Organizational Behavior and Its Relationship to the Leadership Personality of the University Student

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Abstract: The relationship between organizational behavior and the leadership personality is a positive function for males and females and for the benefit of males, as the leadership personality carried by males leads intuitively to organizational behavior. The relationship between organizational behavior and leadership personality is a positive function of scientific and human specialization and in favor of scientific specialization, as the time regulation of scientific disciplines and the organization of the schedule of daily life is always more organized for students of scientific colleges at the expense of students of human colleges. We recommend attention to building the organizational behavior of the individual since the first stages of study, build a character who can take responsibility from childhood. Preparing students who are able to build the leadership personality in a way that enables them to lead the groups they belong to in the classroom or the school stage and establishing positions and information in the curricula that introduce the student to the importance of organizational behavior and leadership personality.

Keywords: Organization, Behavior, Leadership, University

Introduction

Organizational behavior is concerned with developing the skills of individuals, and the more specific goals it seeks to achieve. Highly effective organizations encourage their managers to study the principles of organizational behavior, because knowledge is the basis for interpretation and analysis of behavior, (Abdel Hadi, 2008) and also the basis for predicting it. Thus, for students, their lifestyle must be organized and prioritized according to their basic need, as the life of university students requires the upgrading of all types of behavior, including organizational behavior. (Floud, 2015) As for the leadership personality, it means the ability of the individual to influence or lead the group to which he belongs, as the subject of leadership in psychology is one of the vital topics confirmed by various psychological studies, and considered it one of the priorities of building the personality of the student. The current research problem and its importance arises in the ability to organize behavior for students and try to highlight the leadership behavior and leadership personality of the university student who will become, after years, a leader in society and is the one who runs its institutions. (Hollander, 2006) In this case we have to emphasize building organizational behavior and leadership personality. The researcher applied the two measures prepared for this purpose and statistical treatment. He came out with many conclusions from the research results and compared them with other studies. The research also came up with a number of recommendations and proposals, the most important of which are: (Beach, 2002) Interest in building organizational behavior among the individual since the first academic stages. Build the character who can take responsibility from childhood. Conduct a study on organizational behavior and how to build it. Conducting a study related to the leadership personality and how to prepare it. (Hamid, 2011)

Literature review

Organizational behavior means studying the behavior and performance of workers in the organization, given that the organization's environment has a major impact on the behavior and behavior of workers, and then their production for the organizational and social environment outside the organization (kagan, 1995). Organizational behavior is the application of aspects of scientific knowledge about how workers interact in the organization as individuals and groups within the organization, in order to increase the productivity of workers. (Abdel Hadi, 2008) Human resources are an important resource for the organization and therefore necessitated. The necessity of studying and understanding the behavior of individuals because it has an impact on the effectiveness of the organization. (Lindgren, 2012) Although organizational behavior is not a daily job like accounting, marketing or finance, it permeates almost every job at the organizational, business, and all specialties levels. Everyone planning to work in any organization, whether large or small, public or private, must study and understand organizational behavior in order to interact with others. (Beach, 2002)

Organizational behavior is concerned with developing the skills of individuals, but what are the most specific goals that it seeks to achieve. Highly effective organizations encourage their managers to study the principles of organizational behavior, (Reber, 2003) because knowledge is the basis for interpretation and analysis of behavior, and also the basis for predicting it. Thus, for students, their lifestyle must be organized and prioritized according to their basic need, and the highest, as the life of students in universities requires upgrading all kinds of behavior, including organizational behavior. (Floud, 2015) As for the leadership personality, it means the ability of
the individual to influence or lead the group to which he belongs, as the issue of leadership in Psychology Leadership is one of the vital topics confirmed by various psychological studies, and it is considered one of the priorities of building the personality of the student. (Abdel Hadi, 2008) The current research problem highlights the ability to organize The behavior of students and the attempt to show leadership and leadership behavior of the university student who will become a leader in the community after years and who manages its institutions. In this case, we have to emphasize building organizational behavior and leadership personality. (Hollander, 2006)

