renewal (Al-Saidi and Ma'arij, 2017), and the theory of suitability of the individual for the job, and the prevalence of the concept of flexibility, while most see The researchers (Hesketh and Polakus) are among the first researchers who focused on this subject in a scientific and practical way, Adaptive performance has become the subject of increasing attention after the emergence and spread of new technologies and technology, and employees increasingly need the ability to adapt to changing work conditions that require new or at least modern skills and capabilities (Arantxa et al, 2022), and the concept of adaptive performance focuses on the idea Organizations operate in dynamic and unpredictable environments, and this requires a workforce that is more adaptable and responsive to diversity, highly skilled in dealing with conditions of uncertainty (David et al, 2021), as well as flexible organizational structures and administrative processes. For organizations (Venkata et al, 2021), Adaptive performance helps formulate organizations' strategies and makes them more flexible (Rana et al, 2021), and these ideas lead to a decrease in work turnover, achievement of commitment, the employee's sense of connection to the organization and its goals, and the achievement of specific job performance (Matar and Saeed, 133). As for its dimensions, it was determined by eight dimensions by (Polakus), which were (creative problem solving, learning and training efforts, personal adaptability, material adaptability, cultural adaptability, work stress management, The ability to deal with crises and emergencies, the ability to deal with situations of uncertainty) (Walker, 2015).

### 3. Discussion of Results

**3.1 Data collection tools: To complete their research paper, the two researchers relied on two types of tools, as follows:**

**2.5.1 Theoretical side:** It includes the various scientific sources through what was provided to the researchers from sources that were used in the research variables, various scientific and academic sites, articles, reports, research, dissertations, and letters related to the research variables and their sub-dimensions, documents, official records and files. And the leaflets in the Educational Information Department, the Planning Department, and the Preparation and Training Department for the six directorates examined, and the official websites.

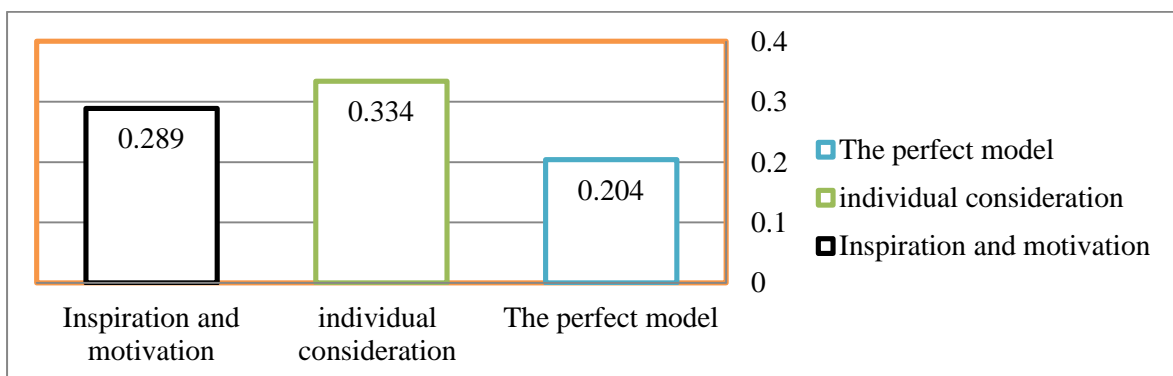
**3.2 The practical side:** It includes personal interviews before and after the distribution of the questionnaire, and field visits before and after the practical application, to inquire about the research variables and their availability in the research community, and the questionnaire, which represents the main research tool, through which information and data were collected, to complete the practical side, and see the The opinions of the research sample directly, and it was designed based on a number of measures related to the research variables, which were adapted to suit the nature, sample, and place of application(1) to (5), because it is one of the standards that are characterized by accuracy, and it is frequently used in research and studies.

### 3.3 The used statistical methods:

The researchers used a set of statistical methods, with the use of the ready-made statistical program (SPSS V 25), and the (Amos.25) program, and the use of internal consistency of the measure (half-halves) represented by the rank correlation coefficient (Spearman-Brown), and the retail coefficient Half of the questionnaire using the (Guttman) coefficient, the test of sample sufficiency represented by the statistical indicator (KMO), and (Bartlett's) for significant correlation, confirmatory factor analysis represented by indicators of good fit, the arithmetic mean, standard deviation, coefficient of difference, relative importance, multiple linear regression, coefficient Selection ( $R^2$ ), test (Soble) and others, as shown through the practical side below.

