

Hebron University
College of Graduate Studies
PhD Program in Educational Leadership
And Administration



**Job Cynicism as a Mediating Variable in the Relationship
Between the Practice of Inspirational Leadership and
Organizational Loyalty**

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Dissertation Declaration

Job Cynicism as a Mediating Variable in the Relationship Between the Practice of Inspirational Leadership and Organizational Loyalty

التهمك الوظيفي كمتغير وسيط في العلاقة بين ممارسة القيادة الملهممة والولاء التنظيمي

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This thesis was discussed and approved on / / 2024 by the discussion committee whose names and signatures are listed:

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Hebron-Palestine

2024

Acknowledgment

I, the undersigned, submitted the thesis entitled:

Job Cynicism as a Mediating Variable in the Relationship Between the Practice of Inspirational Leadership and Organizational Loyalty

I hereby declare that the contents of this thesis are the result of my own efforts, except as indicated wherever stated, and that this thesis as a whole or any part of it has not been submitted by others to obtain a degree, scientific or research title at any other educational or research institution.

Signature:

Aseel A. Nassar

.....

Date: / / 2024

Dedication

This thesis is dedicated to my supervisor, Dr. Salah Al Zaro, for his invaluable guidance, insightful feedback, and relentless support throughout this research. Your expertise and encouragement have been instrumental in shaping my academic journey.

Additionally, I would like to acknowledge my committee members for their constructive criticism and support, which have enriched this work.

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Job Cynicism as a Mediating Variable in the Relationship Between the Practice of Inspirational Leadership and Organizational Loyalty

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Abstract

The study aimed to identify the role of job cynicism as a mediating variable in the relationship between Palestinian secondary school principals' practice of inspirational leadership and teachers' organizational loyalty. The study used the descriptive causal approach. The study population consisted of all secondary school teachers in the education directorates in Hebron Governorate, numbering (3568) male and female teachers. The study was conducted in 2023-2024 on a sample of (366) male and female teachers selected by the stratified random method. The study used three scales: the Inspirational Leadership Scale, the Job Cynicism Scale, and the Organizational Loyalty Scale, where their psychometric properties were verified. After conducting the necessary statistical treatments, the study concluded that the level of secondary school principals' practice of inspirational leadership was average, the level of job cynicism in secondary schools in Hebron Governorate was average, and organizational loyalty was average. The study identified an inverse relationship between inspirational leadership and job cynicism, while showing a positive direct relationship between inspirational leadership and organizational loyalty. Additionally, it found that higher levels of job cynicism are associated with lower levels of organizational loyalty. The results showed that job cynicism partially mediates the relationship between inspirational leadership and organizational loyalty, as it weakened this relationship. The results also showed no statistically significant differences in the responses of the study sample members regarding inspirational leadership, job cynicism, and organizational loyalty attributed to the variables: directorate, gender, and years of teaching experience. Based on the study results, the researcher recommended several recommendations and suggestions.

Keywords: Inspirational Leadership, Job Cynicism, Organizational Loyalty, Hebron Governorate.

Chapter One

Introduction

Chapter One

1.1 Introduction

The pace of life is rapidly increasing, carrying with it continuous transformations, changes, and developments across various aspects of peoples' lives, societies, and institutions. It is essential to deal with the complexity and dynamic nature of the 21st century. As Einstein famously said, we cannot address the problems of today with the same mindset that created those problems. The realm of education is a fundamental part that should be integrated into these progressions. Thus, the adaptation and enhancement of educational institutions is a must. This compels us to look forward to planning new ways for the development of the entire educational system, steering it towards improvements and enhancements by adjusting teaching methods and fostering greater commitment among staff to achieve the objectives. This perspective underlines the essential role of the educational process. Besides, the responsibilities of school administration have changed, reaching a point where it is now linked to leadership as it is a subject of extensive focus in the educational field. The understanding of this role has developed alongside the development of related theories. Contemporary leadership principles highlight the importance of having an educational leader who exceeds the usual administrative duties that focus on the day-to-day tasks of the educational institution. This modern perspective promotes a leader who is capable of influencing and collaborating with others within the educational setting. Such a leader is committed to fostering creativity and personal development among the staff, eventually ensuring the achievement of the institution's goals (Kilag et al., 2023).

The importance of leadership in management studies can't be set aside. Leaders have a strong effect on every aspect of the organization as they can influence the behaviors of

the employees toward achieving the goals by taking advantage of opportunities and effectively managing risks (Northouse, 2021).

Leadership functions as both a strategy and an approach to manage all kinds of organizations in overall, especially within the realm of education. Educational leadership goes beyond mere curricula and tools. It includes a general and ongoing educational process that involves predicted future needs, exploring the best methods to enhance educational performance and continuously improving all aspects of the education process. This involves ensuring high-quality inputs, implementing well-organized and planned procedures and ultimately achieving desired outcomes that foster comprehensive excellence in the learning process (Ghanem, 2021).

Therefore, the examination of leadership styles is crucial, as it outlines the approaches and the methods by which a leader interacts with its followers. So, the leadership style stands as the primary factor in the success of institutions. It is mistaken to limit leadership ideology to just a singular style. Leadership is not restricted to one type, but involves various styles and techniques, each having distinct characteristics. These leadership styles are diverse and vary in their essential nature. Each has its unique character that distinguishes it from another. We can comprehend frequent elements and effectively apply them. However, regarding the types of leadership, they show qualities and characteristics that may not be acquired through learning but can be subject to some degree of modification (Kouzes & Posner, 2024).

In the contemporary field of educational institutions, the ongoing progress and developments bring challenges for educational leaders in selecting suitable and effective approaches to achieve tasks and obtain the objectives of the educational process. There is an urgent need to explore modern leadership styles and keep up with scientific improvements and evolving changes. The traditional approach focused on a singular leader

or limited managing to specific individuals is no longer suitable for administrating in schools effectively. This modification aligns with the rapid progress in areas of knowledge and the reviews of educational institutions' organizational culture (Heenan et al., 2023).

This leads to inspirational leadership as one of the innovative styles, where the leader's actions lead to inspiring and motivating subordinates and encouraging them to direct their extreme efforts towards the advancement of the organization, ultimately seeking its optimal success. Inspirational leadership is a factor that helps the success of administrative work. Thus, it inspires leaders to work, significantly raises the level of performance for individuals and groups, and increases organizational loyalty. That opens up hidden potential by taking advantage of motivations and internal values besides inspiring others to follow their passions and move towards ambitious goals, such as inspiring individuals and teams to raise organizational loyalty (Kamel et al, 2019).

Inspirational leadership stands out among various leadership styles for its distinctive characteristics and capturing nature. The term "inspiration" itself derives its name from the word inspiration. This is a force that is difficult to explain clearly and hard to see with the bare eye. It gains its name from the personality of the leader and the personal characteristics a leader possesses that inspire others, making the leader in the subordinates' eyes a special person with stunning and charming ideas that help in solving problems and stimulate the hidden and intangible power. An inspirational leader is remarkable by owning a charming personality, besides having traits that not only fascinate others but also motivate those around them. Such a leader becomes an ideal of innovative and inspiring ideas, capable of solving problems and inspiring a genuine passion for work within their team members. The desire to establish continuous connections with such an inspirational leader becomes a priority, for employees. This connection influences their performance and loyalty, as they become inspired by the leader's visionary ideas. The influence of an

inspirational leader goes beyond the dynamics of individual teams. In an organization, it spreads throughout various levels of school and classroom management. This duplicated effect plays a role in improving performance and achieving excellence within institutions (Abu Ghaly, 2019).

Alessa (2021) views inspirational leadership as a form of leadership that is distinguished in its characteristics, attractive in its essence, and seeks to maintain the relationship with subordinates. This leadership style stands out for its distinguished qualities, fostering an environment where individuals are not only fascinated but influenced by the leader's visionary ideas.

There is no doubt that effective management, through its functions, contributes to harmonizing and guiding the diverse employees' efforts toward achieving organizational goals. An inspired leader takes careful steps towards enhancing every aspect of the organization and motivating workers so that no obstacles or conflicts in attaining goals occur. This can be achieved by promoting an optimal organizational climate for all employees, fostering an environment that enhances productivity and also sustains a high level of loyalty among the workforce (Al-Anzi, 2021).

Organizational loyalty is a fundamental and essential element when evaluating the extent of harmony and cooperation between individuals and their organizations. Individuals with high loyalty towards their organizations are those who have sufficient preparations to devote more effort and dedication to their work and constantly strive to maintain their continued connection and belonging to their organization (Durr, 2022).

In light of the great challenges that organizations face in the work environment, the essential role of the human element in their success is recognized. So, the ability of these organizations to take advantage of employees' capabilities and skills depends on the applied leadership style, as it significantly shapes workers' behavior, performance, morale,

and loyalty. There are some leadership styles that lead to a deviation in employee behavior, a decrease in their loyalty, a feeling of job burnout, negative attitudes toward the organization, a feeling of their incapability to solve their problems, and a feeling of failure. All of this is a result of a lack of appreciation and justice perceived. This, in turn, helps in the emergence of what is commonly known as job cynicism (Khudair and Ahmed, 2017).

Over time, it becomes evident that some organizations work as tools of control, favoring the interests of a privileged few over the other workers of the entire staff. This realization tends to create a belief among employees that the organization lacks trustworthiness, compromising values like integrity. The essential principles of honesty, authenticity, and justice may be sacrificed in order to achieve the self-interests of the elite. Such actions often lead to negative feelings such as frustration and anger, creating a culture of grumbling, complaining, and lack of satisfaction. In the field of organizational behavior, these undesirable circumstances and feelings are recognized as job cynicism. Such attitudes have negative effects on the organization's ability to achieve its goals and significantly decrease the loyalty of its employees (Ali, 2017).

So, some leadership styles impose strict control over employees, lacking transparency and fairness in their interactions. This leads to performing only what is required to the extent monitored and instructed, contributing to a high rate of absenteeism and countless problems among workers. Consequently, morale declines, burnout of employees, and weak organizational loyalty. This leads to the emergence of what is known as job cynicism. This cynicism shows a lack of trust among employees, seeing their institutions prioritizing self-interest over the principles of honesty, integrity, and ethics (Kakar et al, 2022).

Consequently, there is a crucial need to emphasize the importance of building moral character in leaders through the implementation of essential knowledge and skills, joined with the stimulation of their inspirational leadership principles. All mentioned previously leads to the core of this study, job cynicism as a mediating variable in the relationship between the practice of inspirational leadership and organizational loyalty.

1.2 Problem of the Study

The schools' principals are one of the cornerstones for the institution's success and prosperity. Their success is complicatedly tied to their competence and the leadership style they employ to attain the school's objectives. To sustain and promote this success, exploring innovative leadership styles while departing from conventional, routine approaches is fundamental. This transition is essential for boosting the quality of education and fostering stronger organizational loyalty among teachers. Furthermore, this subject has been the focus of several studies. For instance, the study of Al-Mousawi and Abboud (2020) recommended strengthening and extending the use of inspirational leadership among employees with frameworks that support and serve the objectives of the institute. While, the study of both Al-Salhi (2018) and Al-Salibi (2015) Prompted enrolling current leaders in an annual professional development program on leadership skills, modern leadership models, and different styles of effective and inspirational leadership. However, based on the researcher's experience, her work in the educational field, and her interactions with various secondary school principals, she has noticed a range of leadership styles have been practiced in schools, primarily focused on using traditional administrative approaches, and implementing directives. Yet, they often lack an element of inspirational leadership. The essence of such leadership seeks to influence and inspire teachers, fostering their energy and, as a result, enhancing their belonging and loyalty to their schools.

Due to the lack of studies related to inspirational leadership in Palestinian educational institutions, and in support of ongoing research endeavors, the researcher conceived the study's concept. Therefore, the study aims to identify Palestinian secondary school principals' practice of inspirational leadership and its relationship to teachers' organizational loyalty in the presence of job cynicism.

So, the problem of the study is framed in the following primary question:

What is the nature of the relationship between Palestinian secondary school principals' practice of inspirational leadership and teachers' organizational loyalty in light of the presence of job cynicism as a mediating variable?

1.3 Study Questions

The following questions emerged from the main question:

1. What is the level of Palestinian secondary school principals' practice of inspirational leadership as perceived by teachers?
2. What is the level of job cynicism among teachers in Palestinian secondary schools from their perspective?
3. What is the level of organizational loyalty of teachers in Palestinian secondary schools from their perspective?
4. Is there a relationship between the levels of Palestinian secondary school principals' practice of inspirational leadership on teachers' organizational loyalty?
5. Is there a relationship between the levels of Palestinian secondary school principals' practice of inspirational leadership on job cynicism?
6. Is there a relationship between job cynicism among teachers in Palestinian secondary schools and their organizational loyalty?
7. Is there an influence relationship between the level of Palestinian secondary school principals' practice of inspirational leadership on teachers' organizational loyalty in the presence of job cynicism as a mediating variable?

8. Are there statistically significant differences between the average scores of the study sample members regarding Palestinian secondary school principals' practice of inspirational leadership, job cynicism, and teachers' organizational loyalty from their point of view due to the variables: (directorate, gender, and years of teaching experience)?
9. Are there statistically significant differences between the average scores of the study sample members regarding job cynicism from the teachers' point of view due to the variables: (directorate, gender, and years of teaching experience)?
10. Are there statistically significant differences between the average scores of the study sample members regarding organizational loyalty from the teachers' point of view due to the variables: (directorate, gender, and years of teaching experience)?

1.4 Objectives of the Study

The study aims to:

1. Identifying the level of Palestinian secondary school principals' practice of inspirational leadership as perceived by teachers.
2. Identifying the level of organizational loyalty of teachers in Palestinian secondary schools from their point of view.
3. Identifying the level of job cynicism among teachers in Palestinian secondary schools from their point of view.
4. Revealing the effect of the level of Palestinian secondary school principals' practice of inspirational leadership on teachers' organizational loyalty.
5. Detecting the effect of the level of Palestinian secondary school principals' practice of inspirational leadership on teachers' job cynicism.
6. Detecting the effect of the level of job cynicism among teachers in Palestinian secondary schools on their organizational loyalty.

