

## Classroom Leadership Styles and Their Relationship to Achievement Motivation among First-Year Students : A Field Study at the Higher School for Teachers of Technological Education in Azzaba (Skikda)

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### Abstract

This study aimed to identify the nature of the relationship between classroom leadership styles (the authoritarian style, the democratic style, and the laissez-faire style) prevailing at the Higher School for Teachers of Technological Education in Skikda and achievement motivation among first-year students. The descriptive method was adopted, relying on a questionnaire as the main tool for collecting information and data. The questionnaire consisted of 43 items and was administered to a sample of 100 students selected through a combination of stratified and simple random sampling. After collecting, organizing, and analyzing the data using various appropriate statistical methods through the SPSS program, the following results were reached:

There is a moderate positive correlation between the authoritarian leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda.

There is a moderate positive correlation between the democratic leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda.

There is a weak positive correlation between the laissez-faire (chaotic) leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda.

Based on the foregoing, it can be said that the general hypothesis has been confirmed, namely, that there is a moderate positive correlation between the classroom leadership styles applied and achievement motivation among the study sample.

**Keywords:** classroom leadership, achievement motivation, democratic leadership, authoritarian leadership, laissez-faire leadership.

### 1. Introduction:

The university, with its various institutions (university centers and higher schools), is the focus of the world's attention and the object of its hopes and aspirations for growth and development, as it represents the pinnacle of the educational pyramid and a stronghold of human thought at its highest levels. It is also a source for investing in and developing human wealth and for fostering civilization and collective values. It is considered one of the most important scientific institutions in society, as it

constitutes a fundamental link in societal development, particularly in our present era. It has become the foundation upon which the scientific and intellectual process of preparing human resources at all levels and in various fields of life rests. It also works to expand human knowledge and ensure its continuity, in addition to being a space for dialogue, discussion, and constructive criticism concerning various subjects, phenomena, and practices. Moreover, it serves as a means of disseminating knowledge and culture, training specialists to occupy key positions in society, conducting scientific research, and preparing researchers. This is because it is an organized administrative social unit composed of a group of complex elements and components represented by financial capabilities and material and human resources, such as employees, professors, and students. (Saker, 2022, p. 16)

The latter (the university student) is the focus of the educational process and its cornerstone, as they cannot realize their full potential without an appropriate educational environment that motivates them to learn and helps them direct and manage their energy toward work, while creating a kind of balance between their abilities and potential and the environment with which they interact. This can only be achieved through a guide and mentor within the classroom, namely the teacher, who is considered the essential member in the successful functioning of the human production process, as human beings constitute its raw material through their skills, abilities, experiences, and acquired knowledge. The teacher is the person most capable of bringing about changes in students' behaviors, arousing their interest, guiding them properly, and encouraging them to work diligently, thereby contributing to graduating distinguished and creative students. Therefore, the university can derive its strength and status, particularly from the competence of its teachers, especially since the university professor is considered the fundamental factor in the educational system and the essential link for the success and improvement of the educational process. Consequently, it is necessary to pay attention to them by developing their leadership abilities and capacities, which are among the most important means through which the teacher influences students and improves their level of performance, affects them, organizes their efforts, and guides them in a manner that enables them to gain their respect, with the aim of advancing the educational process. This has led many researchers and scholars to call for the need to identify the various leadership styles, given that they play an important role in the success or failure of institutions in general and higher education institutions in particular.

Despite the agreement on the importance of leadership style in encouraging and motivating students to perform their tasks successfully, given that each style has its advantages and disadvantages in influencing students' performance within the classroom, some emphasize the necessity of adopting the autocratic model, such as the scholar Max Weber (MAX WEBER), due to the leader's strong personality, whereby they take charge of every small and large matter and do not involve anyone else in their role. This style also relies on centralization in decision-making. However, modern teaching methods reject the application of this style in higher education institutions because it weakens learners' experiences and lowers their performance levels by creating feelings of confusion, an inability to act, and a lack of self-reliance in critical situations. As a result, the student's personality becomes passive, leading to deficiencies in various aspects of learning.