Personality psychology is concerned with building the moral and scientific system of the individual in order to be fit for building society, hence the intellectual construction that goes back to succession of generations and the scientific revolution that started in the nineteenth century and continued in the twentieth century and live its results in the twenty-first century and this is caused by the scientific thinking of man and the organization of behavior in general and is What psychologists went to call it organizational behavior. (Beach, 2002) Organizational behavior also helps in understanding the solution to problems that creative thinking scholars founded in the 1940s, which helps to solve intractable issues smoothly (Hynd, 1983), and objectively without referring to metaphysical thinking or ignorance of dismantling the problem to its simple parts and thus solving it, and this Organizational behavior leading to building the personality of a practical leader who is able to solve problems in the simplest way. (Hamid, 2011) In the field of leadership, the researchers emphasized that building the leadership character is one of the most difficult tasks that teachers and educators carry out. And there are those who can only be criticized because of the nature of his upbringing, his community and the environment in which he grew up. There are a number of theories in the concept of leadership personality, including the Great Man Theory, (Abdel Baqi, 2005) which is one of the oldest theories, as you see that the owners of this aspect who have special talents, the most important of which is the power to influence others, and the ability to change in social life for them, and the owners of these see The theory is that a leader is born with inherited traits. (Hollander, 2006) While the theory of Characteristics considers that the individual who is distinguished as a leader possesses a number of personal qualities such as intelligence, ability to cooperate, principle, initiative and courage, linguistic skills and higher mental capabilities, and he must also have features (physical, social and mental) that enable him to lead. The theory of the situation sees that the leaders stand out according to the situation and how they are able to confront it and overcome its difficulties. While the interactive theory sees that, the leader must interact with the working group, and with its larger group, which relates to society in general. (Kieth, 2018) As for the scientific studies that dealt with organizational behavior and leadership personality, separately, they were as follows: One study confirmed the importance of organizational behavior in solving the multiple problems experienced by the individual in the personal, social and psychological areas (Hynd, 1983). Another study found that the individual does not dispense with organizing his ideas into simple behavior that leads to more organized behavior in order to find a solution to his problems. The results of the research found that females are more organized than males in the field of organizational behavior. (Onda, 2016) Another study also found that organizational behavior creates healthy relationships between individuals and these relationships affect the level of success, whether the institution is educational or productive. (Kieth, 2018) There is another study on leadership as it was conducted on a sample of prep students, and it was concluded from the study that there is no distinctive trait of the leader among students that some students outperform in sporting matches and their failure in the leadership character, who has the ability to lead with a social personality is distinguished, who has the ability to Driving is a feature of student control. (Khuzam, 1978) In another study, it was found that leadership needs charisma and personal susceptibility first needed by an individual to become a leader of a group. And he emphasized the importance of intelligence, farsightedness, and the power of intuition in building the leadership personality. The study also found that males have a higher degree than females in the advantage of building the leadership character. (Al-Atoy, 2009) Another study found that the driving feature comes with a child's upbringing and may be carried by hereditary genes. It is also possible to train children and young people on the responsibility of leadership, training that enables them in the future to form a leadership character (Komond, 2011)

1. Organizational Behavior

Organizational behavior is defined as a study of the attitudes of individuals, groups, and their actions towards the organization, or during dealing with each other, and the effect of these attitudes and behaviors on the organization's performance and functions. (Abdel Baqi, 2005) Organizational behavior is defined as the study of understanding the behavior of workers in the organization, and this includes: (Reber, 2003) the way of thinking and awareness of workers, their personalities, their motivations to work, their job satisfaction, their attitudes and values, as well as their practices as individuals or groups, and the interaction of this behavior with the environment of the organization, in order to achieve The goals of both employees and the organization at the same time. (Abdel Baqi, 2005) and (Reber, 2003) defined organizational behavior as the behavior of individuals within organizations. While (Foutel, 2015) sees organizational behavior is the study of human behavior as an individual within an organization, in terms of feelings, ideas, considerations and dealing with other people in it. (Kieth, 2018)
2. Leadership Personality

The leadership character is defined as the use of acquired behavior in addition to knowledge and insight in assessing the need for decision-making and assessing the situation. (Clarence, 1993) A leadership personality is defined as the ability of an individual to influence the behavior of a group of individuals and direct their work (Zahran, 1985). The leadership personality is defined as directing efforts towards achieving the agreed goals by using administrative processes, personal characteristics and capabilities in order to optimize their use in a successful work management (Abdel Hadi, 2008).