7. Detecting the effect of the level of Palestinian secondary school principals' practice of inspirational leadership on teachers' organizational loyalty in the presence of job cynicism as a mediating variable.
8. Determine whether there are statistically significant differences between the average scores of the study sample members regarding Palestinian secondary school principals' practice of inspirational leadership, job cynicism, and teachers' organizational loyalty as perceived by teachers to the variables: gender, years of teaching experience, and directorate.

1.5 Significance of the Study

The study gains its importance through the following:

Theoretical significance

1. The significance of this study lies in the importance of the variables it addresses, including inspirational leadership among secondary school principals, job cynicism, and organizational loyalty of teachers, as they are characterized by originality and modernity.
2. Improving the Arab library and advancing scientific research, especially in the Palestinian context. To the best of the researcher's knowledge, it currently lacks a study that deals with the level of secondary school principals' practice of inspirational leadership and its relationship to the organizational loyalty of teachers in the presence of job cynicism as a mediating variable. Researchers interested in the topics of inspirational leadership, organizational loyalty, and job cynicism will benefit from the study tool.
3. Researchers investigating the realms of inspirational leadership, organizational loyalty, and job cynicism will find value in the developed research tool.

Practical Significance

1. School principals may benefit from the results of this study by identifying the effect of practicing inspirational leadership on teachers' organizational loyalty, which helps improve leadership practices in secondary schools.
2. The outcomes of this study can be of significant value to school principals. They can gain insights into the impact of practicing inspirational leadership on teachers' organizational loyalty, which helps improve leadership practices in secondary schools.
3. As far as the researcher is aware, the Palestinian work environment has not seen a comprehensive study or practical application of these subjects.

1.6 Delimitations of the Study

The study is limited to the following limits:

1. Human limits: the study is specifically focused on secondary teachers as the primary participants. Findings will be drawn exclusively from this group.
2. Spatial limits: The geographical scope of the study is secondary schools located in Palestine. This research will focus on this specific region to examine the targeted questions within the context of Palestinian secondary schools.
3. Time limits: The study is in the academic year of 2023-2024. Data collection, analysis, and interpretations will be conducted in this specific timeframe.
4. Conceptual limits: job cynicism as a mediating variable in the relationship between the practice of inspirational leadership and organizational loyalty.

1.7 Definition of Terms

Inspirational leadership: it is defined as "leadership that is distinguished in its characteristics, attractive in its being, and seeks to maintain the relationship with its subordinates and in a way that influences their performance and loyalty to the point of being fascinated by their ideas" (Al-Halabi, 2017, 10).

The researcher defines procedurally the level of secondary school principals' practice of inspired leadership: as the practices and procedures practiced by school principals, that lead to inspiring teachers, motivating them, releasing the latent energies within them, and increasing their loyalty to achieve the institution's planned goals, which is estimated by the total score obtained by the respondents through the study tool, prepared by the researcher for this purpose.

Job cynicism: it is a negative attitude that an individual holds regarding the organization's type of management when the organization prioritizes its personal gains over ethical values, including honesty, integrity, and sincerity (Yang et al., 2020).

The researcher defines it procedurally as the total scores obtained by the respondents for the organizational cynicism scale prepared in the current study.

Organizational loyalty: organizational loyalty includes an individual's feelings and attitudes toward his\ her workplace. It is linked to the person's acceptance of the organization's objectives and values, their commitment to make an effort on its behalf, and their desire to remain a dedicated member (Durr, 2022).

The researcher defines it procedurally as the total scores obtained by the respondents for the organizational loyalty scale prepared in the current study.

1.8 Study Hypotheses

The study aimed to test the following hypotheses:

H1: There is a significant relationship between inspirational leadership, job cynicism and organizational loyalty.

H1a: There is a significant positive relationship between inspirational leadership and organizational loyalty among teachers.

H1b: There is a significant negative relationship between inspirational leadership and job cynicism among teachers.

H1c: There is a significant negative relationship between job cynicism and organizational loyalty among teachers.

H2: There is an indirect effect of inspirational leadership on organizational loyalty when job cynicism mediates the relationship between them at the level of significance ($\alpha \leq 0.05$) in the average responses of the study sample in the education directorates in Hebron Governorate.

H2a: There is a statistically significant effect at the level of (0.05) for inspirational leadership on job cynicism.

H2b: There is a statistically significant effect at the level (0.05) of job cynicism on organizational loyalty.

H2c: There is a statistically significant effect at the level of (0.05) of inspirational leadership on organizational loyalty.

H2d: There is an indirect effect of inspirational leadership on organizational loyalty in the presence of job cynicism as a mediating variable.

H3: There are no statistically significant differences at the significance level (0.05) between the estimates of the responses of the study sample members about inspirational

leadership in secondary schools in the directorates of education in Hebron Governorate from the point of view of male and female teachers due to the variables (directorate, gender, and years of teaching experience).

H4: There are no statistically significant differences at the significance level (0.05) between the estimates of the responses of members of the study sample about job cynicism in secondary schools in the directorates of education in Hebron Governorate from the point of view of male and female teachers due to the variables (directorate, gender, and years of teaching experience).

H5: There are no statistically significant differences at the significance level (0.05) between the estimates of the responses of the study sample members about organizational loyalty in secondary schools in the directorates of education in Hebron Governorate from the point of view of male and female teachers due to the variables (directorate, gender, and years of teaching experience).

Chapter Two

Theoretical Framework and Previous Studies

Chapter Two

2.1 Leadership

2.1.1. Leadership Concept

Leadership embraces important significance within management as it is the fundamental component for organizing and guiding resources within institutions and organizations. Its critical role is enhancing employees' abilities, providing support, training, and refining their performance. Besides, leadership sheds the light on the importance of human resources, influences motivation, and organizes the work toward the desired aims (Al-Saud, 2021).

Leadership is defined as working to motivate others, direct them, and influence their behavior through positive participation to achieve the desired goals (Metwally and Saleh, 2021).

Alshihabat & Atan (2020) Noted that leadership requires having a unique set of skills and characteristics that help individuals to effectively face challenges and overcome obstacles in diverse situations. Additionally, it involves the capacity to influence others positively.

Al-Oraifan (2019) highlighted that leadership is a set of sequential processes launched by the leader to individuals, which influences the direction of their attitudes and behavior towards work, to achieve the set goals with high quality and efficiency.

Leadership is known to be “the primary determinant in the performance of institutions and often makes the difference in their progress or decline” (Gichuhi & Karuoua, 2017: 3).

It is also defined as “the process of influencing others in a way that enhances their contributions to achieving group goals” (Ravikumar & Parks, 2020: 664). To add, Rizk (2022) pointed out that leadership is the ability to guide others' behavior, inspire them, enhance their skills, and direct them toward achieving set objectives. It is also the pursuit of achieving goals through the influence of one individual on others (Abdul Raouf et al., 2022).

Based on the above-mentioned, the researcher believes that leadership characterized as the central force in goal-setting, drawing up policies, and work planning. It also involves motivating employees, directing them towards achieving objectives, encouraging a collaborative spirit among them, and consistently motivates them to enhance performance to achieve desired quality standards and monitoring them.

2.1.2. The Importance of Leadership

The importance of leadership is highlighted by its being the authorized body, the decision maker, the expert, the knowledge, and the role model to be emulated. Leadership fulfills administrative and leadership roles and functions by drawing up work policies and objectives. It also carries out long-term strategic planning and seeks to develop the work system and always achieve the best (Al-Samouli, 2013).

Beyond the previously mentioned importance of leadership, Battah and Al-Taani (2016) pointed out the following:

- Leadership is the body that unifies the business vision and mission, and seeks to achieve the goals.
- Leadership works to direct employees towards the best and develop their abilities and skills.
- Leadership deals with obstacles and develops alternative plans for expected risks; also it serves as the decision-making authority.
- Leadership focuses on investing in opportunities, analyzing the work, and identifying strengths and weaknesses.
- Leadership creates a strategic plan based on a realistic study and awareness of the surrounding environment.
- Leadership aims to stay updated with the developments and it seeks to enhance performance within the organization's goals.

The researcher believes that the importance of leadership lies in its basis of setting realistic and achievable goals based on available capabilities. Thus, it helps in developing work plans collaboratively with employees and uniting efforts to improve the level of performance and output quality. This is achieved by training and guiding employees to achieve the set objectives.

2.1.3. Sources of Leadership Power

The range of tasks and actions carried out by the leadership obliges it to form rules that others could follow. These rules outline and help in controlling the outputs and behavior of employees, Also, it maintains the interests of both employees and the organization, protects their rights, and ensures that the tasks are performed properly (Al-Saud, 2021).

Therefore, leadership must have sources of strength to effectively implement the procedures and derive employees' power. Below are the most significant sources of leadership power as identified by French and Raven (1959):

- **Coercive Power:** This power stems from the leader's ability to enforce penalties or punishments. Leaders use it to compel compliance or obedience by threatening negative consequences, such as demotion, termination, or reprimands. While it can be effective in certain situations, over-reliance on coercive power may harm morale and create a hostile work environment.
- **Reward Power:** Based on the leader's ability to provide rewards, such as bonuses, promotions, or praise, to motivate employees
- **Referent Power:** Based on the leader's personal traits, charisma, or ability to inspire loyalty and admiration. Leaders build trust by interacting and communicating with employees, understanding their needs and aspirations, and striving to meet them. This involves creating and building a supportive environment that encourages work and creativity.

- **Informational Power:** comes from the leader's access to valuable information that others do not have.
- **Legitimate power:** this refers to the power and authority derived from the leader's official job title and position within the organization. It includes offering rewards, promotions, and bonuses and imposing penalties and deductions.
- **Expert power:** it refers to the knowledge that leaders gain from their experiences as well as their ability to face challenges, solve problems, and share information and experiences with their employees.
- **Character as a Source of Leadership:** a leader's character can be a powerful source of inspiration including the wisdom and boldness required for effective leadership, as well as the ability to make the right decisions at the right time. Additionally, it expresses the strength of the leader's personality and the extent of their influence on others (Hassan,2017)

Rizk (2022) believes that successful leadership is the one that uses the power of leadership in all its sources, to achieve commitment to the organization's policies. Depending on the nature of work and the employees involved, some types of power sources can be prioritized over others, depending on the nature of the work and employees. Personal character and experience make employees trust their leader's decisions, as employees believe that these decisions are based on facts and experience. Also, a leader being flexible and having good connections with the employees helps them to be more effective.

2.1.4. Leadership Theories

Management experts and leadership scholars have worked to explain human behavior to understand its impact on others, and its ability to guide groups towards achieving goals. This led to the development of various leadership theories, including:

2.1.4.1. Trait Theory

This theory suggests that effective leadership depends on the distinctive traits and characteristics of the leader. These traits distinguish the leader from others. The trait theory focuses on certain personality traits in leaders, such as intelligence, initiative, perseverance, assertiveness, and ambition, as well as on the assumptions that distinct characteristics determine a leader's success and those leadership qualities are innate rather than learned (Al-Qamashs, 2016).

The researcher believes it is challenging to list all the qualities and traits that distinguish leaders from each other, and it is also hard to determine the number and type of these qualities. Additionally, some traits like physical appearance, integrity, intelligence...etc. may be found in ordinary individuals who may not be suitable for leadership roles.

2.1.4.2. Situational Theory

This theory emerged in response to the criticism that the trait theory was subjected to by researchers who conducted many studies on the traits or characteristics that distinguish a leader from others, whether physical or personal. Known as the situational theory, it focuses on the interaction between the individual's traits and the situation they encounter (Al-Obeid, 2019). This theory is based on situational adaptability, as it is not always possible to rely on one leadership style for all situations. Leadership styles should be used based on the specific needs and circumstances at hand. This theory was named for its emphasis on adapting the suitable method of leadership to the actual situation facing the leader. This theory considers three key factors influencing a leader's behavior: the leader's authority, the leader's relationship with the employees, and the organizational structure. So, it emphasizes the importance of a leader's awareness and understanding of their employees. Most importantly, there is no single management style that is suitable for every situation, time and place (Shaaban, 2021).

2.1.4.3. Interactional Leadership Theory

The Interactional Theory blends elements from both trait and situational theories. It highlights that leadership is shaped by the interaction between key variables in the leadership process. This theory suggests that leadership is a social interaction formed by three dimensions: individual characteristics (traits), situational elements, and organizational characteristics.

So, the Interactional Theory suggests that effective leadership is a result of the dynamic interaction between these three dimensions. Therefore, Leaders must be adaptable and flexible, using their suitable personal traits to handle different situations that suit the organizational contexts that they are working in. This helps in inspiring and leading their teams towards success (Al-Qamash, 2020).

2.1.5. Leadership Styles

Leaders use various, different styles and strategies to earn employees' trust and deal with the situations and challenges they encounter to achieve the goals. These styles may include the following:

Dictatorial Leadership: this leadership style relies on suppressing others, making individual decisions, and following authoritarian authority. It discourages participation and discussion when making decisions. This style often spreads fear, tension, and negativity. It is advised to use this style only in emergencies (Bouldiab, 2018).

Democratic leadership: this style emphasizes involving employees in decision-making, spreading a positive atmosphere among employees, enhancing employees' skills and capabilities, and training them to practice leadership (Pasha, 2017); it encourages enthusiasm for work, increased loyalty, and a stronger sense of belonging to the organization. However, it can be challenging to include every member in decision-making,

differences in opinions may weaken relationships if not adequately addressed (Muhammad, 2017).

Laissez-faire leadership: the laissez-faire leadership style is the opposite of the autocratic leadership type by highlighting delegation and minimal supervision. Laissez-faire leaders delegate tasks to team members without closely managing and observing them as leaders could have more time for other tasks and projects. Leaders might choose the laissez-faire approach when team members are highly skilled, experienced, and well-trained, so they need limited guidance. On the contrary, it can lead to decreased productivity if employees are uncertain about their roles or if some need constant motivation, observation, and clear borders to perform efficiently (Houlihan, 2020).

Inspirational leadership: this style depends on encouraging innovation and creativity, working on continuous change to stay updated with developments, and building confidence and trust between leaders and employees. The leader considers employees as partners in the process of leadership. Inspirational leadership promotes sharing authority and exchanging roles and tasks (Harem, 2016), However, using this style without careful consideration may lead to job instability and disruption at work, under the form of improvement and development (Abdel Hafez, 2017).