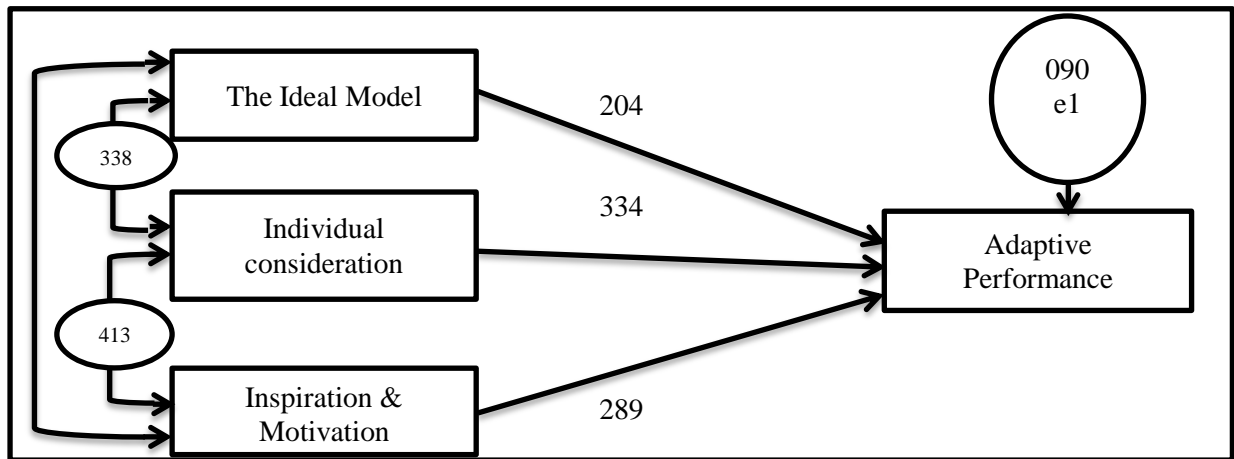
**3.4 Statistical side results:-** From the practical side it is clear that value of (F) extracted for the estimated model was (103.686), which is greater than the tabular (F) value of (2.42) at the level of significance (0.05) as shown in Table (4), and accordingly we accept the hypothesis and this means (there is a significant effect significant between the dimensions of developmental leadership in adaptive performance), and this indicates that the dimensions of (developmental leadership) have an effective impact on (adaptive performance), and the value of the corrected determination coefficient ( $R^2$ ) was recorded (0.753), as shown in Table (4), and this indicates that the dimensions of (developmental leadership) explain (75%) of the changes that occur in (adaptive performance), while the remaining percentage (25%) is dependent to other variables not included in the research model.

**3.5** By using the (Stepwise) method of testing the significance of the dimensions, and after deleting the non-significant dimensions, it is clear that the model in its final form depends on all dimensions combined, i. It is greater than the tabular (F) value of (2.65) Table (4), and this indicates that the dimensions (ideal model, interest in employees, inspiration and motivation) are the most influential and reflective dimensions on (adaptive performance), and it is evident through the value of the marginal tendency coefficient ( $\beta$ ) for the moral dimensions, which are represented by the dimensions (ideal model, interest in workers, inspiration and motivation) of (0.204, 0.334, 0.289), respectively, as shown in Table (4), indicating that there is a discrepancy in the strength of the influence of the moral dimensions in the variable (adaptive performance), as it is clear from Figures (2) and (3) that the highest impact strength was at the dimension (individual consideration), as increasing this dimension by one unit will lead to an increase in the variable (adaptive performance) by (33%) as it turns out that the least effective force was at the (ideal model) dimension, as increasing this dimension by one unit will lead to an increase in the (adaptive performance) variable by (20%).



**Figure 2: The values of the marginal slope coefficient between the significant dimensions of the developmental leadership variable in adaptive performance using the (Stepwise) method.**





**Figure 3: The effect of developmental leadership dimensions on adaptive performance using multiple linear regression**

**Source:** Output of AmosV.2 5 Program.

**Table 4: The effect between the dimensions of developmental leadership on adaptive performance using multiple linear regression.**