There are also those who consider the laissez-faire (chaotic) style to be the best leadership style, in which the role of the leader (teacher) is merely formal in order to avoid violent reactions from learners if they are directly criticized. This approach is based on granting students complete freedom to determine tasks and activities, with minimal intervention from the leader (teacher) in participating in the leadership of the work or activity. Their role is limited to providing the basic materials and information, which may undermine their position. Advocates of this style believe that each individual

in the school works in the manner they consider appropriate without intervention from the principal, meaning that the school manages itself. As for the democratic leadership style, according to the behavioral school, it is important in influencing learners' behaviors in performing their tasks. It has been demonstrated that this style is the most appropriate for controlling and managing the classroom. Within its framework, successful leadership is achieved because it is based on respecting learners' feelings and earning their respect without domination or violence. It is characterized by flexibility and encourages initiative, while also paying attention to providing the appropriate conditions and the material and human resources necessary for the educational process. (Zernouh & Ben Slim, 2022, pp. 39–40)

However, despite the differences among classroom leadership styles and the variations in their characteristics, advantages, and disadvantages, they may affect learners' achievement motivation. The latter is considered one of the important aspects, as it is the main driving force behind human behavior, motivating individuals to perform work well, achieve success, and overcome obstacles efficiently. Its importance is also evident from an educational perspective, as it constitutes a means that can be used to achieve specific educational objectives effectively. This is because it is one of the factors determining the learner's ability to achieve academically. Motivation is related to the student's interests, directing their productivity toward certain activities rather than others. It is also related to their needs, making certain stimuli reinforcing factors that influence their behavior and encourage them to persevere and work effectively.

Failure to reinforce achievement motivation among learners through appropriate classroom leadership methods proposed by educational specialists may lead to a decline in their performance and academic achievement, and may also increase their level of stress and states of imbalance. Therefore, through our study, we will attempt to identify the nature of the relationship between classroom leadership styles and achievement motivation among first-year students in the common core program, by determining the extent to which the dimensions of classroom leadership styles contribute to achieving learners' motivation. Hence, the research problem can be formulated through the following main question:

Is there a correlation between classroom leadership styles and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda?

Under this main question, a set of sub-questions arises, as follows:

Is there a correlation between the democratic leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda?

Is there a correlation between the indifferent (chaotic) leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda?

Is there a correlation between the authoritarian leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda?

## **2.1. Research Hypotheses:**

### **A- General Hypothesis:**

There is a correlation between classroom leadership styles and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda at the significance level of 0.05.

### **B- Partial Hypotheses:**

There is a correlation between the democratic leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda at the significance level of 0.05.

There is a correlation between the laissez-faire (chaotic) leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda at the significance level of 0.05.

There is a correlation between the authoritarian leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda at the significance level of 0.05.

### **3.1. Operational Definitions of the Study Terms:**

**Classroom Leadership:** The teacher's ability to influence students' behavior, motivate them to learn, and help them achieve their educational and personal goals in a positive manner.

**Achievement Motivation:** Achievement motivation refers to the student's desire to perform their academic tasks well, achieve success and excellence in them, and overcome obstacles with a high degree of efficiency. It consists of five dimensions: sense of responsibility, striving for excellence to achieve a high level of aspiration, perseverance, sense of the importance of time, and future planning.

**Democratic Style:** A style characterized by the teacher's participation with students in making decisions related to the educational process, encouraging them to express their opinions, applying classroom rules fairly, and using positive reinforcement.

**Authoritarian Style:** A style characterized by the concentration of authority in the hands of the teacher, who makes all decisions without consulting students, applies classroom rules strictly, and makes frequent use of punishment.

**Laissez-Faire Style:** A style characterized by the absence of leadership and control, whereby the teacher does not establish clear rules for students, does not apply them fairly, and does not help them assume responsibility.

### **4.1. Objectives of the Study:**

This study seeks to achieve a set of objectives, which can be presented as follows:

To identify the basic concepts and contents of classroom leadership, including its dimensions, elements, and measurement scales, as well as to identify the content of achievement motivation, including all its dimensions, elements, measurement indicators, and ways of improving it, through reviewing the theoretical literature and previous studies related to both variables (classroom leadership styles and achievement motivation).

To provide the Algerian library with a theoretical and field study on classroom leadership styles and achievement motivation.

To identify the relationship between classroom leadership styles and achievement motivation among first-year students in terms of the following dimensions: authoritarian style, democratic style, and laissez-faire style.