2.1.6. Factors Affecting Leadership

Leadership affects many variables and, in turn, is influenced by them, with effects that can be either positive or negative. The most important factors influencing leadership include the following (Hassan, 2017):

1. Personal traits and characteristics of a leader which include physical, psychological, and behavioral characteristics.

2. Personal traits and characteristics of team members include physical, psychological, and behavioral characteristics. Individual traits and characteristics differ from one person to another.
3. Characteristics of the task in terms of its nature, size, quality of its outputs, organizational structure, and methodologies employed.
4. The leaders' educational and practical experience, awareness of the situation, and understanding of both themselves and their team members.
5. Short-term and long-term objectives for the performance.

2.1.7. Inspirational Leadership

2.1.7.1. The Concept of Inspirational Leadership

Inspirational leadership stands out as one of the most important leadership styles that can achieve overall management, and encourage a positive organizational atmosphere which helps in achieving organizational well-being.

Ngaithe et al., (2016: 7) defines inspirational leadership as “leadership that is distinguished in its characteristics, attractive in its being, and seeks to maintain the relationship with its subordinates in a way that influences them in their performance and loyalty to the point of being fascinated by its ideas.”

Inspirational leadership is a significant factor in the success of today's administrative work. It unlocks latent potential by taking advantage of internal motivations and values, inspiring others to follow their passion and move towards accomplishing their ambitious goals. This leadership style not only motivates leaders but also raises levels of performance for both individuals and entire team members, kindles creativity, and fosters bold innovation. It also inspires individuals and team members to play a significant impact on organizational performance and excellence (Kamel et al., 2019).

Inspirational leadership is considered one of the topics of great importance, and one of the promising fields in the development and progress of societies, educational institutions, and administrative organizations. Consequently, today's Inspirational leadership seeks to enhance its performance at administrative levels and works to develop the capabilities and skills of employees across various institutions (Al-Azmi, 2016).

Inspired leadership in its true content is not a miracle but rather a mindset characterized by firm enthusiasm for achieving success and unwillingness to accept failure. These leaders stand out as charismatic individuals who inspire admiration from those around them. They don't settle on setbacks but excel at finding solutions to challenges, no matter how complex the situations are. Failure is not in their dictionary (Hedges, 2017).

Inspirational leadership is defined as a type of leadership that requires the leader to have the will and determination that let leaders focus on the followers, placing them at the forefront of the leader's sight and vision (Poojomjit et al., 2018).

Peterson & Waldman and Balthazard (2011) defined inspirational leadership as the leadership that expresses a vision based on strong ideological values that encourage individuals to align with that vision. The ability to inspire stands as a fundamental trait that occupies high levels of trust among individuals. It is also a primary motivator for individuals' trust and admiration for the leader. This leadership style is positively correlated with performance at the individual, group, and organizational levels.

It is also defined as: "Leadership that involves making individuals understand and persevere towards difficult goals, working to confront setbacks and disappointments, and enhancing their creativity" (Jain, 2012: 150).

Inspirational leadership seeks to empower employees and motivate them toward development, innovation, and creativity. This approach leaves a positive impact on their performance, enable employees to achieve remarkable successes. Through using different

methods, inspirational leaders inspire their teams to face difficulties, and challenges, besides adapting to the changes in the work environment effectively (Al-Farani, 2020).

Based on the above, inspirational leadership can be described as:

1. Inspirational leadership is characterized by attractive characteristics and charismatic features of the leader.
2. An inspiring leader should have values such as confidence, determination, and resilience.
3. Inspirational leadership is based on a future vision and a strategic approach.
4. Inspirational leadership fosters positive, collaborative relationships between the leader and team members.
5. The leader's ability to influence subordinates and generate loyalty to accomplish great performance and dedication.

The researcher defines inspirational leadership as leadership that enables the school principal to support their staff on all levels - socially, materially, mentally, and spiritually. This leadership style fosters enthusiasm, motivation, and confidence, encouraging the staff to increase engagement and maximize efforts toward achieving the institution's goals. This is represented by the following dimensions. (Self-confidence, strategic direction, change management, empowering and supporting employees).

2.1.8. Dimensions of Inspirational Leadership

There have been many studies and research that have explored the dimensions of inspirational leadership, and the researchers' perspectives have varied based on their location and the study's environment. So here are some of the dimensions of inspirational leadership as follows (Poojomjit et al., 2018)

2.1.8.1. Self-Confidence

The self-confidence dimension is seen as a reassuring assurance rooted in the leader's potential to reach their goals. It refers to the leader's trust in their abilities and their belief that they can inspire and motivate others towards a common goal. It involves having faith in oneself, maintaining a positive attitude, and projecting a confident presence that promotes trust and encourages team commitment (Ngaithe, 2016).

Therefore, self-confidence is considered one of the basic elements of a strong personality, and it is the basis of all success and accomplishments. You have the potential to accomplish anything you set your mind to. There are no limits to what you can achieve, except the constraints you impose on your own thinking. The cornerstone of self-confidence lies in determining what you want, while fear and doubt stand as the primary obstacles to success (Alwan, 2021).

Therefore, self-confidence is one of the basic personality traits whose formation begins in childhood. It is linked to the individual's psychological and social accommodation as it depends entirely on their mental, physical, and psychological components (Al-Shammari, 2023).

Scholarly works have explored the concept of self-confidence as undergoing a progression through four distinct stages, outlined as follows: (Ghanem, 2021):

Thinking stage: it is for the individual to conceptualize self-confidence through auditory, visual, or tactile means this might involve picturing oneself standing on a stage among a large crowd, receiving encouragement and affirmations of one's positive traits. So it involves the mental aspect, such as thoughts and beliefs one holds about oneself and one's abilities

Feeling stage: the emotional responses are closely connected or mixed with the outcomes of our thoughts. So, changing emotional responses and enhancing self-confidence involves

modifying how we think and changing our thought patterns. So it is related to the emotional aspect, including how confident and positive one feels about oneself.

Behavior stage: it is known that thoughts are linked to emotions and behavior. There is a strong relationship between the body and the mind. Any change that may occur will cause a change in the mind and then a change in emotions. Thus, it includes the actions and behaviors that reflect one's level of self-confidence, such as boldness and risk-taking

Spiritual stage: it is the highest stage that a self-confident person reaches, where self-confidence flows effortlessly from within the individual, bringing feelings of joy and fulfillment accompanied by accomplishment. So, it is the deeper, intrinsic sense of self-worth and purpose, often linked to personal values and beliefs.

To enhance self-confidence one can try the following strategies: repeat positive thoughts about oneself, avoid complainers and negative influences, maintain high expectations, reshape your self-perception and void negative influences and beliefs about yourself, plus actively pursue your achievements and success (Ravikumar & Parks, 2020).

Based on the above-mentioned, the researcher believes that self-confidence serves as the underlying element but a crucial one for an inspirational leader. Self - confidence is essential and as it acts like the backbone and driving force for an inspiring leader. It provides leaders with resilience and assurance needed to carry out their duties effectively. Self- confidence also helps in spreading motivation and inspiration in the team. Confident leaders can work towards realizing shared objectives, achieving success, taking risks, and ensuring ongoing commitment, even in the face of challenges, difficulties and uncertainties.

2.1.8.2. Strategic Direction (Future Vision)

Strategic direction is considered the compass that guides any institution. It guides and directs institutions. It is a set of decisions and procedures that result in the formation and

implementation of plans designed to achieve the institution's objectives. Here, the institution relies on applying the strategic management style, which goes through three basic stages that integrate with each other as follows (Gichuhi & Karuoya, 2017):

A- Developing and formulating the strategy: this stage includes a set of steps represented by defining the institution's mission, establishing strategic goals and objectives, and formulating policies based on the organization's resources material, human resources, values, and goals. It requires ongoing adaptation through continuous learning about the surrounding environment of the institution and the institution's needs and requirements.

B- Implementing the strategy: this phase includes executing the strategy, which embraces designing programs, establishing budgets, and implementing procedures.

C- Evaluation and follow-up: this stage includes ongoing evaluation, as the strategy is developed to address, adapt, and shape the future within dynamic internal and external factors. Continuous review is necessary to ensure that organizational and individual performance is moving toward the right direction.

Numerous advantages accrue for both the organization and individuals when implementing strategic management (Kamel et al., 2019), including:

1. It enables the organization to fulfill its duties and responsibilities with high efficiency.
2. Encourage administrators to explore, evaluate, and accept multiple alternatives.
3. It helps in revealing future opportunities, threats, and risks.
4. It empowers leaders to implement fundamental changes and transformations.
5. It encourages perspectives, ways of thinking, decision-making, and planning approaches that facilitate making the right decisions.

6. Providing the institution with qualitative methods to assess achievement and performance, plus fostering creativity and innovating new methods for motivation and knowledge enhancement.

Based on the aforementioned, it is clear that strategic dimension inspires leadership with a comprehensive perspective on the future, facilitating decision-making based on the perceived data. It also clarifies the potential future risks and opportunities ahead, while also enabling the evaluation and acceptance of various available alternatives.

2.1.8.3. Change Management (Sensitivity to Environmental Variables)

Sensitivity to environmental variables means being familiar with environmental variables that help leadership to accommodate with new circumstances and reorganize operations to benefit from good changes, while minimizing the effect of negative ones. In essence, it involves investing in the most effective methods to drive change and achieve goals. Change is a fundamental aspect of every institution within its various administrative functions. Change is considered essential for the institution's survival. Success relies on keeping up with the events and developments that occur. So, change is essential, continuous, and an optimistic activity that keeps the institution influenced by the current internal and external environment as it encourages bringing up the necessary modifications (Griffiths et al, 2019).

Thus, inspirational leadership realizes the necessity for change. When environmental changes are occurring gradually, some senior managers may fail to recognize it as a threat to their organizations. So, in order, to make organizational members aware of environmental changes, they must be encouraged to visit other organizations to recognize environmental shifts. Plus, members can learn alternative approaches to problem-solving and how to address problems, and how to foster a new vision. This vision evolves over time through the involvement of individuals in decision-making processes; those

individuals will subsequently implement and establish the change. To ensure successful implementation, leaders must collaborate with their teams and pinpoint individuals who are enthusiastic and committed to the change, while also guarantee that they are receiving support and assistance from managers at higher levels of administration (Ivanovna & Sabirjanovich, 2017).

Change management also seeks to achieve many goals, including the following: (Lyazat et al., 2018):

1. Continuous examination of the growth or decline of the organization and the opportunities surrounding it.
2. Developing the organization's methods in treating the problems it faces.
3. Increase trust, respect, and interaction among organization members.
4. Increasing the enthusiasm and the ability of the organization's members to confront their problems and to exercise self-control.
5. Developing leaders who are capable of and willing to adopt administrative creativity.

Therefore, the dimension of change management is extremely important for inspirational leadership due to its profound effects on the fundamental elements of the organization and the employees, as outlined in the following: (Qardaku, 2019)

A- Maintaining effective vitality: change works to renew vitality within institutions. It fosters a renewal of aspirations and hopes, shifting and changing not needed norms. Change also helps to create an optimistic atmosphere, thereby prompting individual and collective endeavors. This, in turn, stimulates the emergence of diverse perspectives and suggestions. Increasing the understanding of how important and possible it is to get involved in the process of changing in positive ways.

B- Developing the capacity for innovations: change always requires effort to deal with it, whether it's positively being adapted or negatively being rejected. Both approaches require searching for alternative methods and tools.

C- The aspiration for growth, enhancement, and advancement: change helps in revealing demands and desires, developing motivation and drive towards improvement and progress, resulting in development and enhancement across all aspects.

D- Compatibility with life's changes: change increases the ability to adapt and accommodate to life's changes, among different and unstable circumstances that may be encountered by both individuals and institutions and even accommodating in an environment where there are numerous factors are interacting: (ideas, trends, forces, interests, rights).

E- Reaching a higher degree of quality in performance: Change helps in achieving better level of proficiency in executive performance and operational practice.

Therefore, change management reveals traits that inspirational leadership should be aware of such as: (Al-Halabi, 2017)

Realism: It is tied to the actual situation of the organization and operates within the boundaries of its capabilities, resources, and current circumstances.

Compatibility: There must be harmony between change and the desires, aspirations, and needs of the various forces that are involved in the change process.

Interactive: To have the ability to move effectively, to influence others, and to direct action in the intended areas of change within activities and administrative units.

Sharing: The change process requires positive interaction with active participation of all participants affected by the change, and interacting with its dynamics. The change process requires positive interaction with conscious participation for all the individuals and groups affected by the change, and actively interact with its dynamics

The ability to develop and innovate: The ability to develop and innovate: this trait is essential for overseeing change, as change must seek improvement and advancement, otherwise it risks becoming irrelevant.

Legitimacy: Legitimacy: Change must take place within the framework of both legal and moral legitimacy at the same time. This is crucial, especially when existing organizational laws may clash with some directions of change.

Reform: For the change process to be successful. It must be characterized by a spirit of reform and restructuring.

Maturity: Rationality is an essential trait in all administrative work, especially in change management, as every decision and every action is evaluated based on cost-benefit analysis.

Based on the above, it's evident that both change management and sensitivity to environmental variables share objectives and purposes. Change management is an ongoing process aimed at enhancing decision-making capabilities, changing directions, and modifying values within any organization, when necessary. It implies shifting inspirational leadership towards new situations and rearranging matters. The aim is to take advantage of the benefits of change while avoiding or minimizing its drawbacks. Essentially, it involves investing in the most efficient strategies to facilitate change and achieve desired objective

2.1.8.4. Empowering Employees

It is the fourth dimension of inspirational leadership as employees' well-being is a critical element for organizational success, and it is essential to have an interest in increasing focus on enhancing their performance.

Empowerment involves the reasonable delegation of authority from managers to employees, accompanied by a genuine invitation for employees to participate in decision-making processes. This enables employees to take responsibility for the quality of their

decisions and actions, while also managers should provide support to subordinates in their new roles. Additionally, it shows a real invitation to all workers within the organization to participate actively. Therefore, it can be stated that the importance of empowerment extends to both the organization and all individuals working in it. Empowerment serves the interests of both the organization and the individual by linking personal interests with organizational objectives. This helps to release individuals from constraints and restrictions, encouraging them to take initiative, rather than relying only on strict regulations and rules (Farhi, 2017).

