

The Role of Administrative Leadership in Improving Employee Performance through Institutional Excellence: A Field Study of Banks in Bani Walid City

Alzarouq Taha

PhD Student. Entrepreneurship and Tourism Development Laboratory, University of Tipaza, Algeria
Email: Alzrooq.taha@cu-tipaza.dz

Bounehas Adel

Dr. Entrepreneurship and Tourism Development Laboratory, University of Tipaza, Algeria
Email: Adel0005b@gmail.com

Abstract

This study aimed to examine the effect of administrative leadership, through its three dimensions of strategic vision, administrative communication and interaction, and support and motivation, on improving employee performance and achieving institutional excellence. The study adopted a descriptive-analytical approach. A questionnaire was used to collect data, and simple linear regression analysis was applied to test the hypotheses. The validity and reliability results showed high values, with reliability ranging from 93.8% to 93.9% and statistically significant correlation coefficients for all items. These results support the quality of the instrument used. The findings revealed a strong, positive, and statistically significant effect of administrative leadership on employee performance ($R = 0.973$, $R^2 = 0.94$, $\text{Sig.} = 0.000$). By contrast, the effect on institutional excellence as the mediating variable was statistically significant but limited in magnitude ($R = 0.323$, $R^2 = 0.104$). The descriptive analysis showed positive assessments of the direct aspects of leadership, including clarity of vision, openness of communication, and material support. However, respondents gave neutral assessments to ongoing structural aspects, including linking strategy to implementation, regularity of training, and effectiveness of feedback.

Keywords: Administrative leadership; strategic vision; administrative communication and interaction; support and motivation; employee performance; institutional excellence; Bani Walid banks.

Introduction

The banking sector is currently experiencing rapid changes due to stronger competition, digital transformation, and rising customer expectations. These developments have made outstanding employee performance a strategic requirement rather than a secondary option. In this changing environment, administrative leadership emerges as one of the main factors that determine a bank's ability to use its human resources efficiently and to direct employee behavior toward the achievement of organizational objectives.

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The relationship between administrative leadership and employee performance, however, is not usually understood as a purely direct relationship. Modern management literature suggests that the effect of leadership on performance may become stronger or weaker depending on the extent to which the organization possesses the foundations of institutional excellence. These foundations include process quality, orientation toward knowledge and innovation, customer focus, and continuous improvement. Institutional excellence may therefore serve as a potential mediating link that explains how leadership practices are translated into actual performance outcomes.

The research problem arises from a recurring field observation: some banks, despite having declared leadership practices and formal performance appraisal systems, do not achieve the expected level of employee performance. This variation may be due to the absence or weakness of the link that converts leadership orientations into a genuine culture of institutional excellence reflected in individual behavior and productivity.

Accordingly, the research problem can be stated through the following main question:

1. What is the role of administrative leadership in improving employee performance through institutional excellence in the banks included in the field study?
2. What is the level of administrative leadership practice in the banks under study from the employees' perspective?
3. What is the prevailing level of institutional excellence in the banks under study?
4. What is the level of employee performance in the banks under study?
5. Is there a statistically significant relationship between administrative leadership and employee performance?
6. Is there a statistically significant relationship between administrative leadership and institutional excellence?

Study Hypotheses

Based on the research problem and the study questions, the hypotheses are formulated as follows:

- Hypothesis 1: Administrative leadership has a statistically significant effect on improving employee performance.
- Hypothesis 2: Administrative leadership has a statistically significant effect on institutional excellence.

Study Objectives

- To identify the level of administrative leadership practice in the banks under study.
- To measure the level of institutional excellence and the level of employee performance in these banks.
- To identify the nature of the relationship between administrative leadership and employee performance.
- To test the mediating role of institutional excellence in the relationship between administrative leadership and employee performance.
- To provide practical recommendations that can strengthen leadership practices and consolidate a culture of institutional excellence in the banking sector.