### **5.1. Previous Studies:**

#### **- Al-Manji and Al-Mughaydi Study (1995):**

Entitled "School Principals' Leadership Styles and Their Relationship to Work Motivation as Perceived by Male and Female Teachers in Al-Ahsa Educational District," this study aimed to examine the leadership styles of male and female school principals and their relationship to achievement motivation among male and female teachers at different levels of general education in

the Al-Ahsa Educational District, in light of the following variables: educational level, gender, years of experience, and academic qualification. The study was conducted on a stratified random sample selected from male and female teachers in schools in Al-Ahsa, distributed across the different educational levels. The sample consisted of 268 teachers, who responded out of a total of 300. A questionnaire was administered as a data collection tool, using the descriptive method. The findings of the study revealed a positive correlation between the democratic style and motivation to work. The variables of the democratic, laissez-faire, and autocratic styles and motivation to work were also found to form a single factor referred to as competence. In addition, there was a positive relationship between the democratic style and motivation to work, as well as a negative inverse relationship between achievement motivation and both the laissez-faire and autocratic styles. (Al-Manji & Al-Mughaydi, 1995)

**- Laayadi and Ben Sayeh Study (2021):**

Entitled “The Relationship between Leadership Styles and Achievement Motivation among Managers of Commercial Sports Companies,” this study aimed to determine whether there was a correlation between the three classroom leadership styles (the authoritarian style, the autocratic style, and the laissez-faire style) and achievement motivation among managers of commercial sports companies. The researchers employed the descriptive method on a random sample of 108 managers of sports companies in Algeria. A questionnaire was used as the data collection instrument. The researchers concluded that there was a statistically significant correlation between each of the authoritarian, autocratic, and laissez-faire styles and achievement motivation among managers of commercial sports companies. (Laayadi & Ben Sayeh, 2021)

**- Commentary on Previous Studies:**

From the foregoing, it can be concluded that these studies share the same variables as our study, namely classroom leadership and achievement motivation. They also agree with our study in terms of the method used (the descriptive method) and the data collection instrument (the questionnaire). However, they differ in terms of the type and population of the sample, the location where the studies were conducted, as well as the theoretical aspect and the objectives for which the studies were carried out. They were also used in relation to the findings they reached to support the results of our study in the chapter on the presentation and analysis of results.

**2. Classroom Leadership**

**1.2. The Concept of Classroom Leadership**

From the human perspective, classroom leadership is: “That human element (the teacher) who brings together a group of students and motivates them to achieve educational objectives.” (Hamdi, 2010, p. 149)

From the social perspective, classroom leadership is viewed as: “A social role performed by teachers as they interact with students at all educational stages and in various situations. This leadership role is learned and acquired by the teacher through practice, training, and experience.” (Abbas & Miftah, 2016, p. 6)

From the behavioral perspective, classroom leadership is: “Everything the teacher does to achieve the cohesion and unity of a group of students toward a single educational objective and to guide them toward appropriate behavior through the influence they exert on them.” (Afifi, 2007, p. 15)

Based on the foregoing, we can say that classroom leadership is a comprehensive process centered on guiding and motivating students toward achieving learning objectives and personal growth within a healthy social environment. This can only be achieved through a set of behaviors

practiced by the teacher to guide students toward learning efficiently and effectively and to encourage cooperation among them.

## **2.2. Classroom Leadership Styles**

In the field of education, the teacher must choose the appropriate style in accordance with students' needs and aspirations, the educational situation, and the objective to be achieved. This requires the teacher to understand the different approaches that can be used within the classroom and how to employ them in the most effective manner. The following discusses these styles:

### **A- The Authoritarian Style**

This style is referred to by several names, such as the autocratic style, dictatorial style, or despotic style. Through this style, the teacher concentrates all authority in their hands, being the sole person who makes decisions, issues orders, and directs students according to their own wishes and convictions. They impose obedience upon them and do not allow them room for discussion. They also hold accountable those who disobey their orders.

At its core, this style is based on coercion, the imposition of authority and orders upon students, and control over every small and large matter. The authoritarian teacher expects students to immediately accept all their orders and offers praise, reinforcement, and rewards only very rarely because they believe that this would lead to corrupting students' behavior and morals. They also believe that students cannot be trusted if left to themselves. Therefore, they constantly attempt to make students personally dependent on them, while resisting any change in their style because they consider it a challenge to their authority. (Asaad, 2018, pp. 135–136)

### **B- The Laissez-Faire Style**

This style is also referred to as the chaotic, negligent, or permissive style. In this case, the teacher gives students complete freedom to act and does not monitor their activities. Their authority over them is weak, and they do not direct their behavior unless they are asked to do so.