Moreover, empowerment gives individuals appropriate levels of responsibility and the feeling of independence to address issues directly, as they are more closely involved and aware of the delegated issues. Thus, they will comprehend the details of the delegated issues in a better way and they will be able to develop solutions. This will increase the quality of decisions made by employees, as well as their knowledge base. Consequently, empowerment is crucial for the success of any organization's activity (Poojomjit et al., 2018).

Numerous factors compel organizations to embrace employee empowerment, including: (Al-Jarrah, 2023)

1. Meeting market demands more effectively.
2. Reducing the number of administrative levels in the organizational structures.
3. Guiding senior management to focus on strategic goals.
4. Making the most of available resources, especially people, to maintain competitive development.
5. Making quicker decisions.
6. Encouraging individuals' creativity and innovative abilities.
7. Boosting job satisfaction, motivation, and organizational belonging.

8. Giving employees greater responsibility and enabling them to gain a greater sense of accomplishment in their work.

The dimensions of administrative empowerment include the following (Eid, 2023):

Stimulus: The presence of a good incentive system contributes to attracting individuals, satisfying their desires, enhancing their job longevity, encouraging healthy competition to enhance performance, and providing a positive organizational environment. This, in turn, increases satisfaction levels and raises organizational loyalty among employees.

Training: It is represented by employees' recognition that their organization offers opportunities for job growth, skill enhancement, continuous learning, and expanding their skills through real application, as training becomes a crucial and necessary component for leadership across various institutions.

Delegation: The development that has occurred in administrative organizations has resulted in an expansion of the workload for administrative leaders. Consequently, administrators are compelled to delegate certain responsibilities to subordinates who have the ability to bear responsibility and carry out the specified duties efficiently. Delegation involves transferring specific powers to capable subordinates, assigning tasks to them, and authorizing them with the necessary authority to carry out these tasks. The delegate here is empowered to make decisions that fall within their specific responsibilities (Yammarino, 2012).

Connection: this involves utilizing computers and internet connections, which requires the management of various methods for transferring information that is easily available when and where needed. After all, information is only valuable if it can be accessed when required.

Participation in decision making: the process starts with identifying the problem to make a decision. This involvement enhances confidence and motivation in work and also

increases the degree of loyalty and the sense of belonging to the institution. The crucial step in decision-making is selecting the most suitable solution to address the problem, followed by evaluating various alternatives (Al-Farani, 2020).

From the preceding points, it's clear that empowerment provides individuals with greater autonomy in task performance. It also enhances their opportunities for learning and skill development, leading to expanded administrative competencies.

No doubt, such achievement benefits the organization by improving the use of its human resources, leading to more efficient task accomplishment. Additionally, it increases employees' motivation and decreases work-related frustration and pressure.

Accordingly, empowerment offers several benefits for both individuals and organizations, as it takes leaders' authority and responsibilities while giving them more free time to do other important tasks at work. So, empowerment allows workers to address workplace challenges and crises independently. Moreover, it reduces reliance on leaders for work management and encourages accountability in individuals for the outcomes of their actions.

Furthermore, empowerment helps inspirational leaders create an atmosphere of mutual trust between the leader and employees. So, inspirational leaders trust others just as others trust them, steering away from authoritarianism and dictatorship. Employee empowerment also makes leaders attuned to the needs of others, as it gives them some kind of power and trustworthiness. Employees will be more disciplined and loyal to decisions that were made by their participation. True inspirational leader puts a set of guiding principles in their work, addressing emotional aspects through ethical behavior, presenting a good idol, encouragement, and appropriate penalties. An Inspirational leader also seeks to make the work of the employees more valuable and meaningful by working to improve their level of efficiency and effectiveness. In addition, an inspirational leader works toward creating a

high sense of harmony and collaboration among individuals and the team, thereby boosting morale among team members (Kamel, Mahdi & Kumouna, 2019).

From the discussion above, it's evident that inspirational leadership achieves remarkable achievements by winning over the hearts of followers, prompting them to perform extraordinary actions in times of distress. Its dimensions include self-confidence, indicating leaders' capacity to address challenges confidently, relying on their beliefs, abilities, principles, and strategic direction. This requires leaders to predict the future and make practical contributions to enhance the current situation. Alongside, inspirational leaders should proficiently manage change, and recognize it as a requirement and inevitable element which helps in the process of progress despite the natural resistance. Therefore, wise management sees change as a crucial step, followed by the empowerment of employees. Empowerment offers several advantages for the individual and the organization together as it involves shifting some of the leaders' authority and responsibilities while giving them some freedom to perform other work and required tasks. It enables leaders to effectively address challenges and reduces dependence on them, fostering greater accountability among individuals for their performance.

2.2 Job Cynicism

Organizations, since their existence, have pursued various objectives such as profitability, growth, and survival in the competitive business landscape (Whether it is a profit or non-profit organization). Realizing that achieving these desired goals relies on the human element, organizations have invested considerable attention in studying human behavior, viewing it as a powerful influential, and a source of renewable energy. Research in this domain has explored countless organizational characteristics, including job satisfaction, a sense of job security, and the employees' perceptions of management justice. Past research aimed to understand workplace dynamics and how organizational characteristics influence

employee performance. But it has become clear that the study of organizational behavior is no longer limited to traditional concepts, which were dominant in administrative and organizational discourse, Instead, it extended to be deeper into the depths of human nature, exploring its vast realms of psychological, emotions, and social interactions (Al-Anzi and Al-Taie, 2012).

Following the change and shifting away from traditional concepts in studies that tackled employee behavior, researchers have started increasingly focusing on examining attitudes among employees and noticing some characteristics such as feelings of distrust, betrayal, anger, and fear towards their workplace. These feelings, collectively known as job cynicism, come from the perception that employees are being treated unfairly or are being deceived in some way (Delken, 2004).

The concept of job cynicism refers to employees' pessimistic attitude toward the organization, as discussed by Dean et al. (1998). It reflects an attitude marked by a blend of employees' beliefs that the organization lacks justice, honesty, and sincerity in its operations. Accordingly, this attitude affects their emotional responses and behaviors within the organization, often resulting in negative reactions and a sense of disappointment among employees (Clarke et al., 2000).

2.2.1 The Development of Job Cynicism

Searching for the origins of cynicism, we find its roots in ancient Greek history, particularly in philosophical schools of thought that arose during that period. Among these were the cynics, a group of individuals in Greek society who chose to live apart from government institutions, looking for a different type of life. Without being committed to specific rules or regulations, these individuals chased a lifestyle free from the constraints of governance constructions (Bashir & Nasir, 2013), They ignored that they were wearing shabby clothes and rejected what others called civilization (İşçi et al., 2013). While

researchers generally agree that cynicism as a philosophical attitude originated in ancient Greece, greatly influenced by the teachings of the philosopher Socrates. Still, there is disagreement among scholars regarding cynicism's exact origins and followers. Scholars debate about the origins of cynicism as a philosophy or a perspective of seeing life; two philosophers were in this regard, Diogenes of Sinope and Antisthenes (Mete, 2013).

As often observed in administrative literature, the roots of cynicism can be traced back to the philosophical school known as Cynicism, which occurred in the fourth century BC. This school was associated with the Greek philosopher Diogenes also known as Diogenes the Cynic, who promoted a philosophy opposed to what other society members followed as Diogenes refused the hard chase of power, authority influence, and materialism (Al-Atwi, 2012) So, philosopher Diogenes is regarded as the father of this philosophical school, he was known for his abandoning and rejection of ambition he also lived a weird lifestyle. He despised comfort, wealth, and social honors. He believed that true virtue and human benefit were only found in theory. He was, throughout, his life protesting against the society that he described as a corrupt society. He expressed his protest by carrying a lamp during daylight, and metaphorically he declared his search for an honest individual, yet famously announced he never found one (Vogel et al., 2006).

The ancient Cynical Greeks were known for satire as they didn't respect any social norms but weren't afraid to use jokes, humor, and mocking customs. Consequently, sarcasm became rooted in their cultural identity, leading them to avoid showing off, luxurious lifestyles, and positions of authority. Cynicals were often perceived as victims of society, but they adopted more independent and different attitudes (Delken, 2004).

Cynicism today is not what it used to be (2500) Years ago when the ancient cynics were known for their stubborn, weird lifestyles and constantly and relentlessly criticized society.

In the modern context, cynicism tends to lean more toward pessimism, negativity, and distrust (Hay et al., 2021).

It is logical to hypothesize that individuals who are sarcastic in their public lives may experience an impact on their work. Examining the first beginnings of cynicism in the workplace can be inferred through several studies conducted by researchers, serving as the foundational background for cynicism contemporary research. The application of cynicism in these early workplace studies aimed to investigate individuals who are employees in fields like law fields and social services, as these types of jobs are characterized by some factors like ambiguity in tasks and demands for high-effort (Afacan & Nejat, 2023).

Studies in management literature have continued to shed light on the development of work cynicism in the millennium, which has become increasingly common, particularly in big organizations settings, where there is mistrust, scandals, and opportunistic behavior (Chiaburu et al, 2014) Consequently, job cynicism has emerged as a topic of significant interest among researchers across various fields, including philosophy, religion, political science, sociology, and management (Nafei et al., 2013).

2.2.2. The Concept of Job Cynicism

Definitions of job cynicism are approached through two basic perspectives: The first defines cynicism as a personal trait, hypothesizing it as a comprehensive framework that primarily analyzes human nature. According to this perspective, cynicism is characterized by an individual's lack of trustworthiness, reliance on others, and loyalty. Studies in this area often use the Hostility Cynicism Scale. Individuals who score high on this scale view others as selfish, showing distrust and doubt towards their own motivations, sustain reservation, and lacking trust in others' relationships (Marzouk, 2020).

The second approach defines cynicism as an individual's fixed position towards something. Researchers have expressed the idea of cynicism as an attitude through four research

trends. The first is called societal cynicism. According to this trend, employee cynicism arises in response to shifts and disruptions in the political and social environment that affect the work of organizations, or because of the exploitation of workers, especially during the industrial revolution. Additionally, it comes from the failure of contemporary organizations' failure to deliver promises that were made to improve the quality of work life. That is, cynicism developed as a response to explicit societal promises going unfulfilled (Al-Kaabi, 2017).

The second trend is called professional cynicism, in which cynicism is limited to specific professional fields such as medical services, health care, and social work because workers are exposed to different work situations and sometimes high levels of pressure as there are high expectations built regarding their work and their important role in helping society (Raghd, 2021).

The third trend is known as cynicism toward organizational change. It hypothesizes that change initiatives will be faced with employee cynicism. In this context, cynicism refers to an attitude regarding the change process and dealing with it as useless. It also involves negative feelings towards individuals driving change efforts or a pessimistic attitude regarding future organizational change actions. This cynicism is often caused by past experiences of bad management in previous change attempts, leading and causing a sense of disappointment and dejection towards future change initiatives (Rayan et al., 2018).

The fourth trend is labeled as job cynicism, which expresses employees' deeply rooted negative attitudes towards the entire organization. This trend is the latest in defining job cynicism, viewing it as a negative attitude toward the organization including three elements: the belief that the organization lacks integrity and fairness, negative emotions toward the organization, and a tendency to diminish and criticize organizational actions. These attitudes are accompanied by negative beliefs, emotions, and behaviors towards the

organization. These attitudes may represent a response to longstanding social or personal experiences that may change due to environmental influences (Al-Atwi, 2012).

The concept of cynicism is generally defined as: doubting honesty and integrity of motives and actions, leading a person to have a habit of criticizing with disdain with a smile and sarcastically highlighting flaws. Cynicism triggers emotional responses like anger, contempt, and distress, forming strong negative feelings. Cynicism, in its essence, means that individuals adopt pessimistic and critical perspectives due to negative experiences and feelings (Yeliz et al., 2018).

Negative work behavior represents aggressive behavior directed at harming the organization and its employees. There are various work and organizational conditions such as restrictions, job stress, injustice, or violation of the psychological contract that increase emotional reactions and negative feelings. Consequently, these conditions tend to increase the chances of getting involved in negative work behaviors. Career cynicism is a feeling of discontentment toward the organization, where employees believe that the organization's management lacks honesty, justice, and transparency (Özler et al., 2011). It includes an attitude characterized by negative emotions, disappointment, and a deep sense of disbelief (Bashir & Nasir, 2013).

According to Al-Atwi (2016), a pessimistic view comprises three key components: a perception that the organization lacks integrity, fairness, and objectivity. Linked with sarcastic behavior toward the organization, and having negative thoughts toward it. Job cynicism is found in organizational circumstances and experiences. So, it is defined by negative beliefs, emotions, and behaviors, serving as a response to social or personal circumstances that can be influenced and changed by environmental factors (İşçi, et al., 2013).

As Kazem defines it (2016), it is the reaction that the workers show as a result of frustration, indifference, and disappointment. Therefore, workers develop fewer positive attitudes towards the organization. The organization's failure to meet their needs and expectations leads the employees to have disappointment and frustration, which causes job cynicism.

Similarly, Rhyo (2014) defines job cynicism as to the negative thoughts and attitudes that employees adopt toward their organizations, and it includes three basic aspects: lack of self-confidence and lack of honesty within the organization, negativity toward work and job behavior, and the tendency toward individualism versus collectivism.

Correspondingly, Najm et al., (2016) argue that job cynicism entails negative attitudes that a worker holds toward their organization. It consists of three dimensions (cognitive, emotional, and behavioral), this negativity stems from the belief that the organization lacks honesty and integrity, as well as the presence of negative emotions and feelings towards the organization, which in turn lead to unfavorable behavioral tendencies towards the organization

2.2.3. Types of Job Cynicism

Five types of occupational cynicism are: (Khudair and Ahmed, 2017)

- 1- Personal cynicism: it is related to the negative perception of individuals' behaviors that are unchangeable, involving stressed interpersonal relationships and their tendency to diminish and disdain personal connections.
- 2- Social satire: this type of cynicism refers to the individual's negative feelings towards society as a whole, experiencing disappointment and frustration towards both societal norms and organizational structures.
- 3- Cynicism towards career change: It is related to the employee's doubt regarding any organizational change, which arises when the desired outcomes of change fail to be

achieved. Additionally, this doubt increases as change continues to be executed in unsuccessful and useless ways (Aslan & Eren, 2014).