Methodology

The current research is determined by students of Baghdad University for the academic year (2018-2019), from the humanities scientific colleges. Male and female. The research community of the university students was a large community that contains hundreds of thousands of students at the level of Iraq, so the researcher took depending on many reasons, including the limited work time in the research according to its determinant within the school year and the instructions of the University of Baghdad in this regard by adopting an intentional sample consisting of 300 students from Scientific colleges in the Al-Jadiriya complex, and 300 students from human colleges. The sample was chosen from the College of Science, the College of Engineering, the College of Information, and the College of Political Science, and Table No. (1) Shows the sample. (Al-Aqili, 1990), (Al-Bayati, 1991)

Table No. (1) Research sample

<table>
<thead>
<tr>
<th>N</th>
<th>College</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engineering</td>
<td>75</td>
<td>75</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Sciences</td>
<td>75</td>
<td>75</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>media</td>
<td>75</td>
<td>75</td>
<td>150</td>
</tr>
<tr>
<td>4</td>
<td>Political Science</td>
<td>75</td>
<td>75</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>300</td>
<td>600</td>
<td></td>
</tr>
</tbody>
</table>

The measurement tools for organizational behavior and leadership personality were built by reviewing the previous literature on this topic, as well as a number of scientific standards and how to build them, as well as a survey question was directed to a sample of undergraduate students and seeking the help of expert teachers in Psychology and management with their specializations, and after using the appropriate statistical means to choose the sample and measures for building standards in terms of honesty, consistency and discrimination according to the scientific sources approved in the psychological and educational statistics (Al-Aqili, 1990) After obtaining the answers, the paragraphs were formulated, as the number of paragraphs of the organizational behavior scale reached (35) items, including a number of life situations that the student lives in at the university, and (29) paragraphs on the leadership personality scale that include questions and positions that give a picture of the leader's behavior in the situations that need To make a decision. And the two tools were applied to the research sample. The answers were determined by three alternatives that were largely agreeable, somewhat agree, and unsuccessful.

Results

1. Exposing the organizational behavior of university students

The organizational behavior scale was applied to the current research sample consisting of (600) male and female students, and it was applied to the male and female research sample separately and extracting the results, it became clear that the average female degrees on the scale reached (137.47) degrees, with a standard deviation By (21.85), and by comparing this mean with the hypothetical mean of the scale of (122.4) degrees, and using the T-test for one sample, it was shown that there was a statistically significant difference in favor of the arithmetic mean at the level of (0.05) as the calculated T value reached (13.9) It is greater than the tabular of (1.96) and Table (2) shows this.

Table (2) T-Test for the difference between the female sample mean and the hypothetical mean on the organizational behavior scale

<table>
<thead>
<tr>
<th>Female sample</th>
<th>The average</th>
<th>standard deviation</th>
<th>Hypothetical mean</th>
<th>Calculated T value</th>
<th>Value of tabular T</th>
<th>Degree of freedom</th>
<th>Signi. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>137.4</td>
<td>21.85</td>
<td>122.4</td>
<td>13.9</td>
<td>1.96</td>
<td>298</td>
<td>0.05</td>
</tr>
</tbody>
</table>
This result indicates the high organizational behavior of females, and the results of the study are consistent with the results of a study (HYND, 1983) in the importance of organizing behavior and that females are higher than males in organizing this type of behavior. As for males, it turned out that their average score on the scale was (116.56) with a standard deviation of (19.21) and by comparing this average with the hypothetical average of (118.95) and using the T-test for one sample, it was found that the calculated value of T (11.9) is greater than the schedule (1.96) with a degree of freedom (298) (Table 3), and this means the presence of organizational behavior in males, but with a slight difference from it in females, and this is expected due to family education that focuses on organizing in women and lack of interest in it in males.

<table>
<thead>
<tr>
<th>Males</th>
<th>The average</th>
<th>standard deviation</th>
<th>Hypothetical mean</th>
<th>Calculated T value</th>
<th>Value of tabular T</th>
<th>Degree of freedom</th>
<th>Signi. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>116.56</td>
<td>19.21</td>
<td>118.95</td>
<td>11.9</td>
<td>1.96</td>
<td>298</td>
<td>0.05</td>
</tr>
</tbody>
</table>

2. Exposing the leadership personality of university students

The Lead Personality Scale was applied to the research sample of 300 females and 300 males, and it became clear that the average female on the scale reached (85.32) with a standard deviation (19.08) and by comparing this average with the hypothetical mean of (87.5) degrees and using the T-test for one sample T-test shows that the difference is not statistically significant at a level (0.05) between the arithmetic and theoretical mean as the calculated T value reached (1.79) which is less than the theory of (1.96) with a degree of freedom (298) and Table (4) shows that