Significance of the Study

- The study contributes to the Arabic literature by linking administrative leadership, institutional excellence, and employee performance within a single model.
- It provides an empirical test of the mediating role of institutional excellence, an aspect that has not received sufficient attention, particularly in the banking sector.
- It provides bank decision-makers with empirical evidence that can support the design of more effective leadership development programs.
- It offers practical indicators that human resource departments can use to improve institutional performance pathways.

Study Model

Administrative Leadership	→	Employee Performance		
↓				
Institutional Excellence	→			

The research gap lies in the limited number of studies that have examined the three-way relationship among administrative leadership, institutional excellence, and employee performance within a local banking environment. Most available studies have either focused on the direct bilateral relationship between leadership and performance or examined institutional excellence separately from its potential mediating effect. This study seeks to address this gap through an integrated model tested empirically.

Theoretical Framework

Administrative Leadership

Leadership is defined as a major social role performed by an individual while interacting with group members. The person who performs this role possesses the power and ability to influence others and direct their behavior toward the achievement of group objectives (Al-Khatib, 2009, p. 20).

In its modern sense, administrative leadership is the activity performed by an administrative leader in decision-making, issuing orders, and directing others through the use of formal authority, influence, and persuasion in order to achieve a specific objective. In this sense, administrative leadership combines the use of formal authority with influence over the behavior of others and the ability to encourage their cooperation in achieving the intended goal (Al-Shumaili, 2017, pp. 159-160).

Importance of Administrative Leadership

Administrative leadership plays an important role in directing employee behavior toward established objectives. It affects employee performance in several ways:

- Administrative leadership can transform established objectives into results.
- Without leadership, it is difficult for an organization to adapt to external environmental changes that affect the achievement of its objectives.
- Without leadership, planning, organizing, and control lose much of their influence on the achievement of organizational objectives (Moqaddem & Ashnaq, 2018, pp. 39-40).
- Leadership develops, trains, and supports individuals because they are the organization's most important resource. Employees also view the leader as a role model.
- Leadership helps the organization keep pace with changes in the surrounding business environment and use them in ways that serve the institution.

Employee Performance

Employee performance is defined as the degree to which an individual achieves and completes the different tasks and responsibilities that constitute the job. It contributes to the achievement of organizational objectives through the quality and type of performance. It is also reflected in the rating obtained by employees in annual efficiency reports prepared by their supervisors on the basis of the effort made throughout the year (Al-Otaibi, 2020, p. 125).

Hamady views performance as a representation of outputs and objectives that emerge from inputs. These inputs are intended to mobilize and activate the capacities available within the organization so that it can achieve the intended outcomes toward which it is working (Hamady, 1975).

Institutional Excellence

Institutional excellence has also been defined as a state of administrative and organizational creativity that produces superior levels of performance and implementation in production, marketing, financial, and other organizational processes. This leads to results and achievements that surpass competitors and satisfy customers and all stakeholders (Al-Jamal & Omran, 2021, p. 267).

Organizational excellence is also defined as planned organizational efforts aimed at achieving a sustainable competitive advantage for the institution (Saadi, 2015, p. 92).

Applied Part of the Study

Study Methodology

The study methodology describes the steps followed by the researcher in conducting the field study. These steps were identified as follows:

Study Population and Sample

The study included managers and heads of departments at Jumhouria Bank, the National Commercial Bank, North Africa Bank, and Sahara Bank in Bani Walid City. The researcher distributed questionnaires to 66 employees working in the selected banks.

Sample Distribution and Questionnaire Return

Item	Questionnaires Distributed	Missing Questionnaires	Questionnaires Included in Analysis (n)	Questionnaires Included in Analysis (%)
Total	66	0	66	100%

Study Instrument

The purpose of defining ranges for the arithmetic mean of participant responses is to avoid reliance on absolute values and to establish levels that make it possible to identify the prevailing tendency for each item.

The following table presents the ranges used to interpret the arithmetic means of the study sample responses:
Arithmetic Mean Range for the Study Sample Responses

Range	Prevailing Response	Level
1.00 to < 1.80	Strongly Disagree	Very Low
1.80 to < 2.60	Disagree	Low
2.60 to < 3.40	Neutral	Moderate
3.40 to < 4.02	Agree	High
4.02 to < 5.00	Strongly Agree	Very High

Internal Consistency Validity of the Questionnaire Items

Internal consistency validity refers to the extent to which each questionnaire item is consistent with the domain to which it belongs. Internal consistency was assessed by calculating Pearson correlation coefficients between each item within the questionnaire domains and the total score of the same domain.