- 4- Professional cynicism involves the organization's carelessness and neglect of the employee's efforts, along with a tendency to assess negatively the work performance of employees. This arises from a conflict between the organization's values and the individual's values (Taris et al., 2017).
- 5- The worker's cynicism: this type of cynicism is related to the behavioral consequences and negative attitudes of employees towards management, the organization, and colleagues due to work-related stress and a sense of job insecurity. These negative attitudes inevitably affect productivity and the overall functional processes within the workplace (Kocoglu, 2014).

2.2.4. Dimensions of Job Cynicism

Cemaloğlu et al. (2014), Özer et al. (2014), and Aktaş & Söyük (2015) identify the three dimensions of job cynicism as follows:

- 1- Behavioral cynicism: this is represented by negative and insulting attitudes and behavior towards the organization, whether openly expressed or kept hidden. This also includes the criticism aimed at the organization as a result of inaccuracies, dishonesty, defamation, lack of work engagement, sharp criticism, prediction of pessimistic events, and the use of sarcastic expressions. These behaviors and actions are the result of negative, cynical beliefs and bad emotions toward the organization (Kutunis & Çetinel, 2010).
- 2- Emotional cynicism: it is the emotional reaction resulting from the employees' cynical perceptions of the organization, involving feelings of disdain, contempt, resentment, and hatred toward the organization. This may be accompanied by sensations of distress, stress, and disgust when thinking about the organization, as

well as, hate, frustration, discomfort, and even shame. The main reasons for these negative emotional reactions are the lack of functional justice, lack of honesty, lack of dignified treatment, and lack of respect by the organization (Polatcan & Titrek, 2013).

- 3- Cognitive cynicism: involves the belief that the organization lacks honesty, integrity, and fairness, working on self-serving its own interests at the expense of employee interests. This includes perceptions of dishonesty, moral deficiency, and a lack of transparency in decision-making processes. Employees may recognize hidden agendas and motives behind organizational decisions, leading to feelings of disdain, a lack of belief in the sincerity of actions, and a lack of trust in management's communications (Al-Mahmoud, and Bashqaly, 2020).

2.2.5. Characteristics of Job Cynicism

Researchers believe that cynicism is a personal attitude related to the individual and it is characterized by the nature of the sarcastic individual, as the following (Okparaji, et al., 2022):

1. Viewing others as selfish, liars, and uncaring.
2. Doubting the motives of others
3. They feel caution and lack confidence in the genuineness of human relationships.
4. Feeling unfriendly and aggressive towards others.
5. They might act hostile or resentful toward people who ask for their help.
6. Feeling distressed by the expectations imposed by others.

2.2.6. Reasons for Job Cynicism

Attitudes of dissatisfaction or discontent contribute to the development of negative phenomena and attitudes and the belief that the manager lacks integrity. Research indicates a range of factors contributing to the emergence of job cynicism, notably: (Meghar, 2022)

- Broken promises lead to perceptions of breaching or violating the psychological contract.
- Organizational politics and power dynamics may prioritize self-serving agendas over integrity.
- Feeling neglected by the organization and not being treated with dignity and respect deserved.
- Feeling absence and lack of purpose or significance in one's job.
- Not being genuinely included in the decision-making processes and not receiving real support from management.
- Not having effective leadership.
- Past experience of unsuccessful change efforts
- Routine workplace events and practices such as how much managers get paid, the organizational structure, and staff reductions through layoffs.

Anderson (1997) divided the causes of job cynicism into three groups or categories:

The first group: is a group of environmental factors that include high salaries for executives, the harsh layoff process for workers, the organization's unjustified profits, and a perceived lack of accountability among managers and senior leadership.

The second group: includes insufficient communication, restricted opportunities for employees to express themselves, disrespectful interaction among individuals, incompetence of senior management, and poor use of available technologies.

The third group: factors related to the nature of the work itself, such as the ambiguity of the employees' roles and conflict regarding job responsibilities (Al-Dakhil, 2021).

7.2.2. Addressing Job Cynicism

Researchers in this field agreed on five primary approaches for addressing it:

- **The person:** studies indicate that cynicism is linked to an individual's human nature, meaning that it is an innate characteristic that doesn't change. Cynics are seen as selfish people who do not care about others, making it challenging for them to break free from this mindset. So, cynicism is believed to stem from the individual's personality structure. (Brown, et al., 2019).
- **The society:** it is a source of satire, as it focuses on critiquing social and institutional norms. This implies that the citizens do not trust their government and its institutions, potentially fostering conditions that lead to cynicism. The beginning of the industrial era and the occurrence of changes and disorders in the social levels worsened the problems associated with it. They left a negative impact on the expectations of individuals. Also, the increasing number of frustrations experienced across various social relationships significantly contributes to the development and spread of pessimism, ultimately, all of this plays a major role in the emergence of pessimism and then the spread of cynicism (Çoklar, et al., 2019).
- **Occupation:** in this approach, certain professions are identified as a breeding ground for cynicism. Cynicism comes from regulatory influences related to the profession, the nature of the services provided, and the governing laws. Studies indicate that professional cynicism is more intense in regular jobs that include straightforward or repetitive jobs where workers have limited authority to address errors. Various factors related to the profession and working conditions contribute to the spread of organizational cynicism, such as the quality and complexity of work, participation level in decision-making processes, organizational climate, anxiety about dismissal, high level of job insecurity, unfair task assignments, and failure in applying ethical standards at work implementation (Yıldırım, 2022).

- **Employee:** as for the cynicism driven by the employee, it is expressed in frustration, despair, and disappointment. Employees utilize cynicism to convey their lack of confidence in the organization they work for, as well as towards their managers and other aspects related to the work environment (Kumar et al., 2021).
- **Organizational change:** when it comes to making changes within the organization, there is a pessimistic perspective that sees any effort directed to change as useless. Also, employees argue that individual efforts in solving problems can't really make a difference. This lack of trust and faith in the changing processes is a factor that causes organizational cynicism (Nafei, 2013).

2.2.7. Ways to Reduce Cynicism

To reduce job cynicism within the organizations, various strategies and policies can be implemented to lessen negative behaviors that could harm the work environment, some of these methods include: (Ashry, 2021)

1. Establish internal policies and laws that clearly outline unacceptable behavior and determine appropriate penalties for those who violate these policies.
2. It is crucial to raise awareness about the importance of professional behavior and mutual respect. This can be achieved through training sessions and workshops that emphasize the values of respect and cooperation within the organization.
3. Establishing procedures for reporting and investigation, ensuring that employees have accessible and secure channels to report instances of cynicism or unprofessional behavior. Implement thorough procedures to investigate these complaints and deal with any violations (Al-Mahmoud, and Bashqaly, 2020).
4. Regular monitoring and observation are essential to detect instances of unprofessional behaviors and cynicism, to take the necessary action effectively.
5. Encourage a workplace culture that supports respect and collaboration by emphasizing common principles fostering effective communication. Additionally, promotes methods to address issues effectively.
6. Provide training to both managers and employees on effectively and professionally dealing with instances of cynicism and unprofessional behavior.
7. Ensuring that administrative processes and decision-making processes are transparent and fair, contributes to creating a work environment where employees feel confident, secure, and respected (Park, et al., 2015).

2.3 Organizational Loyalty

In the past few years, researchers have shown special interest in exploring the concept of organizational loyalty as one of the important concepts in understanding organizational behavior. This interest stems from their interest in solving various workplace challenges and trying to enhance organizational effectiveness to the fullest extent possible (Mezouar, 2013).

Many researchers have pointed out the impact of organizational loyalty on various organizational outcomes. The study of loyalty has taken many different dimensions, ranging from exploring methods or measuring loyalty to investigating the organizational consequences coming from it. Additionally, researchers have examined organizational loyalty as both an outcome of the organizational process and a factor in its relationship with various inputs (Al-Azzawi and Jawad, 2013).

2.3.1. The Concept of Organizational Loyalty

The concept of organizational loyalty is multisided, requiring a good examination of its definitions that have been found in the literature for many years. These definitions aim to indicate the unique characteristics and features of organizational loyalty, as well as methods to measure it. Organizational loyalty serves as a crucial measure for assessing organizational effectiveness, as it is a multidimensional element that affects many organizational outcomes. It represents a psychological condition that determines the relationship of employees with the organization, and it also affects the employees; decision regarding whether to stay or leave the organization (Ryu, 2020).

Numerous definitions have emerged regarding the concept of organizational loyalty, such as those found in the Dictionary of Sociology, that the term is related to commitment, describing it as a motivating force driving people to perform certain actions or work toward achieving a specific goal (Zenini, 2013).

Individuals with a high level of organizational loyalty demonstrate a high strong sense of commitment and connection with the organization. They show an increased desire to work towards the achievement of the organization's goals and express a greater desire to remain a part of the organization (Bahrami, 2016).

The researcher noticed variations in the translation of the term, such as organizational commitment, where some translate it as organizational loyalty, a third group goes for organizational affiliation. However, the term (organizational loyalty) is commonly used as it captures broader and more dimensions than others. (Loyalty) doesn't just include commitment, but also a sense of belonging and compliance. It also involves attitudes, feelings, and sensations, which are expressed in a range of behaviors including performance, employee turnover, or absenteeism (Kaabiyeh, 2024).

Loyalty refers to a deep sense of dedication and affection towards a subject, whether it's one's country, religious belief or political group, a leader, a party, or a specific workplace. This loyalty can be so strong that the individual may sacrifice their own interest for the benefit of what they are loyal to. In extreme cases, a person may sacrifice his life, or even and the lives of their family may be put at risk in defense of this loyalty. Loyalty is a deep feeling in one's heart and a mental belief that individuals gladly adopt, and not because they are forced by authority or obligation, but because they genuinely believe in it. So, the belonging feeling is when individuals choose to be part of a group and then direct their loyalty towards it. Thus, individuals prioritize the collective benefit of the group, even if it means sacrificing their personal interests (Özdemir et al., 2023).

Organizational loyalty is defined as a strong bond of connection between an individual and their workplace. It involves the individual acceptance of the organization's values and goals and being deeply proud of them. Also, adopts them, and actively works diligently to

achieve them. Loyal workers also will prefer to remain within the organization instead of seeking opportunities elsewhere (Abdullah, 2022).

The concept of organizational loyalty differs from the concept of job satisfaction. Job satisfaction is related to how individuals feel and react toward specific roles and jobs within the organization, while organizational loyalty refers to the employee's broader view of the whole organization. Organizational loyalty is typically seen as more lasting and steady compared to job satisfaction. However, these two concepts are closely intertwined (Sincer, 2021).

The concept of organizational loyalty differs from the concept of professional loyalty. The distinction lies in their focus and origins. Organizational loyalty is rooted in a belief in the individual's culture and values toward the organization. This enhances their bond and strengthens the ties between individuals and their organizations. Also, professional loyalty stems from a strong connection to one's work, demonstrated through a dedication to its success. While some view loyalty to the organization and loyalty to the profession as separate things, individuals may prioritize one over the other and be very loyal to one of them and little to the other (Al-Amiri, 2021).

2.3.2. Characteristics of Organizational Loyalty

Organizational loyalty has a set of characteristics, which are:

1. The individual's willingness and readiness to give their all to the organization and make sacrifices to remain a part of it.
2. Believing in the organization's values and working to achieve its objectives.
3. It is a changeable emotional state that can either rise or fall based on influencing factors that affect it.
4. Building organizational loyalty takes time as it is a gradual process to be achieved because it represents a state of deep and complete belief on the part of the

individual. It is not easily abandoning it due to superficial factors or temporary factors, but it may be changed as a result of long-term strategic influences.

5. Organizational loyalty is affected by a combination of personal characteristics, organizational factors, and external circumstances surrounding the work. This means that loyalty is developed and acquired rather than being innate in the individual. (Kaabiyeh, 2024).
6. Organizational loyalty involves the individual's desire for social interaction in the organization, adding energy to it with vitality and activity, and showing that they are excited to be part of the group, showing commitment, and being actively involved. (Ali, 2017).
7. Organizational loyalty is a psychological and emotional state that an individual feels and can be known through their behaviors and actions within the organization, which serve as indicators for their level of loyalty (Ben Issa and Ben Khalir, 2021).

2.3.3. Theoretical Perspectives on Examining Organizational Loyalty

There are three distinct approaches, some researchers focus on the behavioral side, others analyze it from the directional or situational side, and there are those who explore it through a reciprocal side.

2.3.3.1. Directional or Situational Perspective

Organizational loyalty is viewed as a tendency rather than a specific action, representing an individual's position with the organization they work for. This position stems from the similarity between the values and objectives of employees and those of the organization. Organizational loyalty, when viewed through the lens of values, signifies individuals' conscious acceptance of the organization's objectives and values. This promotes a stronger connection between the individual and the organization, resulting in increasing loyalty. From this perspective, organizational loyalty is the matching between individual goals and

the goals of the organization. For example, religious workers embrace and believe in the goals of the organization, feel a deep sense of belonging to it, and show a strong desire to contribute to its success. Factors contributing to building Organizational loyalty include job security, opportunities for involvement in decision-making and assuming responsibility, a sense of achievement, and other factors that lead to the person's loyalty to the organization and satisfaction in working in it (Sahrawi, 2013).

2.3.3.2. Behavioral Approach

From a behavioral perspective, organizational loyalty is seen as a result of an individual's past actions, behaviors, and investment that employees invest in the organization, both tangible and intangible. So, loyalty here stems from the gains and benefits from these investments or the costs incurred if the individual needs to leave the organization (Zhang, 2010).

2.3.3.3. Reciprocal Perspective

This approach is based on the fact that loyalty occurs as a result of the reciprocal relationship between the individual and the organization. So, the more benefits and incentives individuals receive from the organization, the stronger their loyalty toward the organization becomes. This perspective sees organizational loyalty as linked to what the organization provides to the individual, with organizational loyalty being evaluated and viewed in this framework. However, loyalty is seen as an outcome of the mutual relationships between contributions and benefits that occur between the organization and its employees. Loyalty also can be understood as a form of transaction and a collection, connected to past affiliations, whether material or psychological, in exchange for the loyalty expected. The more individuals perceive an increase in mutual benefits, the greater their loyalty to the organization will be. Therefore, loyalty can be viewed as a utilitarian consideration and can be measured using this approach (Ali, 2017).