This may be attributed to the teacher's weak personality, their lack of knowledge of students' developmental characteristics, the absence of planning in their work, and their inability to attract students' attention, among other factors. It may also be attributed to the large number of students or the inadequacy of the classroom. In such a case, if the teacher leaves their position or withdraws, productivity in their absence may be equal to, lower than, or higher than that achieved when they are present, depending on the conditions of social interaction. (Dakhlallah, 2015, p. 101)

### **C- The Democratic Style**

Democratic leadership is based on continuous participation and consultation between the teacher and students. The teacher presents problems to them and discusses them with them as one family or as a single unit. Accordingly, the teacher does not issue orders or make decisions related to the lesson, either directly or indirectly, until after consulting the students, relying on discussion and persuasion. The teacher involves them in finding solutions to the problems that arise in the classroom, solicits their opinions on issues, planning, and policy-making, which leads to the spread of feelings of satisfaction, comfort, sincerity, willingness to work, cooperation, stability, and improved morale. It also contributes to educating and training them, developing their abilities, and creating a positive spirit, while increasing productivity without direct supervision.

Under democracy, the teacher involves students in decision-making and encourages them to establish personal relationships. The teacher also promotes understanding among students as individuals and as a group, while attempting to win their friendship and cooperation. As a result, they rally around the teacher, support and appreciate them, accept their orders willingly, and strive to

implement them. Consequently, students are always fully informed and aware of the affairs of the group and possess a high level of awareness of the various factors to which they are exposed or that affect them. (Rachwan, pp. 101–102)

**Table No. (01): Summary of Each Style's View of Objectives, Time, and Relationships**

| <b>Style</b>               | <b>View of Objectives</b>                                                                                                                                                                                            | <b>View of Time</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>View of Relationships</b>                                                                                                 |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Authoritarian Style</b> | <b>There is an alignment between the leader's objectives, the organization's objectives, and the individuals' objectives, and achieving individuals' objectives means achieving the organization's objectives.</b>   | <ul style="list-style-type: none"> <li>- Achieving objectives is linked to the final outcome of the work.</li> <li>- Timetables are precisely defined.</li> <li>- All instructions are discussed before being disseminated, and discussion is encouraged regarding their applicability.</li> <li>- Detailed reports are encouraged during the evaluation stage, highlighting the strengths and weaknesses of the plans implemented.</li> </ul> | <b>A relationship in which one person gives orders and another obeys them.</b>                                               |
| <b>Democratic Style</b>    | <b>The leader's objectives, the organization's objectives, and the individuals' objectives are aligned, and achieving individuals' objectives constitutes a step toward achieving the organization's objectives.</b> | <ul style="list-style-type: none"> <li>- Achieving objectives is linked to the final outcome of the work.</li> <li>- Timetables are precisely defined.</li> <li>- All instructions are discussed before being disseminated, and discussion is encouraged regarding their applicability.</li> <li>- Detailed reports are encouraged during the evaluation stage, highlighting the strengths and</li> </ul>                                      | <b>A relationship based on consultation and the exchange of views concerning the nature of work within the organization.</b> |

|                            |                                                                                         |                                                                                                |                                                                                                                                |
|----------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
|                            |                                                                                         | <b>weaknesses of the plans implemented.</b>                                                    |                                                                                                                                |
| <b>Laissez-Faire Style</b> | <b>Objectives cannot be achieved unless the objectives of individuals are achieved.</b> | <b>(Note: The element of time is not taken into consideration in the laissez-faire style.)</b> | <b>Encourages relationships among individuals and gives greater attention to unplanned relationships than to planned ones.</b> |

(Hallaq, 2020, pp. 69–72, adapted)

### **3. Achievement Motivation**

#### **1.3. The Concept of Achievement Motivation**

Murray defined achievement motivation as: “It refers to an individual’s desire or tendency to overcome obstacles, exert effort and struggle, and perform difficult tasks well and as quickly as possible.”