| Dimensions of development leadership | Multiple linear regression model |         |       | Multiple linear regression model using the method(Stepwise). |       |         |                       |
|--------------------------------------|----------------------------------|---------|-------|--|-------|---------|-----------------------|
|                                      | (β)                              | (t)     | Sig.  | (β)  | (t)   | Sig     | Dimension entry order |
| The Perfect model                    | 0.204                            | 2.915   | 0.004 | 0.204  | 2.915 | 0.004   | 3                     |
| individual consideration             | 0.334                            | 4.592   | 0.000 | 0.334  | 4.592 | 0.000   | 1                     |
| Inspiration and motivation           | 0.289                            | 3.759   | 0.000 | 0.289  | 3.759 | 0.000   | 2                     |
| (a)                                  |                                  | 0.636   |       |  |       | 0.636   |                       |
| (R) multiplayer                      |                                  | 0.872   |       |  |       | 0.872   |                       |
| (R2)                                 |                                  | 0.760   |       |  |       | 0.760   |                       |
| Adj(R2)                              |                                  | 0.753   |       |  |       | 0.753   |                       |
| (F)                                  |                                  | 103.686 |       |  |       | 103.686 |                       |
| Sig.                                 |                                  | 0.000   |       |  |       | 0.000   |                       |
| (F) Tabular                          |                                  | 2.42    |       |  |       | 2.65    |                       |
| (t) Tabular                          |                                  | 1.984   |       |  |       | 1.984   |                       |

#### **4. Conclusion**

The existence of a causal relationship between developmental leadership and adaptive performance with the high correlation between these two variables, and the existence of a belief in the importance of the message and the educational goal on the society as a whole and on the sample and the research community, and that developmental leadership represents the arrowhead for the success and continuity of this importance to the mission and goals of organizations The respondent, and the adaptive performance represents a safety valve for her, and the predominance of a friendly professional climate in the research sample in general, and does not include any hostility at the personal or functional level, which enhances the research variables in the surveyed directorates (especially the adaptive performance), Also, the existence of the ideal model and well in the surveyed directorates and its three contents (exemplary leader, values base, responsibility), and we conclude from that that most of the existing leaders have a sense of responsibility, and human values within the work, and the presence of interest in the employees by the senior leadership in the directorate, in order to address the problems that may arise between them and as soon as possible, in addition to the ability to deal with annoying co-workers, The researchers also conclude that whenever there is an arrangement of work priorities, and interest in developing and developing the performance of employees, and making them aware of their importance and the importance of what they provide, while showing interest in opinions, encouraging the participatory side, and exchanging ideas that they put forward regarding new situations or requirements, and that Senior management is a professional and ethical model for them, and this had an active and clear role in the ability to solve problems creatively.

#### **5. Further Work**

In view of the lack of local and international studies on these two variables, the researchers see the need to conduct more studies on them in private and public institutions, with an examination of their association and impact on these administrative topics (talent management, knowledge makers, self-management and organizational diplomacy).

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## تأثير القيادة التنموية بالأداء التكيفي- بحث تحليلي في المديرية العامة للتربية في محافظة بغداد

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هذا العمل مرخص تحت اتفاقية المشاع الابداعي نَسب المُصنَّف - غير تجاري - الترخيص العمومي الدولي 4.0 Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)



### مستخلص البحث:

تتمثل مشكلة البحث بمحاولة الكشف عن مدى تأثير القيادة التنموية بأبعادها (النموذج المثالي، الاهتمام بالموظفين، الالهام والتحفيز) كمتغير مستقل على تحقيق الاداء التكيفي بأبعاده (حل المشكلات بشكل خلاق، جهود التعلم والتدريب، القدرة على التكيف الشخصي، ادارة ضغوط العمل، التعامل مع الازمات والحالات الطارئة) كمتغير تابع، ويهدف البحث الى تعزيز جودة القيادة التنموية لدى عينة البحث من خلال هذا النمط القيادي الذي يعد نمطا حديثا ولا زال قيد البحث والدراسة مع التأكيد على فائدة الاداء التكيفي من الناحية النفسية والتنظيمية للعينة المبحوثة والتي تتكون من (106) مستجيب من القيادات الادارية الوسطى في المديرية العامة للسنة للتربية في محافظة بغداد، باستخدام المنهج الوصفي التحليلي، واعتماد الاستبانة كأداة رئيسية في جمع البيانات، واستخدام عدد من الاساليب الاحصائية ومنها (الانحراف المعياري، ومعامل التحديد (R<sup>2</sup>))، واختبار Soble، ومعامل الارتباط بيرسون)، وظهرت النتائج وجود تأثير ذو دلالة معنوية بين ابعاد القيادة التنموية مع الاداء التكيفي وابعاده، ووجود علاقة معنوية موجبة وطردية بين القيادة التنموية والاداء التكيفي اجمالا، اما على مستوى الابعاد فكانت قوية مع بعد (جهود التعلم والتدريب) ومن المتوسط الى القوي مع (بعد التكيف الشخصي و ادارة ضغوط العمل والحالات الطارئة).

### نوع البحث: ورقة بحثية.

المصطلحات الرئيسية للبحث: القيادة التنموية، الاداء التكيفي، ابعاد فرعية.

\*البحث مستل من اطروحة دكتوراه