2.3.4. Explaining Models of Organizational Loyalty

Many studies have searched into the understanding of organizational loyalty, yet agreement on a singular model remains difficult to find. Instead, many models were formed, and each model is different from the others depending on the researcher who conducted the study. However, some studies have offered comprehensive examinations. Others have narrowed their focus and often concentrate just on specific aspects, such as types and dimensions of loyalty. Below are several notable models that have exposed organizational loyalty.

2.3.4.1. Steers Model

In the Steers Model, Richard M. Steers proposes that organizational loyalty is shaped by three primary elements: personal characteristics, job characteristics, and work experience.

A- Personal characteristics and organizational loyalty: personal characteristics include age, education, length of service, and marital status. The findings of numerous studies exploring the correlation between age and organizational loyalty indicated a positive association. Essentially, as individuals grow older, their loyalty to the organization tends to strengthen (Mezouar, 2013).

B- Job characteristics: the characteristics of the work performed by the individuals, regardless of their position within the organization. This significantly affects their organizational loyalty in several dimensions. Key factors include the degree of responsibility assigned to the individuals, their perception of the significance of the work outcomes, and their awareness of their direct responsibility for those outcomes (Yucel & Bektas, 2012).

C- Work experience: the experience that individuals acquire plays an important role in their organizational loyalty. When individuals join the organization, they often have ambitions and objectives, and try to accomplish them with the support and encouragement

provided by the organization. Over time, as years pass, this alliance strengthens between the organization's and individual's objectives, fostering greater organizational loyalty (Yucel & Bektas, 2012).

2.3.4.2. (Wener, 1982) Model

Weiner developed a model consisting of three sets of variables influencing organizational loyalty. The first set consists of personal variables, including age, gender, and seniority in job position. The second set consists of the structure of supervision and satisfaction with the supervisor. The third set is related to the degree of compatibility between the individual and the organization. Weiner developed a hypothesis about the positive correlation between personal and organizational variables and organizational loyalty, drawing from a sample of (406) Workers in various positions and departments. The findings of Weiner's study indicated that there is a correlation between the individual's personal variables and their loyalty to the organization. Additionally, the variable of supervisory structure also indicated that supervisors organize reports addressed to subordinates by giving them techniques for completing tasks, and this is done by supervisors using organizational and communication models. The study also revealed that whenever subordinates perceive their supervisor only as a directive authority responsible for informing techniques and workplace norms, this reduces their organizational loyalty. Moreover, the study highlighted the significance of organizational loyalty in relationships concerning the center of control and how supervision is conducted. Specifically, when supervision adopts an externally controlled approach, it impacts organizational loyalty (Malik, 2016).

2.3.4.3. (Angel and J-Perry, 1983) Model

This model aims to explore the reasons for organizational loyalty and it presents two points of view. The first suggests that loyalty originates from the individuals, while the second

perspective suggests that loyalty stems from the organization itself. The exploration of these two perspectives is as follows:

A-The individual model as a base for organizational loyalty: this model considers that the essence of organizational loyalty is built based on the individual's characteristics and actions, which collectively shape their behaviors and feelings toward the organization. It claims that such behavior should be general, clear, consistent, and voluntary. Within this framework, the model explores individuals' characteristics such as age, gender, education, and experiences, considering them as influential factors shaping the individual's behavior. Thus, this model focuses on the personal characteristics that individuals bring to the organization, in addition to their behaviors within the organization as they both determine loyalty. In other words, this model aligns with the first set of variables proposed by Steers (Kaabiyeh, 2024).

B- The organization's model as the base of organizational loyalty: this model is based on the idea that the processes that occur in the organization are what determine organizational loyalty, resulting from the interactions individuals experience while working there. Therefore, it sees individuals having needs and efforts toward achieving these goals in exchange for the organization meeting their needs. This mutual exchange is expressed in what is called a psychological contract, which includes a set of obligations and commitments between both parties aimed at enhancing an individual's satisfaction with their employment (Wang, 2023).

So, this model did not accurately explain the variables that affect loyalty but rather provided two approaches to creating organizational loyalty: the first one depends on the individual. The second depends on the organization. Numerous other models have explained organizational loyalty, but often they focus on specific aspects such as its types

or dimensions, or the stages involved in its development within an organization (Abdul Hakim and Alaa El-Din, 2018).

2.3.5. Stages of Organizational Loyalty

Most researchers agree that organizational loyalty goes through three stages:

The first stage: the experience stage is the stage before entering work. This stage extends for one year, as it is influenced by the individual's previous work experiences, shaping their readiness and willingness towards organizational loyalty. Factors such as individual expectations, the nature of the social environment and cultural influences like values, views, and ideas...etc. Play significant roles during this stage. The main objectives during this stage include directing the individual toward achieving goals, fostering a sense of security, seeking acceptance within the organization, and actively engaging in learning activities (Al-Anazi, 2021).

The second phase: is represented by the individual gaining work-related experiences. This phase ranges from two to four years and plays a significant role in shaping the individual's attitudes and loyalty towards the work. The main characteristics that emerge during this phase include a growing sense of personal importance, fear of failure, concerns about job security, and the emergence of loyalty values (Guillon & Cezanne, 2014).

The third phase: the phase of organizational trust, this stage begins around the fifth year since the start of joining the organization, and extends beyond that. During this stage, the loyalty tendencies that were formed in the previous stages toward the organization are strengthened in the individual. This transition marks a shift from the formative stage to a phase characterized by maturity in organizational loyalty (AL Fares, 2011).

2.3.6. Determinants of Organizational Loyalty

Many factors affect organizational loyalty and can limit the extent of employee loyalty, which requires the organization's management to pay attention to enhancing the loyalty of its employees. The most important determinants are:

1- Policies: establishing internal workplace policies that work to satisfy the needs of individuals working in the organization. This is crucial and these policies should enable individuals to fulfill their requirements effectively. This will foster a positive behavioral pattern called balanced behavior. Consequently, individuals experience feeling satisfaction, security, and a sense of belonging. Eventually, it will result in a high degree of organizational loyalty. This is what was indicated by Maslow and Porter's theories of motivation (Al Fares, 2011).

Individuals always seek to fulfill their moral and material needs, such as the desire to achieve basic needs and moral needs from respect to self-actualization... etc. This pursuit enhances motivation, increases engagement with their work environments, and pushes them towards achieving their goals. The significance and priority of these needs vary among working individuals, influencing their motivation toward work. Maslow's hierarchy indicates the human needs that the individual tries to achieve in five main needs: physiological needs, security needs, social needs, esteem needs, and the needs for self-actualization (Saksena, 2017).

2- Clarity of goals and well-defined roles: the clearer the goals are within the organization, the greater the level of organizational loyalty among employees. Studies that have been conducted have shown that when goals are clearly formed, employees demonstrate a greater ability to comprehend and achieve them. This process of defining roles helps in creating and fostering loyalty among employees. This is due to stability and minimizing conflicts. On the contrary, ambiguity in roles can lead to organizational conflict and causing a cycle of disagreements and instability (Abu Al-Ela, 2010).

3- Working to develop the participation of individuals working in the organization:

Working to develop individuals' participation within the organization encourages their active mental and emotional involvement in collective goals, coupled with a sense of responsibility for achieving these goals (Atef, 2011).

Many studies have shown that involvement increases organizational loyalty and makes individuals develop stronger connections with their environment. They perceive challenges faced by the organization as personal threats to their security and stability, which motivates them to embrace participation with enthusiasm and high morale (Al-Omari and Al-Sahli, 2016).

4- Working to improve the organizational climate: organizational climate is the set of internal characteristics of the work environment. This climate is characterized by its relative constancy and stability, which is understood and perceived by the employees, influencing their values, attitudes, and behavior. A favorable organizational climate fosters harmony, cooperation, justice, and equality among workers. Eventually, contributes to job satisfaction and enhances feelings of loyalty and organizational commitment. An organizational environment that does not have an organizational climate suffers from the emergence of some negative consequences such as increased job turnover, apathy, lack of vitality, and low productivity (Al-Lawzi, 2010).

5- Apply appropriate incentive systems: a good organizational climate requires appropriate moral and material incentive systems. This plays an important role in enhancing satisfaction with the organizational climate and the organization as a whole. Thus, it increases loyalty, increases productivity, and reduces costs. Research findings indicate that organizations within the public sector are the least organizations that use incentives and apply effective incentive systems (Özdemir, et al., 2023).

6-Working to build an institutional culture: this means that it is necessary to find and create common goals among employees and ensure their satisfaction. This involves being engaged with individuals in the organization and fostering a sense of unity. Those in leadership positions are responsible for seeking to establish and create performance standards among team members through adequate and appropriate training and fostering mutual respect within the organizational community and a supportive work environment where individuals can thrive as part of a unified team. (Abu Al-Ela, 2010).

7- Leadership style: the organization's management plays an effective and major role in directing the behavior of individuals toward achieving goals, and it depends on the type or style of leadership that is employed and its impact on individuals. Effective leadership is what can increase organizational loyalty among individuals, inspire them to accomplish missions, and push them to achieve common goals (Al-Saqqaf and Abu Sin, 2015).

Affective, continuance, and normative commitment are the three components of organizational commitment, as defined by Meyer and Allen's Three-Component Model. These components reflect different psychological states influencing an employee's connection to their organization.

2.3.7 Three-Component Model of Organizational Commitment

Meyer and Allen (1990) proposed the Three-Component Model of organizational commitment, which includes three dimensions:

- 1. Affective Commitment:** this refers to an emotional attachment to the organization. Employees with high affective commitment remain because they want to. They identify with the organization's values and goals and derive satisfaction from being part of it. For example, employees who feel valued and enjoy their work environment are likely to exhibit strong affective commitment

2. **Continuance Commitment:** this type reflects the perceived cost of leaving the organization. Employees stay because they need to, often due to a lack of better alternatives or the potential loss of financial or social benefits. For instance, an employee might remain in a job because leaving would mean losing a pension or facing difficulty finding comparable work.
3. **Normative Commitment:** normative commitment is based on a sense of obligation. Employees feel they ought to stay due to moral or ethical reasons, such as loyalty to the organization or a sense of duty to not abandon their colleagues. For example, they might believe that leaving would negatively affect their team or betray the trust the organization has placed in them

Each type of commitment plays a distinct role in how employees engage with their work and the organization. While affective commitment is most desirable for fostering motivation and loyalty, organizations need to understand the dynamics of continuance and normative commitments to address potential dissatisfaction or guilt-driven engagement.

2.4 Previous Studies

2.4.1. Studies that Related to Inspirational Leadership

Khalafallah & Safi (2023) this study aimed to explore school principals' most essential inspirational leadership practices and identify ways to improve them. The researcher employed a mixed-method approach, with a sample of (37) teachers from UNRWA schools in Khan Yunis. To achieve the study's goals, the researcher developed a scale for measuring inspirational leadership practices, conducted semi-structured interviews, and used observation. The findings revealed that the overall relative weight of leadership practices was (78.6%). The strategic direction dimension ranked highest with a relative weight of (89.1%), followed by self-confidence at (88.5%), heart encouragement at (72.2%), challenging operations at (72%), and employee empowerment at (71%). The researcher recommends that school principals apply inspirational leadership practices to bring about changes in various areas within the school and educational environment, while continuing to support and guide pioneer teachers.

Al Musallat (2023) aimed to determine the nature of the relationship between inspirational leadership and organizational proficiency of school principals in Abha, by identifying the degree of inspirational leadership practices among principals, and the level of skillfulness among them. The study depended on the descriptive (correlation) approach, and a questionnaire as a tool for data collection. The sample was (322) teachers in Abha city. The results have shown that the general average of practicing the inspirational leadership dimensions was medium. The general average of the level of achievement of organizational skillfulness among school principals came to a medium degree. The results exposed that the nature of the relationship between inspirational leadership and organizational skillfulness among secondary school principals is positive, strong and statistically significant.

Newman's (2022) study aimed to explore how high school principals' leadership affects their teams' self-reported levels of inspiration. Specifically, the study is designed to identify the leadership traits principals use to increase team motivation, inspire them, and foster engagement in reaching goals while also examining the behaviors and methods employed by principals to achieve this. The primary research inquiry focused on understanding how the leadership of a high school principal affects the motivation felt by their staff. For answering it, a case study was conducted using a mixed-method approach with focusing on qualitative methods. Data were collected through interviews, observations, and surveys. The study examined the inspirational leadership practices of four high school principals in Queensland and their interactions with their teams. The findings supported the social cognitive neuroscience perspective on leadership, suggesting significant implications for leadership development programs beyond the school setting. The results also highlight the potential for neurologically-informed interventions to enhance principals' inspirational behaviors, fostering better team engagement and staff cooperation in schools.

Abu Jarbou (2022), this study aimed to identify the level of inspirational leadership and organizational culture among employees of the Ministry of National Economy and to reveal the relationship between inspirational leadership and organizational culture among employees of the Ministry of National Economy, and to identify the predictability of inspirational leadership in the light of enhancing organizational culture among employees of the Ministry of National Economy due to the (sex) variable. The study sample consisted of (281) workers in the Ministry of National Economy, and the researcher used the descriptive analytical approach, The results of the study indicated that the percentage of self- confidence, reached (86.86%), which is a “very high” level, and the results of the study indicated that the percentage of future vision reached (85.64%), which is a “very

high” level. The results of the study showed that the percentage of workers’ empowerment reached (79.3%). It is a significant level, and the results of the study indicated that the percentage of the organizational culture level reached (79.96%), which is a significant level.

Shrestha (2022) carried out a study to investigate the presence of inspirational leadership among teachers in Bagmati state. The study used an explanatory sequential mixed-method, incorporating a survey for the quantitative phase and narrative inquiry for the qualitative phase. Data were gathered through questionnaires from (502) respondents for the quantitative phase and through in-depth interviews with four participants for the qualitative phase. The quantitative data were analyzed to evaluate the levels of inspirational leadership and its components, all of which were rated highly due to the supportive relationships, appreciative and innovative culture, critical thinking, and emotional attachment present among teachers. Notably, the meaning-making component of inspirational leadership was identified at an even higher level, driven by the same supportive factors. Additionally, the social exchange relationships among teachers motivated them to excel in their roles. Thus, a strong presence of inspirational leadership helped teachers achieve high job performance in their schools.