Achievement motivation can be described as an individual’s need to overcome obstacles and struggle to master difficult challenges, their tendency to set high standards of performance and strive to achieve them, and their willingness to work with strong and continuous perseverance. (Mesgouni & Taouirert, 2019, p. 294)

Goldenson also defined it as: “An individual’s need to overcome obstacles in order to master difficult challenges. It is also the tendency to set high standards of performance, strive to achieve them, and work with strong diligence and continuous perseverance.” (Khalifa, 2022, p. 94)

#### **2.3. Types of Achievement Motivation**

Charles Smith distinguishes between two basic types of achievement motivation based on whether the individual compares themselves with themselves or with others, namely:

A- Intrinsic Achievement Motivation: This involves applying personal standards within the situation, and may also involve an absolute standard of achievement.

B- Social Achievement Motivation: This involves applying standards of excellence based on social comparison within the situation.

Both types may operate within the same situation; however, their strength varies according to which one is dominant in the situation. If intrinsic achievement motivation is dominant, it is often followed by social motivation. Conversely, if social achievement motivation is dominant in the situation, both types may be effective within the situation. (Othman, 2010, p. 78)

### **4. Study Methodology**

#### **1.4. Study Method**

The study adopted the descriptive method, due to its suitability to the nature and objectives of the study, which consist in identifying the nature of the relationship between classroom leadership styles and achievement motivation, as well as describing and analyzing this phenomenon as it exists in reality.

#### **2.4. Spatial, Temporal, and Subject-Matter Boundaries of the Basic Study**

##### **1.2.4. Spatial Boundaries**

The study was conducted at the Higher School for Teachers of Technological Education in Skikda, across four departments: the Department of Technology, the Department of Mathematics, the Department of Physics and Chemistry, and the Department of Sciences.

#### 2.2.4. Temporal Boundaries

The study was conducted during the period extending from October 10, 2025, to December 20, 2025.

#### 3.2.4. Subject-Matter Boundaries

The study was limited to determining the nature of the relationship between classroom leadership and achievement motivation.

### 3.4. Population and Sample of the Basic Study

#### 1.3.4. Population of the Basic Study

The population of the study at the Higher School for Teachers of Technological Education in Skikda, across four departments (the Department of Technology, the Department of Mathematics, the Department of Physics and Chemistry, and the Department of Sciences), after excluding both the pilot study sample and the sample used to verify the reliability of the study instrument, consisted of 323 students. The following table shows the number of students in each department:

**Table No. (02): Number of Students in Each Department**

| Department                          | Number of Students | Percentage % |
|-------------------------------------|--------------------|--------------|
| Department of Technology            | 134                | 41.49%       |
| Department of Mathematics           | 47                 | 14.55%       |
| Department of Physics and Chemistry | 81                 | 25.08%       |
| Department of Sciences              | 61                 | 18.88%       |
| <b>Total</b>                        | <b>323</b>         | <b>100%</b>  |

It can be observed from Table No. (02) that the Department of Technology has the largest number of students, with 134 students, representing 41.49%. It is followed by the Department of Physics and Chemistry, with 81 students, representing 25.08%. The Department of Sciences comes next, with 61 students, representing 18.88%, while the Department of Mathematics ranks last, with 47 students, representing 14.55%.

#### 2.3.4. Sample of the Basic Study

In our study, we relied on the stratified random sampling method, with a total of 101 students, distributed as follows:

**Table No. (03): Size of the Sample Selected for the Study**

| Department                          | Number of Students | Percentage % |
|-------------------------------------|--------------------|--------------|
| Department of Technology            | 42                 | 42%          |
| Department of Mathematics           | 15                 | 15%          |
| Department of Physics and Chemistry | 25                 | 25%          |

|                               |            |             |
|-------------------------------|------------|-------------|
| <b>Department of Sciences</b> | <b>19</b>  | <b>19%</b>  |
| <b>Total</b>                  | <b>101</b> | <b>100%</b> |

Based on Table No. (03), it can be stated that the Department of Technology represents the largest proportion, estimated at 42%, corresponding to 42 students. It is followed by the Department of Physics and Chemistry, with 25 students, representing 25%. The Department of Sciences comes next, with 19 students, representing 19%, while the Department of Mathematics ranks last, with 15 students, representing 15%.

#### 4.4. Data Collection Instrument in the Basic Study

The study relied on the questionnaire as the most appropriate instrument for collecting data related to the subject of the study. It was designed in light of the theoretical literature and previous studies. In its final form, it consisted of 43 statements distributed across two sections: classroom leadership and achievement motivation.