Section One: Administrative Leadership

The following table presents the correlation coefficient between each item in the first section and the total score for that section. The coefficients reported in the table are statistically significant at the 0.05 level. The section is therefore considered valid for measuring the construct for which it was designed.

Correlation Coefficients between Each Item in the First Section and the Total Score for the Administrative Leadership Section

X01	Item	Pearson Correlation	P-Value
1	Leadership is keen to explain the institution's vision and objectives strategically to all employees.	0.442	0.000 **
2	Administrative leadership contributes to directing employees' efforts toward achieving the institution's future aspirations.	0.556	0.000 **
3	The daily decisions taken by leadership are linked to the institution's overall strategic plan.	0.475	0.000 **
4	Leadership adopts open and transparent communication channels with all administrative levels.	0.699	0.000 **
5	Leadership listens effectively to employees' opinions and observations and accepts feedback.	0.443	0.000 **
6	Administrative instructions and information from leadership reach employees clearly and without ambiguity.	0.533	0.000 **

7	Leadership provides moral and material support to employees who demonstrate outstanding performance.	0.450	0.000 **
8	Leadership seeks to provide a comfortable work environment that encourages achievement.	0.628	0.000 **
9	Leadership gives attention to developing employees' job skills through periodic training programs.	0.628	0.000 **

* Correlation is statistically significant at the 0.05 level.

The table shows the correlation coefficient between each item in this section and its total score. The reported coefficients are statistically significant at the 0.05 level. The section is therefore considered valid for the purpose for which it was developed.

Correlation Coefficients between Each Item in the Third Section and the Total Score for the Employee Performance Improvement Section

X03	Item	Pearson Correlation	P-Value
1	Management contributes to improving employee performance by clearly defining tasks and responsibilities.	0.408	0.000 **
2	The institution provides the training needed to develop employees' skills and improve their performance.	0.543	0.000 **
3	Employees receive feedback that helps them correct their mistakes and improve their work.	0.621	0.000 **
4	Management encourages employees to take initiative and innovate in performing their tasks.	0.400	0.000 **
5	The institution provides a suitable work environment that helps employees perform their work efficiently.	0.500	0.000 **

* Correlation is statistically significant at the 0.05 level.

The table shows the correlation coefficient between each item in this section and its total score. The reported coefficients are statistically significant at the 0.05 level. The section is therefore considered valid for the purpose for which it was developed.

Correlation Coefficients between Each Item in the Fourth Section and the Total Score for the Institutional Excellence Section

X04	Item	Pearson Correlation	P-Value
1	The institution applies policies and procedures based on transparency, fairness, and good governance.	0.651	0.000 **
2	The institution is committed to applying the latest internationally recognized standards and models of excellence and total quality.	0.521	0.000 **
3	The institution seeks to provide a motivating work environment equipped with modern technologies that enable employees to excel.	0.595	0.000 **
4	The institution adopts flexible methods that contribute to automating and simplifying work procedures and reducing service delivery time.	0.718	0.000 **
5	The institution regularly reviews its operational plans and policies to keep pace with emerging changes and developments.	0.702	0.000 **

* Correlation is statistically significant at the 0.05 level.

Cronbach's Alpha Coefficient

To verify the reliability of the measurement instrument (the questionnaire), the researcher used Cronbach's alpha. The questionnaire is considered to have weak reliability when Cronbach's alpha is below 60%. Reliability is acceptable when the value is between 60% and less than 70%, and good when it is between 70% and less than 80%. A value of 80% or higher indicates excellent reliability. The closer the measure is to 100%, the better the test results are considered to be.

For the present study, Cronbach's alpha coefficients were calculated for the study variables. The following table presents the alpha values for each study section.