The study by **Khataibeh and Al-Abderuhman (2022)** aimed to investigate the extent to which school principals in Irbid practice inspirational leadership and its relationship to the level of teachers' passion for their profession, as perceived by the teachers. The researchers used a relational descriptive approach and surveyed a sample of (380) teachers from Irbid governorate schools. The study utilized a questionnaire with (52) items, split into two sections: the first focused on inspirational leadership, consisting of (32) items across five dimensions (self-confidence, teacher empowerment, change management, strategic vision, and sensitivity to environmental factors). The second section addressed passion, consisting

of (20) items divided into three dimensions (general passion, harmonious passion, and obsessive passion). The findings revealed that school principals in Irbid exhibited a moderate level of inspirational leadership, while teachers' passion for their profession was high. Furthermore, the study found a statistically significant positive relationship between principals' practice of inspirational leadership and teachers' passion for their work.

Similarly,

Kilani's (2022) study aimed to identify the impact of inspirational leadership on refining the educational process in the Education Department of Riyadh. Questionnaires were distributed to all members of the study population, and the results indicated that the level of inspirational leadership practiced in Riyadh's Education Department was high, while the improvement in the educational process was rated very high. The study also found a statistically significant relationship between the application of inspirational leadership and the enhancement of the educational process in Riyadh's Education Department.

Akurut and Rukundo (2021) conducted research to investigate the relationship between perceived inspirational leadership qualities and the level of job commitment among secondary school teachers. The study followed a cross-sectional design with a quantitative focus, gathering data from (250) teachers through a questionnaire. To analyze the relationship between the variables, linear regression was performed using SPSS. The results indicated that overall commitment was significantly linked to leadership traits such as flexibility and listening, though responsibility did not show a significant connection. When examining the different types of commitment, normative commitment was related to flexibility, listening, and responsibility, while affective commitment was associated with flexibility and listening. Continuance commitment, however, was only linked to flexibility. Together, these leadership traits explained (21.7%) of the variation in overall commitment.

Jedaman et al. (2021) conducted a study to explore sustainable and inspirational leadership within educational organizations in the context of globalization. The research involved multiple data sources, including documentary synthesis, interviews, and a questionnaire-based survey. Sustainable inspirational leadership was defined by six key elements: a shared vision, core competencies, human resource development, a positive organizational culture, ethics and morals, and creative thinking, with (45) specific indicators. Factor analysis revealed that these elements accounted for (60.003%) of the total variance. The study's recommendations included setting clear visions, strategies, and goals, establishing a sustainable mission for the organization, fostering a work-supportive culture, and leveraging innovation and communication technology for learning.

Gyansah et al. (2020) conducted research to evaluate how principals' leadership practices, specifically those focused on inspirational motivation, influence students' academic performance in public high schools in, Ghana. The study was grounded in transformational leadership theory, originally developed by James Burns (1978) and further expanded by Bass (1985). An approximate parallel design, part of the mixed methods research approach, was employed for the study. The total population of interest was (17,370), which included (19) school principals, (2,122) teachers, and (15,229) students. Using Slovin's formula, the researchers selected a sample of (424) teachers and (552) students from the (19) schools, with Kothari's proportional representation method determining the sample size for each school. Random sampling was applied to both the teacher and student groups. Data collection involved questionnaires and interviews, and educational management experts were consulted to ensure the validity of the data collection tools. The findings revealed that principals' inspirational motivation leadership had a significantly positive impact on students' academic outcomes. The study suggests that school leaders should adopt this leadership style to enhance student achievement.

Abu Ghaly's (2019) study aimed to examine the extent to which public secondary school principals in the southern governorates of Palestine practice inspirational leadership, and how it relates to teachers' job engagement. The study used a descriptive, correlational approach, focusing on all teachers in public secondary schools within these governorates. The total number of teachers in Southern Palestine was (3,422), and a sample of (351) teachers was selected for the study. The findings revealed that the level of inspirational leadership practiced by school principals was high.

A study by **Poojomjit, Sutheejariyawat, and Chusorn (2018)** aimed to identify the signs of inspirational leadership among primary school leaders in Thailand by developing and testing a structural relationship model. A descriptive survey method was employed, with the study population consisting of (24, 326) primary school principals. A sample of (660) principals was selected from primary schools. The results indicated that the level of inspirational leadership among school principals was high.

2.4.2. Studies that Related to Job Cynicism

Çevik's (2023) study, aimed to examine the moderating effects of gender and age on the relationship between school principals' comprehensive leadership behaviors and teachers' organizational cynicism. The data were collected from a population of (4,583) teachers, with a sample of (377) teachers selected through random sampling. The study used scales measuring comprehensive leadership and organizational cynicism to collect data. Results were analyzed using descriptive statistics (mean and standard deviation), Pearson's product-moment correlation, and moderation-effect analysis. The findings showed that school principals showed high levels of comprehensive leadership, while teachers showed low levels of organizational cynicism. Additionally, there is an average negative and significant relationship between school principals' comprehensive leadership behaviors and

teachers' organizational cynicism. The study also exposed that gender and age moderated this relationship, with comprehensive leadership having a stronger impact on reducing cynicism among female teachers and a lesser effect on younger teachers.

Afacan and Ira's (2023) study aimed to explore the relationship between organizational depression and organizational cynicism, specifically focusing on how teachers' perceptions of organizational depression influence their views on organizational change cynicism. The study is important because, although organizational depression and cynicism toward change have been linked as both causes and effects in previous literature, this connection has not been thoroughly examined. The research used a relational screening model and included a sample of (329) teachers (214 women and 115 men) from (28) secondary schools in during the 2021-2022 academic year. The sample was selected through random sampling, with (81.58%) of the participants being between (30 and 49) years old. The results revealed a strong, significant positive relationship between organizational depression and organizational change cynicism. Another important finding of the study was the variation in teachers' views of organizational depression and cynicism based on the number of teachers in their schools.

The study by Yildizbaş et al. (2023) aimed to assess the levels of organizational cynicism and organizational loneliness experienced by teachers during the distance education period. The research also sought to determine if these perceptions varied significantly based on factors such as gender, division, marital status, and professional seniority. A relational survey model was utilized to guide the study. The target population consisted of (3,735) teachers working in the Edirne province during the 2020-2021 academic year, with a sample of (324) teachers selected through convenient sampling. Data were gathered using the Organizational Cynicism Scale and the Loneliness at Work Scale, followed by descriptive statistical analysis. The results indicated that teachers' perceptions of

organizational cynicism varied significantly based on gender, division, and professional seniority, but showed no significant difference with respect to marital status. In contrast, perceptions of organizational loneliness differed significantly according to gender, marital status, and division, but were unaffected by professional seniority. Additionally, a positive, moderate correlation was found between organizational cynicism and organizational loneliness, with the former being a significant predictor of the latter. The study concluded by highlighting the need for qualitative research to further explore these issues, particularly to enhance understanding during the distance education process.

The research by Can-Yalçın et al. (2022) focused on investigating the role of organizational cynicism as a mediator between technostress and job performance. The study collected data from (234) teachers employed in both public and private schools across Turkey. To explore the relationships and impacts between these variables, correlation and regression analyses were conducted, and the structural equation model was applied to validate the measurement scales. Additionally, the mediation effect was tested using the bootstrap method within the Process module. The findings confirmed that the scales used in the study were both valid and reliable based on standard validation techniques. The results showed that both technostress and organizational cynicism negatively affect job performance, and that technostress significantly increases organizational cynicism. Further mediation analysis revealed that organizational cynicism serves as a partial mediator in the relationship between technostress and job performance.

Okparaji's (2022) research explored how managing organizational cynicism influences teachers' job effectiveness in public secondary schools in Imo State. The study employed a descriptive survey research design, targeting a population of (5,318) teachers, from which a sample of (3,243) teachers was drawn. Two research questions and two hypotheses were used to guide the investigation. Data were collected through a 15-item structured

questionnaire titled, "Management of Organizational Cynicism as a Predictor of Teachers' Job Effectiveness in Public Secondary Schools in Imo State." The questionnaire was validated by three experts. The reliability of the instrument was confirmed using Cronbach's Alpha, which produced an average coefficient of (0.82), indicating high reliability. The data were analyzed using mean and standard deviation to address the research questions, while t-tests were employed to test the hypotheses at a (0.05) significance level. The study's results revealed that factors such as irregular salary payments and elimination from decision-making processes contributed to organizational cynicism among teachers in public secondary schools.

Inandi and Cilic's (2021) research aimed to explore the association between different leadership styles: democratic, autocratic, and transformational, and organizational cynicism, as well as to investigate whether leadership styles can predict organizational cynicism. The records were collected from (426) teachers (183 men and 243 women) working in primary and secondary. The sample was selected using availability sampling, a non-probability sampling method. Data were gathered through the Leadership Style Scale and the Organizational Cynicism Scale. Descriptive statistics, t-tests, correlation analysis, and multiple regression analysis were used to analyze. The results showed that teachers' views on autocratic and democratic leadership varied significantly by gender, with male and female teachers experiencing behavioral cynicism to different degrees. The findings also indicated that all leadership styles were related to the various dimensions of organizational cynicism. Additionally, leadership styles were significant predictors of all three types of organizational cynicism. Overall, the leadership behaviors of school administrators were strongly linked to the level of cynicism experienced by teachers, leading to the recommendation that school administrators should go through training on leadership and receive assessments from their staff.

The study by Himmetoğlu et al. (2021) sought to explore how teachers' perceptions of organizational justice and the political strategies employed by school principals impact their levels of organizational cynicism, based on feedback from primary school teachers. The research, designed as a correlational study, included a sample of (614) primary school teachers, selected through cluster sampling from a total population of (1,948) teachers. The findings revealed that teachers generally revealed low levels of organizational cynicism. According to the teachers, the most frequently used political influence strategy by principals was the idealized influence, while pressure strategies were the least common. Additionally, teachers reported high perceptions of organizational justice. The study also found that teachers' perceptions of organizational justice, along with their views on the idealized influence and pressure behaviors of principals, accounted for about (41%) of their organizational cynicism levels. Specifically, teachers' perceptions of organizational justice and the idealized influence of principals were linked to lower levels of organizational cynicism, whereas pressure strategies were associated with higher cynicism. Based on these findings, several recommendations were made to reduce organizational cynicism among teachers and suggestions were provided for future research.

Boufnaz and Boughalita (2020) conducted a study to explore how transformational leadership impacts organizational cynicism, as perceived by professors at the University of Skikda. A questionnaire was used as the primary data collection tool, distributed to a total of (126) professors using the comprehensive inventory method. Out of these, (104) completed questionnaires were returned. The findings indicated that the combined dimensions of transformational leadership had a statistically significant effect on reducing the organizational cynicism of the professors working at the faculty.

Erdem, Aytaç, and Gönül's (2020) research aimed to explore the connection between teachers' perceptions of organizational cynicism and the favoritism behaviors revealed by school administrators. The study followed a correlational survey design, as it sought to identify the relationship between favoritism and cynicism. The sample consisted of (242) teachers from public elementary schools in Van province. Data were collected using the "Favoritism Scale in School Management" and the "Organizational Cynicism Scale." The results showed that both teachers' perceptions of favoritism and their levels of organizational cynicism were generally low. Female teachers displayed more cynicism attitudes compared to their male colleagues. Teachers working in schools with (40) or more staff members reported lower levels of cynicism and favoritism than those in smaller schools. No significant differences were found in favoritism or cynicism based on teachers' class, subject, or years of service. However, a significant positive, moderate relationship was identified between favoritism and organizational cynicism. The study concluded that perceptions of favoritism in schools significantly predict levels of organizational cynicism.

Al-Dakhil's (2020) research sought to assess the amount of organizational cynicism among private school teachers in the Qassim educational region, based on their perspectives. The study also designed to examine if there were differences in responses related to the study's variables (educational stage and years of practice). A descriptive survey was used, employing the scale developed by Brandes (1998) and refined by Dean et al. (1998) to gather data. The survey was conducted with a simple random sample of (183) women teachers from private schools. The findings indicated that the level of organizational cynicism, as perceived by the teachers, was moderate, and there were no significant differences in responses based on educational stage or years of practice.

Girgin and Gümüseli's (2018) research examined the levels of perceived organizational justice and cynicism among vocational high school teachers, and investigated whether

there was a correlation between the two perceptions. The study followed a survey model and involved (286) teachers, selected randomly from vocational and technical high schools in Istanbul during the 2016-2017 academic year. To measure perceived organizational justice and cynicism, the researchers used the "Organizational Justice Scale" and the "Organizational Cynicism Scale" as data collection instruments. Data analysis was conducted using SPSS, employing mean, standard deviation, and Pearson correlation analysis. The results indicated that both perceived organizational justice and cynicism were at a moderate level among the teachers. A strong negative correlation was found between the two, showing that higher levels of perceived organizational justice were associated with lower levels of perceived organizational cynicism.

The study conducted by Yim and Moses (2016) investigated the relationship between teachers' cynicism regarding a major educational reform initiative and their job satisfaction, involving a sample of (628) educators. This group included teachers from both primary (326) and secondary (302) schools within a Malaysian school district. A self-administered questionnaire was utilized, featuring adapted versions of the job descriptive index, job in general, and cynicism about organizational change scales. Findings indicated that teachers demonstrated a moderate level of cynicism towards the proposed educational changes. Moreover, the research found that cynicism regarding educational reform partially but significantly mediated the link between various workplace factors—such as job nature, advancement opportunities, salary, supervision, and colleague relationships—and overall job satisfaction. The results also underscored the detrimental effect of cynicism on job satisfaction, highlighting an inverse correlation between the two. This research contributes to the existing literature on how cynicism towards change in the education sector notably affects teachers' job satisfaction.

2.4.3. Studies that Related to Organizational Loyalty

Kaabiyeh's (2024) research focused on assessing the level of organizational loyalty among Bedouin school teachers north of the Green Line towards their teaching profession, employing a descriptive-analytical approach. A questionnaire was administered to a randomly selected sample of (130) teachers, which represented (27%) of the total school community. One of the key findings indicated that the overall level of organizational loyalty among these teachers was notably high, with an average score of (4.13) and a percentage of (82.7%). Emotional organizational loyalty was the highest among the categories, achieving a percentage of (90%) and an average score of (4.5). This was followed by ethical organizational loyalty, which recorded a percentage of (85.6%) and an average score of (4.28). Continuous organizational loyalty ranked the lowest among the three, with a percentage of (72.6%).