A three-point Likert scale was adopted, consisting of three response levels for the items: Agree, Neutral, and Disagree. Each response was assigned the scores 3, 2, and 1, respectively, when the items were positive in nature. In the case of negatively worded items, the statements Disagree, Neutral, and Agree were assigned the scores **3, 2, and 1, respectively.**

##### 2.4.4. Psychometric Properties of the Basic Study Instrument

##### A- Validity of the Study Instrument (Questionnaire):

In order to verify the validity of the study instrument, we relied on two main methods, as follows:

##### - First Method (Face Validity):

To verify the validity of the instrument, the questionnaire in its preliminary form was presented to six experts specialized in educational and psychological sciences, belonging to different university institutions. This was done to ensure the appropriateness of the statements to the dimensions of the study, the soundness of their linguistic formulation, and their ability to measure what they were intended to measure.

In light of the experts' observations, the necessary modifications were made, including reformulating some statements and deleting others, so that the number of questionnaire items in its final form became 43 items instead of 57 items.

As for quantitative content validity, we used Lawshe's formula, and the following table presents the results obtained:

**Table No. (04): Validity of the Questionnaire According to Lawshe's Formula**

| <b>Dimensions</b>                            | <b>Number of Items</b> | <b>Total Responses of Expert Professors on the Validity of the Questionnaire</b> | <b>Validity Coefficient</b> |
|----------------------------------------------|------------------------|----------------------------------------------------------------------------------|-----------------------------|
| <b>Classroom Leadership Styles Dimension</b> | <b>18</b>              | <b>16.68</b>                                                                     | <b>0.93</b>                 |
| <b>Achievement Motivation Dimension</b>      | <b>25</b>              | <b>23.68</b>                                                                     | <b>0.95</b>                 |

|                    |           |              |             |
|--------------------|-----------|--------------|-------------|
| <b>Grand Total</b> | <b>43</b> | <b>40.36</b> | <b>0.94</b> |
|--------------------|-----------|--------------|-------------|

The results of Lawshe's formula showed that the validity coefficients ranged between 0.93 and 0.95. The validity coefficient for the classroom leadership styles dimension was 0.93, while it reached 0.95 for the achievement motivation dimension. The overall validity coefficient of the instrument was 0.94. These are high values, indicating that the instrument possesses a high degree of validity.

#### **- Second Method: Self-Validity**

Self-validity was verified by calculating the square root of the reliability coefficient, which reached 0.96. This is a high value that confirms that the instrument has a good degree of validity and is suitable for field application.

#### **B- Reliability of the Study Instrument (Questionnaire):**

At this stage, the reliability of the questionnaire was measured. The researcher used Cronbach's Alpha coefficient (Cronbach's Alpha), which relates test reliability to the variance of its items. To verify this, reliability was calculated by administering the questionnaire to a random sample consisting of 10 students. These individuals were excluded from the original study sample, as the questionnaire was administered to them before proceeding with the distribution of the final questionnaire, in order to ensure its suitability before using it in the study. The Statistical Package for the Social Sciences (SPSS) was used to calculate this coefficient, as shown in the following table:

**Table No. (05): Reliability Coefficient (Internal Consistency) of the Questionnaire**

| <b>Dimensions</b>                           | <b>Number of Statements</b> | <b>Cronbach's Alpha Coefficient</b> |
|---------------------------------------------|-----------------------------|-------------------------------------|
| <b>Classroom Leadership Styles Variable</b> | <b>18</b>                   | <b>0.84</b>                         |
| <b>Achievement Motivation Variable</b>      | <b>25</b>                   | <b>0.89</b>                         |
| <b>Questionnaire as a Whole</b>             | <b>43</b>                   | <b>0.93</b>                         |

From our reading of the table, we note that the internal consistency coefficient is strong among most of the questionnaire items related to the classroom leadership styles variable, with a value of 0.84. As for the coefficient related to the achievement motivation variable, the value of Cronbach's Alpha coefficient reached 0.89. Regarding the overall reliability coefficient of the questionnaire, it was estimated at 0.93. These are very high values, indicating that the instrument used has a strong degree of reliability and possesses the characteristics of a good test.