<table>
<thead>
<tr>
<th>Females</th>
<th>The average</th>
<th>standard deviation</th>
<th>Hypothetical mean</th>
<th>Calculated T value</th>
<th>Value of tabular T</th>
<th>Deg. of freedom</th>
<th>Signi. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>85.32</td>
<td>19.08</td>
<td>87.5</td>
<td>1.79</td>
<td>1.96</td>
<td>298</td>
<td>0.05</td>
</tr>
</tbody>
</table>

And this result is consistent with the result of the study (Al-Atoum 2009) in the weak ability of females to build the leadership personality. It is expected in principle, as our societies do not give leadership to females in a realistic and holistic manner. Whereas, the average male on the leading personality scale was (102.38) with a deviation of (22.9), and by comparing it with the hypothetical average of (105) degrees and using T-test for one sample, it was shown that the difference is significant at the level of (0.05) as the T value reached (2.14) It is higher than the tabular at the level of (0.05) and the result of this study is consistent with the study (Al-Atoum 2009) and (Commund 2011) study, and Table (5) illustrates this.

<table>
<thead>
<tr>
<th>Males</th>
<th>The average</th>
<th>standard deviation</th>
<th>Hypothetical mean</th>
<th>Calculated T value</th>
<th>Value of tabular T</th>
<th>Degree of freedom</th>
<th>Signi. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>102.38</td>
<td>22.9</td>
<td>105</td>
<td>2.14</td>
<td>1.96</td>
<td>298</td>
<td>0.05</td>
</tr>
</tbody>
</table>

3. Disclosing the relationship between organizational behavior and leadership personality of university students.

To achieve this goal, the Pearson correlation coefficient was used between the scores of the members of the research sample of (600) male and female, in their scores on the organizational and leadership behavior scales. The correlation coefficient value was (0.186) and it is higher than the tabular value of (0.174). And by using the T-test to find out the significance of correlation, the T-value reached (2.01), which is higher than the tabular of (1.96) at the significance level (0.05). This result indicates a high correlation between organizational behavior and leadership personality of university students and is consistent with the results of a study (Hynd, 1983) in the importance of organizational behavior processes in building the leadership personality and to know the relationship between organizational behavior and leadership personality according to gender (male, Female) and specialization (scientific,
humanistic). The researcher used the Pearson correlation coefficient for the scores of the sample individuals on the two scales prepared for this purpose. Table (6) shows that

Table (6) The relationship between organizational behavior and leadership personality according to the variables of sex and specialization

| Variable | Category | The sample | Correlation coefficient | T value | Signi. level 0.05
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>300</td>
<td>0.615</td>
<td>11.18</td>
<td>Function</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>300</td>
<td>0.477</td>
<td>5.69</td>
<td>Function</td>
</tr>
<tr>
<td>Specialization</td>
<td>Male</td>
<td>300</td>
<td>0.655</td>
<td>9.35</td>
<td>Function</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>300</td>
<td>0.486</td>
<td>5.296</td>
<td>Function</td>
</tr>
</tbody>
</table>

Conclusions

The relationship between organizational behavior and the leadership personality is a positive function for males and females and for the benefit of males, as the leadership personality carried by males leads intuitively to organizational behavior. The relationship between organizational behavior and leadership personality is a positive function of scientific and human specialization and in favor of scientific specialization, as the time regulation of scientific disciplines and the organization of the schedule of daily life is always more organized for students of scientific colleges at the expense of students of human colleges.

Recommendations

- Attention to building the organizational behavior of the individual since the first stages of study.
- Build a character who can take responsibility from childhood.
- Preparing students who are able to build the leadership personality in a way that enables them to lead the groups they belong to in the classroom or the school stage.
- Establishing positions and information in the curricula that introduce the student to the importance of organizational behavior and leadership personality
- Conducting a study on organizational behavior and how to build it.
- Conducting a study related to the leadership personality and how to prepare it.
- Conducting a study on the possibility of teaching building organizational behavior and building the leadership personality.
- Work on preparing curricula for the student to learn the importance of organizational behavior and character building.
- Carrying out similar studies to the current study with different educational stages.

References

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29.