Reliability Coefficient Values for Each Study Section

No.	Variable	Code	Number of Items	Reliability Coefficient (%)
1	Strategic Vision and Direction	X1	3	80.7
2	Administrative Communication and Interaction	X2	3	81.9
3	Support and Motivation	X3	3	73.7

	Independent Variable (Administrative Leadership)	X	9	92.1
6	Dependent Variable (Employee Performance)	X4	5	87.6
7	Mediating Variable (Institutional Excellence)	X5	5	89.1
	Total		28	93.8

The results shown in the previous table indicate that Cronbach's alpha values were high for all study sections. The overall reliability coefficient was 93.8%, which is a very high and statistically acceptable value. This indicates that the questionnaire has a high degree of reliability.

Weighted Mean, Standard Deviation, and Prevailing Response for the Strategic Vision Dimension

X02	Item	Weighted Mean	Standard Deviation	Prevailing Response
1	Leadership is keen to explain the institution's vision and objectives strategically to all employees.	3.55	0.863	Agree
2	Administrative leadership contributes to directing employees' efforts toward achieving the institution's future aspirations.	3.27	0.937	Neutral
3	The daily decisions taken by leadership are linked to the institution's overall strategic plan.	2.91	1.147	Neutral

Regarding the evaluation of these items, the data in the table above show that the proportion of participants who assigned the response "Agree" was 93.9%, while 34.8% assigned the response "Neutral." The table also shows that the lowest weighted arithmetic mean was 2.91, with the highest standard deviation of 1.147. This indicates that the prevailing response for this item was "Neutral."

Weighted Mean, Standard Deviation, and Prevailing Response for the Administrative Communication and Interaction Dimension

X02	Item	Weighted Mean	Standard Deviation	Prevailing Response
1	Leadership adopts open and transparent communication channels with all	3.55	0.863	Agree

	administrative levels.			
2	Leadership listens effectively to employees' opinions and observations and accepts feedback.	2.95	0.902	Neutral
3	Administrative instructions and information from leadership reach employees clearly and without ambiguity.	2.91	0.863	Neutral

Regarding the evaluation of these items, the data in the table above show that the proportion of participants who assigned the response "Agree" was 93.9%, while 34.8% assigned the response "Neutral." The table also shows that the lowest weighted arithmetic mean was 2.91, with the highest standard deviation reported as 0.902. This indicates that the prevailing response for this item was "Neutral."

Weighted Mean, Standard Deviation, and Prevailing Response for the Support and Motivation Dimension

X02	Item	Weighted Mean	Standard Deviation	Prevailing Response
1	Leadership provides moral and material support to employees who demonstrate outstanding performance.	3.55	0.863	Agree
2	Leadership seeks to provide a comfortable work environment that encourages achievement.	3.11	1.097	Neutral
3	Leadership gives attention to developing employees' job skills through periodic training programs.	3.15	1.070	Neutral

Regarding the evaluation of these items, the data in the table above show that the proportion of participants who assigned the response "Agree" was 93.9%, while 34.8% assigned the response "Neutral." The table also shows that the lowest weighted arithmetic mean was 3.11, with the highest standard deviation of 1.097. This indicates that the prevailing response for this item was "Neutral."

Weighted Mean, Standard Deviation, and Prevailing Response for the Employee Performance Improvement Section

X01	Item	Weighted Mean	Standard Deviation	Prevailing Response
1	Management contributes to improving	3.55	0.863	Agree

	employee performance by clearly defining tasks and responsibilities.			
2	The institution provides the training needed to develop employees' skills and improve their performance.	3.27	0.937	Neutral
3	Employees receive feedback that helps them correct their mistakes and improve their work.	2.91	1.147	Neutral
4	Management encourages employees to take initiative and innovate in performing their tasks.	3.55	0.863	Agree
5	The institution provides a suitable work environment that helps employees perform their work efficiently.	2.95	0.902	Neutral

Regarding the evaluation of these items, the data in the table above show that the proportion of participants who assigned the response "Agree" was 93.9%. This reflects the clarity of tasks and management's encouragement of innovation and initiative. A proportion of 34.8% assigned the response "Neutral." The table also reports that the lowest weighted arithmetic mean for these items was 3.55, with the highest standard deviation of 1.147, indicating that the prevailing response for this item was "Neutral."