#### **5.4. Data Processing Methods:**

To achieve the objectives of the study, we analyzed the data collected. Two approaches were adopted, namely the quantitative approach and the qualitative approach. A number of appropriate statistical methods were used with the assistance of the Statistical Package for the Social Sciences (SPSS). The following are the statistical methods used by the two researchers to process the data of their study in accordance with the study hypotheses:

##### **1.5.4. Quantitative Approach:**

This approach involved the use of the following:

Arithmetic means: To identify students' orientations toward the classroom leadership styles variable and the achievement motivation variable.

Pearson correlation coefficient: To measure the relationship between the study variables.

Cronbach's Alpha coefficient: To measure the reliability of the instrument.

Lawshe's formula: To verify content validity.

#### 2.4.5. Qualitative Approach:

This aspect was adopted to interpret and discuss the results.

### 5. Discussion

#### 1.5. Presentation of the Results in Light of the Study Hypotheses

##### 1.1.5. Examining the Relationship between the Authoritarian Style Dimension and Achievement Motivation

**Table No. (06): Nature of the Relationship between the Authoritarian Style Dimension and Achievement Motivation**

| Independent Variable | Dependent Variable     | Sample Size | Pearson Correlation Coefficient | Statistical Significance |
|----------------------|------------------------|-------------|---------------------------------|--------------------------|
| Authoritarian Style  | Achievement Motivation | 101         | 0.542                           | 0.01                     |

After examining Table No. (06), we can state that the value of the Pearson correlation coefficient reached 0.542, which is a statistically significant value indicating a moderate positive correlation between the authoritarian style dimension, as one of the dimensions of classroom leadership, and achievement motivation, at the significance level of 0.01.

Accordingly, the first hypothesis, which states that there is a positive correlation between the authoritarian style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education, has been confirmed. This indicates that the authoritarian supervision style is among the styles that contribute to increasing the level of achievement motivation among first-year students.

##### 2.1.5. Examining the Relationship between the Democratic Style and Achievement Motivation

**Table No. (07): Nature of the Relationship between the Democratic Style and Achievement Motivation**

| Independent Variable | Dependent Variable     | Sample Size | Pearson Correlation Coefficient | Statistical Significance |
|----------------------|------------------------|-------------|---------------------------------|--------------------------|
| Democratic Style     | Achievement Motivation | 101         | 0.570                           | 0.01                     |

After examining Table No. (07), we can state that the value of the Pearson correlation coefficient reached 0.570, which is a statistically significant value indicating a moderate positive correlation between the democratic style dimension, as one of the dimensions of classroom leadership, and achievement motivation, at the significance level of 0.01.

Accordingly, the second hypothesis, which states that there is a positive correlation between the democratic style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education, has been confirmed. This means that the democratic style is also among the styles that contribute to increasing the level of achievement motivation among first-year students.

### 3.1.5. Examining the Relationship between the Laissez-Faire Style Dimension and Achievement Motivation

**Table No. (08): Nature of the Relationship between the Laissez-Faire Style Dimension and Achievement Motivation**

| Independent Variable | Dependent Variable     | Sample Size | Pearson Correlation Coefficient | Statistical Significance |
|----------------------|------------------------|-------------|---------------------------------|--------------------------|
| Laissez-Faire Style  | Achievement Motivation | 101         | 0.424                           | 0.01                     |

After examining Table No. (08), we can state that the value of the Pearson correlation coefficient reached 0.424, which is a statistically significant value indicating a moderate positive correlation between the laissez-faire style dimension, as one of the dimensions of classroom leadership, and achievement motivation, at the significance level of 0.01.

Accordingly, the third hypothesis, which states that there is a positive correlation between the laissez-faire style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education, has been confirmed. This means that the laissez-faire style is also among the styles that contributed to increasing the level of achievement motivation among first-year students.

Based on the foregoing, we can state that the general hypothesis, which states that there is a moderate positive correlation between classroom leadership styles and achievement motivation among first-year students, has been confirmed. This is expressed by the value of the Pearson correlation coefficient, which was estimated at 0.68 at the significance level of 0.01. This means that the way teachers lead their classrooms has a significant effect on students' achievement motivation, which calls for greater attention to developing teachers' classroom leadership skills and strengthening educational policies that support effective leadership styles. In other words, all the aforementioned dimensions can contribute to increasing the level of achievement motivation.

The  $r^2$  value obtained when applying the scatter plot, which is equal to the square of the value of  $r$  (Pearson correlation coefficient), confirms the validity of the results obtained through the application of the Pearson correlation coefficient. The following table illustrates this:

**Table No. (09): Relationship between Classroom Leadership Dimensions and Achievement Motivation According to the  $R^2$  Value**

| Variables                                                                      | r Value | $r^2$ Value |
|--------------------------------------------------------------------------------|---------|-------------|
| Authoritarian Style Dimension and Its Relationship with Achievement Motivation | 0.542   | 0.294       |
| Democratic Style Dimension and Its Relationship with Achievement Motivation    | 0.570   | 0.325       |

|                                                                                       |              |              |
|---------------------------------------------------------------------------------------|--------------|--------------|
| <b>Laissez-Faire Style Dimension and Its Relationship with Achievement Motivation</b> | <b>0.424</b> | <b>0.179</b> |
| <b>Classroom Leadership and Its Relationship with Achievement Motivation</b>          | <b>0.682</b> | <b>0.465</b> |

## 2.5. General Analysis:

After calculating the correlations between the dimensions of classroom leadership styles (the authoritarian style, the democratic style, and the laissez-faire style) and achievement motivation at the five levels of agreement, and applying the appropriate statistical methods to each hypothesis, as well as examining, analyzing, and interpreting the tables, the results of our study were as follows:

The results of the study revealed a moderate positive correlation between the authoritarian style dimension, as one of the dimensions of classroom leadership styles, and achievement motivation. This is reflected in the correlation coefficient, which reached (0.542). Therefore, we conclude that the authoritarian supervision style contributes to increasing the level of achievement motivation among first-year students.

The research results also showed a moderate positive correlation between the democratic style dimension, as one of the dimensions of classroom leadership styles, and achievement motivation. This is reflected in the correlation coefficient, which reached (0.570). This indicates that the democratic supervision style is among the styles that contribute most to increasing achievement motivation among the research sample.

The results also showed a weak positive correlation between the laissez-faire supervision style dimension, as one of the dimensions of classroom leadership styles, and achievement motivation, based on the responses of the research sample to the study instrument. The correlation coefficient reached (0.437). Therefore, we conclude that the laissez-faire supervision style also contributes to increasing the level of achievement motivation among first-year students, but at a lower rate compared with the two aforementioned styles.

Based on the foregoing, it was concluded that there is a positive correlation between classroom leadership styles and achievement motivation among the study sample. This is reflected in the correlation coefficient, which reached (0.64). Accordingly, we can state that the way teachers lead their classrooms has a significant effect on students' achievement motivation, which calls for greater attention to developing teachers' classroom leadership skills and strengthening educational policies that support effective leadership styles. In other words, all the aforementioned dimensions can contribute to increasing the level of achievement motivation. This was confirmed by the study of Laayadi and Ben Sayeh (2021), which found a statistically significant relationship between the study variables and affirmed that the different dimensions of classroom leadership styles play a role in increasing achievement motivation among managers of commercial sports companies. However, the study of Al-Manji and Al-Mughaydi (1995) reached a contradictory result, concluding that there was a negative inverse relationship between achievement motivation and the laissez-faire and authoritarian styles, meaning that these two styles reduce the level of work motivation. Nevertheless, the two studies agree with the findings of our study regarding the democratic style. Based on the foregoing, we can say that the more appropriate the choice of leadership style in the classroom, the greater the students' achievement motivation.

## 6. Conclusion:

In this study, we sought to determine whether there is a correlation between classroom leadership styles and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda. This was achieved by designing a questionnaire measuring both classroom leadership styles and achievement motivation. The first section of the questionnaire concerned classroom leadership styles (the authoritarian style, the democratic style, and the laissez-faire style), while the second section was related to measuring the dimensions of achievement motivation (sense of responsibility, striving for excellence to achieve a high level of aspiration, perseverance, sense of the importance of time, and future planning). After following the research procedures and collecting, tabulating, and examining the data, the following results were reached:

There is a moderate positive correlation between the authoritarian leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda.

There is a moderate positive correlation between the democratic leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda.

There is a weak positive correlation between the laissez-faire (chaotic) leadership style and achievement motivation among first-year students at the Higher School for Teachers of Technological Education in Skikda.

Based on the foregoing, we can state that the general hypothesis has been confirmed, namely, that there is a moderate positive correlation between the classroom leadership styles applied and achievement motivation among the study sample.

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