Weighted Mean, Standard Deviation, and Prevailing Response for the Institutional Excellence Section

X01	Item	Weighted Mean	Standard Deviation	Prevailing Response
1	The institution applies policies and procedures based on transparency, fairness, and good governance.	2.91	0.836	Neutral
2	The institution is committed to applying the latest internationally recognized standards and models of	3.03	0.944	Neutral

	excellence and total quality.			
3	The institution seeks to provide a motivating work environment equipped with modern technologies that enable employees to excel.	3.02	0.850	Neutral
4	The institution adopts flexible methods that contribute to automating and simplifying work procedures and reducing service delivery time.	3.02	0.953	Neutral
5	The institution regularly reviews its operational plans and policies to keep pace with emerging changes and developments.	2.94	1.036	Neutral

All items in this section had a prevailing response of "Neutral," with weighted means ranging from 2.91 to 3.03. This suggests a degree of reservation or uncertainty among respondents regarding the implementation and updating of institutional policies. The findings indicate a gap in respondents' perceptions of the extent to which governance is activated and operational plans are updated. This requires management to strengthen transparency and implement regular reviews of its policies.

Testing the Study Hypotheses

First: The Role of Administrative Leadership in Improving Employee Performance

This part examines administrative leadership through strategic vision (X1), administrative communication and interaction (X2), and support and motivation (X3), and its effect on improving employee performance. It tests the first main hypothesis, which states:

Administrative leadership has a statistically significant effect on improving employee performance.

Simple linear regression analysis was used to examine the role of administrative leadership as the independent variable in employee performance as the dependent variable. A regression model of the dependent variable on the independent variable was estimated. Analysis of variance was then used to test the significance of the estimated model, based on the data shown in the following table.

Results of Estimating the Regression Coefficients of the Independent Variable on the Dependent Variable

Correlation Coefficient (R)	Coefficient of Determination (R ²)	Regression Coefficient (B)	Calculated T Value	Significance Level
0.973+	0.94	0.552	34.01	0.000

* Statistically significant at the 0.05 level.

The regression analysis results shown in the table indicate a positive and statistically significant effect of administrative leadership on the dependent variable at the 0.05 significance level. The correlation coefficient was $R = 0.973$, indicating a very strong positive relationship between the two variables. The coefficient of determination was $R^2 = 0.94$, showing high explanatory power and indicating that administrative leadership explains 94% of the variation

in the dependent variable. The calculated T value was 34.01, with a significance level of 0.000 and a regression coefficient of $B = 0.552$. These results support the statistical significance of the estimate and the hypothesis that administrative leadership has a significant effect.

Second: The Role of Administrative Leadership in Institutional Excellence

Simple linear regression analysis was used to examine the role of administrative leadership as the independent variable in institutional excellence as the mediating variable. A regression model of the mediating variable on the independent variable was estimated. Analysis of variance was then used to test the significance of the estimated model, based on the data shown in the following table.

Results of Estimating the Regression Coefficients of the Independent Variable on the Mediating Variable

Correlation Coefficient (R)	Coefficient of Determination (R^2)	Regression Coefficient (B)	Calculated T Value	Significance Level
0.323+	0.104	0.184	2.72	0.000

* Statistically significant at the 0.05 level.

The regression results showed a positive and statistically significant effect of administrative leadership on the mediating variable at the 0.05 significance level. The correlation coefficient was $R = 0.323$, and the coefficient of determination was $R^2 = 0.104$. This indicates that administrative leadership explains 10.4% of the variation in the mediating variable. The effect was also supported by a calculated T value of 2.72, a significance level of 0.000, and a regression coefficient of $B = 0.184$. These results indicate statistical acceptance of the stated hypothesis.

Results

First: Validity and Reliability of the Study Instrument

- The reported Cronbach's alpha reliability coefficients for the questionnaire sections ranged from 93.8% to 93.9%. These very high values indicate a high degree of internal consistency and statistical reliability.
- The internal consistency validity test using Pearson correlation showed that all items in the four sections (administrative leadership, institutional excellence, and employee performance improvement) were significantly correlated with their total scores at a significance level of 0.000. The coefficients ranged from 0.400 to 0.718, supporting the construct validity of the instrument and its suitability for measuring the intended constructs.

Second: Descriptive Results for the Dimensions of Administrative Leadership

- Strategic Vision: The prevailing response was "Neutral" for two of the three items, especially for linking daily decisions to the overall strategic plan, which had the lowest mean and the highest dispersion. The item concerning clarification of the vision and objectives received an "Agree" response. This indicates a gap between the theoretical clarity of the vision and its practical translation.
- Administrative Communication and Interaction: The overall response was "Neutral" for the items concerning listening to employee observations and the clarity with which instructions are received. By contrast, openness of communication channels received an "Agree" response. This points to limited feedback effectiveness despite the availability of formal channels.
- Support and Motivation: Direct moral and material support for high-performing employees received an "Agree" response. The motivating work environment and periodic training programs received "Neutral" responses with relatively high dispersion (standard deviation > 1). This suggests that these practices are not implemented consistently across all employees.

Third: Results of Testing the First Main Hypothesis (Effect of Administrative Leadership on Improving Employee Performance)

- Simple regression analysis showed a very strong positive correlation between administrative leadership and employee performance ($R = 0.973$).
- The explanatory power of the model was $R^2 = 0.94$. In other words, administrative leadership explains 94% of the variation in employee performance.
- The effect was statistically significant ($T = 34.01$, $\text{Sig.} = 0.000$). The first main hypothesis was therefore accepted, indicating a positive and significant effect of administrative leadership on improving employee performance ($B = 0.552$).

Fourth: Results of Testing the Hypothesis on the Role of Administrative Leadership in Institutional Excellence (through the Mediating Variable)

- The regression analysis showed a relatively weak correlation between administrative leadership and the mediating variable ($R = 0.323$).
- The explanatory power of the model was only $R^2 = 0.104$. Thus, administrative leadership explains only 10.4% of the variation in the mediating variable, leaving 89.6% to factors outside the model.
- Although the effect was statistically significant ($T = 2.72$, $\text{Sig.} = 0.000$) and the hypothesis was accepted in strictly statistical terms, the low coefficient of determination indicates that the actual effect size is limited when compared with the direct effect of administrative leadership on employee performance.

Recommendations

- Clear mechanisms should be activated to link daily operational decisions with the institution's overall strategic plan so that the strategic vision does not remain a theoretical framework detached from actual practice.
- Periodic workshops should be organized for senior leaders and middle-management officials to translate strategic objectives into measurable implementation plans at the daily level.
- Formal and regular feedback channels, such as periodic questionnaires or scheduled open meetings, should be established instead of relying on informal channels. This would help ensure that employees' opinions and observations reach decision-makers effectively.
- Periodic training programs and job-skill development opportunities should be extended to all employee categories on a regular and equitable basis, rather than being limited to selected groups.
- Standards for a motivating work environment should be unified across different departments and sections to ensure that all employees experience comparable levels of support and motivation.
- Feedback mechanisms aimed at correcting errors and improving performance should be strengthened and continuously linked to supportive training programs.
- Management should adopt clearer policies that support employee initiative and innovation, as this represents one of the relatively weaker aspects of the performance improvement section.
- Given the limited explanatory power of administrative leadership in explaining institutional excellence (10.4%), future research should examine other organizational factors that may influence it, such as organizational culture, available resources, and internal governance systems, and incorporate them into subsequent research models.
- Policies and operational procedures should continue to be updated regularly to keep pace with developments. The flexibility of the adopted methods should also be used to simplify procedures and reduce service delivery time, as these were among the strongest indicators of institutional excellence in the study results.
- Future studies should introduce additional mediating or moderating variables, such as organizational culture, organizational commitment, or intellectual capital, to explain a larger share of the unexplained variation in institutional excellence.
- The study should be replicated with samples from other institutional sectors to assess the generalizability of the findings, while benefiting from the high reliability demonstrated by the current study instrument.

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