Özdemir et al.'s (2023) study explored the impact of charismatic leadership, trust in leaders, and teacher engagement on organizational loyalty among teachers, using data from (872) teachers across (77) public schools in Turkey. The study used multilevel analysis to identify indicators of organizational loyalty for the school and teacher levels. Modeling, structural equation and an initiating test were also employed to examine the mediating roles of teacher engagement and trust in leaders in the link between charismatic leadership and organizational loyalty. The multilevel analysis revealed that both school and teacher factors significantly predicted organizational loyalty. Additionally, the mediation analysis showed that the influence of charismatic leadership on organizational loyalty was mediated by teacher engagement and trust in leaders. The study's findings highlight the important roles of charismatic leadership, teacher engagement, and trust in leaders in fostering teachers' organizational loyalty.

Wang's (2023) research focuses on identifying the key factors that influence teacher performance and loyalty in China. The study's conceptual framework illustrates the cause-and-effect relationships among variables such as leadership, emotion, commitment, knowledge, climate, loyalty, and performance. Utilizing a quantitative approach, the researcher distributed a questionnaire to (500) primary and secondary school teachers. Data collection employed non-probability sampling methods, including judgmental, quota, and convenience sampling. Prior to the main survey, the researcher conducted a pilot study with (50) respondents. The findings revealed that both leadership and emotion have a significant effect on commitment, teacher performance, and loyalty. Additionally, knowledge and climate were found to significantly influence teacher performance, with climate having the strongest impact, followed by commitment and knowledge.

The research conducted by Altory and Atari (2022) sought to evaluate how primary school principals manage organizational conflicts and the level of organizational loyalty among teachers in the Negev region, as perceived by the educators themselves. To achieve this, the study employed a descriptive correlational method, utilizing a questionnaire with three dimensions that was distributed to a sample of (503) teachers. The results showed that teachers assessed the principals' organizational conflict management skills within a range of (2.96 to 3.79). Four strategies for managing conflict (integration, satisfaction, settlement, and avoidance) were rated highly, while the domination strategy received a moderate rating. Furthermore, the study revealed that primary school teachers exhibited a high degree of organizational loyalty, with a statistically significant positive correlation identified between various conflict management strategies and organizational loyalty, except for the domination strategy, which displayed a significant negative correlation. Gender differences were noted in the management of organizational conflict, with male principals receiving higher ratings, although no distinctions were found based on

educational qualifications or years of experience. Similarly, male teachers demonstrated a higher level of organizational loyalty, with no differences related to their qualifications or experience.

Sincer's (2021) research aimed to explore the complex relationships between charismatic leadership, organizational loyalty, and teacher performance, as perceived by educators in state schools in Ankara. The study also examined whether teachers' perceptions varied based on factors such as (gender, age, marital status, educational attainment, professional experience, and the duration of their employment with the current school administrator). Utilizing an exploratory mixed-methods approach, the research combined both qualitative and quantitative methodologies. The qualitative part was designed as a case study involving (16) teachers from state schools during the 2020-2021 academic year. For the quantitative portion, the population comprised (13,513) teachers, from which a stratified sample of (514) teachers from various districts in Ankara was drawn. Qualitative data were analyzed using content analysis, revealing that the leadership styles of school administrators significantly enhance teachers' positive feelings and overall performance. The quantitative data were examined through descriptive statistics. Findings indicated that teachers frequently view their school leaders as charismatic, with high levels of organizational loyalty and job performance reported. Furthermore, teacher performance is influenced by both charismatic leadership and organizational loyalty, with organizational loyalty being a predictor of charismatic leadership. Additionally, charismatic leadership affects teacher performance through the mediating role of organizational loyalty.

Al-Husyan's (2021) study aimed to explore the extent of distributed leadership practices and its connection with teachers' organizational loyalty in private schools in Kuwait. The research sample included (253) teachers, both males and females, from private schools and comprehensive classrooms. The study utilized a descriptive

research method and employed a questionnaire as the primary data collection tool. The study found several key results, including that the overall average for the first aspect the degree of distributed leadership practices in private schools was rated as moderate. For the second aspect, the overall average was rated as high. Additionally, the study showed a positive, statistically significant correlation at the (0.01) level between the dimensions of distributed leadership practice and the overall level of organizational loyalty, indicating that as distributed leadership practices increased, so did the level of organizational loyalty.

Al-Anzi's (2021) research focused on understanding how leadership by example among school principals relates to the organizational loyalty of teachers in public education institutions in Kuwait. Employing a descriptive analytical method, the study aimed to establish connections between these variables. Data were gathered using a questionnaire comprising (52) items organized into two main areas: leadership by example and organizational loyalty. This survey was distributed to a random sample of (380) teachers. Through various statistical analyses, the study found that school principals in Kuwait exhibit a high degree of leadership by example, and teachers also demonstrate high levels of organizational loyalty. Significant differences were observed in the average responses regarding aspects of human relations and initiative and achievement. The overall evaluation of leadership by example favored male participants. No significant differences were identified in the leadership by example dimension when considering years of service or areas of specialization. Similarly, organizational loyalty showed no significant differences based on gender, years of service, or specialization. Additionally, a strong positive correlation was found between leadership by example and organizational loyalty. The analysis revealed a significant predictive relationship between these two variables, with three dimensions

of leadership by example accounting for (52.1) % of the variance in teachers' organizational loyalty.

Al-Jaryah's (2020) research targeted to explore the extent of organizational cynicism among secondary schools in Amman and its correlation with teachers' organizational loyalty. The study involved a population of (1,260) male and female teachers from private secondary schools. A stratified random sample of (450) teachers, representing (63%) of the total population, was selected. To assess organizational cynicism and loyalty, two questionnaires were employed. The findings revealed a high level of organizational cynicism in the secondary schools. There were no statistically significant differences in responses related to gender, specialization, or experience concerning organizational cynicism; however, significant differences were observed based on academic qualifications, favoring those with higher degrees. In terms of organizational loyalty, the results indicated a low level among teachers, with no significant differences based on specialization, experience, or academic qualifications. However, differences were noted based on gender, with male teachers exhibiting higher loyalty. Ultimately, the study found a positive relationship between the levels of principals' organizational cynicism and teachers' organizational loyalty.

The research conducted by Chen and Liu (2019) investigated how organizational identity and the quality of relationships influence teacher loyalty within teacher education departments in Taiwan. Organizational identity plays a crucial role in both management sectors and the educational field. In universities, the quality of relationships relates to the level of engagement teachers have with their work, and higher quality relationships are linked to increased teacher loyalty. Data were gathered from (120) teacher education departments and (192) university faculty members across Taiwan. The researchers utilized structural equation modeling, confirmatory factor analysis, and path analysis to examine

the connections between organizational identity, relationship quality, and teacher loyalty. The results provided moderate evidence supporting the proposed model. Findings revealed that both organizational identity and relationship quality significantly impact teacher loyalty within the departments. Furthermore, the quality of relationships within the departments acted as a key mediator in this relationship.

The 2019 study by Al-Hasna directed to explore the extent to which school leaders in Bisha Governorate practice organizational justice and how this relates to organizational loyalty among teachers. Using a descriptive research method, the study employed a questionnaire with (26) items assessing organizational justice practices and (30) items evaluating organizational loyalty. The validity and reliability of the questionnaire were confirmed through a pilot survey. Results indicated that the level of organizational justice was very high overall, with high scores in areas such as procedural, evaluative, interactive, and distributive justice. Additionally, organizational loyalty was also found to be very high, particularly in the areas of continuous and emotional loyalty. The study found no statistically significant differences at the (0.05) level in teachers' perceptions of organizational justice and loyalty based on years of experience or field of specialization. However, differences in organizational loyalty were observed between primary and intermediate school teachers compared to those working across multiple educational levels, with the former showing higher loyalty. Furthermore, differences in continuous and emotional loyalty favored teachers in central Bisha over those in Tania. A significant correlation was found between organizational justice and organizational loyalty, with a correlation coefficient of (0.65) at the (0.01) significance level.

2.5 Commentary on the Previous Studies, and the Current Study's Position Among Them

The Previous studies have addressed a number of issues related to inspirational leadership, job cynicism and organizational loyalty. (Khalafallah, 2023) study aimed to identify the most important inspirational leadership practices for school principals and tackled ways to enhance these practices. Al Musallat (2023) intended to determine the nature of the relationship between inspirational leadership and organizational prowess of also school principals. While, Abu Jarbou (2022) aimed to identify the level of inspirational leadership and organizational culture to reveal the relationship between them, but the population of the study differs here as it tackled employees of the Ministry of National Economy. Shrestha (2022) aimed to explore the existence of inspirational leadership among teachers. Plus, the aim of Khataibeh and Al-Abderuhman (2022) study was to uncover the degree of inspirational leadership practices by school principals and its relationship to the level of teachers' passion toward their profession from the teachers' perspective. Kilani (2022) study aimed to identify the role of inspirational leadership in improving the educational process in the Education Department. Thus, the study of Akurut and Rukundo (2021) aimed to found the association between the dimensions of perceived inspirational leadership traits and job commitment among secondary school teachers. A study by Jedaman et al. (2021) intended to analyze the sustainable, inspirational leadership that manages an educational organization. This study used a mixed approach to analyze and collect the data. Besides, Gyansah et al. (2020) conducted a study to assess the effect of school principals inspirational leadership practices on students' academic achievement in public high schools. So the study population here was the students. Abu Ghaly (2019) intended to identify the degree of inspirational leadership practice among public secondary school principals in the southern governorates of Palestine, and its relationship to teachers' job engagement. Poojomjit, Sutheejariyawat & Chusorn (2018) aimed to reveal indicators

of inspirational leadership among primary school principals. However, each of the studies mentioned above examined inspirational leadership within educational settings, with the exception of Abu Jarbou (2022), which focused on employees of the Ministry of National Economy.

Meanwhile, numerous research tackled job cynicism. To mention some, ÇEVİK (2023) study aimed to determine the moderating role of gender and age in the relationship between school principals' comprehensive leadership behaviors and teachers' job cynicism levels. The population in this study was teachers and the sample was collected by the random sampling method. Afacan and Ira's (2023) study aimed to determine the relationship between organizational depression and organizational cynicism also in educational context. Yildizbas et al. (2023) conducted a study to determine the organizational cynicism and organizational loneliness perception levels of teachers in the distance education process. However, Can-Yalçın et al. (2022) aimed to examine organizational cynicism's mediating role in the relationship between technostress and job performance. So, this study examined organizational cynicism as mediating variable and it was in an educational context and the sample was 234 teachers. Oparaji's (2022) aimed to investigate the management of organizational cynicism as a predictor of teachers' job effectiveness in public secondary schools. Similarly, Inandi and Cilic's (2021) aimed to determine the relationship between leadership styles and organizational cynicism in addition to examining whether leadership styles predict organizational cynicism. The data were collected from teachers who work in primary and secondary schools. Himmetoglu et al. (2021) aimed to examine the effects of teachers' organizational justice perceptions and the political behaviors used by school principals on teachers' organizational cynicism levels from teachers' perspective. The sample of study consisted of 614 primary school teachers selected by the cluster sampling method. Erdem, Aytac, and Gonul's (2020) aimed

to determine the relationship between teachers' perceptions of organizational cynicism and school administrators' behaviors of favoritism. So, the research was carried out to detect the relationship between favoritism and cynicism. Al-Dakheel's (2020) identified the level of organizational cynicism among private school teachers from their perspective. So, this study was not conducted in governmental schools. The aim of Girgin and Gümüseli's (2018) study was to reveal the level of perceived organizational justice and perceived organizational cynicism of vocational high school teachers and whether or not a correlation exists between the variables. Similarly, Sau and Yim's (2016) aimed to investigate teachers' cynicism toward a major education transformation. All of the studies mentioned above were conducted in schools, except the study by Boufnaz and Boughalita (2020) which was aimed to determine the effect of applying the transformational leadership style on employees' organizational cynicism from the professors' perspective of the Faculty of Economic.

To add, a lot of research has addressed the issue of organizational loyalty. To list a few, Kaabiyeh (2024) aimed to examine the degree of organizational loyalty towards the teaching profession. Özdemir et al. (2023) study examined the effects of charismatic leadership, trust in leader, and teacher engagement on teachers' organizational loyalty. The population was also teachers. Wang's (2023) aimed to determine the critical factors impacting teacher performance and loyalty. Altouri's (2022) aimed to identify the level of organizational conflict management the level of organizational loyalty among teachers. Sincer (2021) investigated the multilateral relations among charismatic leadership, organizational loyalty, and teacher performance. This study used an exploratory mixed-method design, requiring the use of qualitative and quantitative research methods. And Al-Husayyan's (2021) study identified the degree of distributed leadership practice and its relationship to the organizational loyalty of teachers but in special education schools.

Alanezi's (2021) identified leadership by model or an idol for school principals and its relationship to the organizational loyalty of teachers. Yet, Eljarbeh's (2020) study embraced two variables similar to those addressed in this research, seeking to determine the extent of organizational cynicism and its correlation with teachers' loyalty to their organization. Chin and Liu's (2019) explored the effects of organization identity and relationship quality on teacher loyalty in teacher education departments. Lastly, Al-Hasna study (2019) aimed to identify the degree of organizational justice practices among school leaders in and its relationship to the organizational loyalty among teachers, and the study used the descriptive approach.

2.5.1 The Present Study Draws upon the Earlier Studies in Several Aspects:

- Selecting the study's topic: as it was influenced by the previous research, directing the researcher towards a critical and significant topic within educational leadership. However, there is a lack of studies related to inspirational leadership in Palestinian educational institutions, and in support of ongoing research endeavors, the researcher conceived the study's concept.
- Developing the study's methodology, and tools, including elements explored in previous studies.

However, the current study is distinct from prior studies in the following ways:

- Introducing the dimension of inspirational leadership and examining job cynicism as a mediating variable in the relationship between the practice of inspirational leadership and organizational loyalty. This was not explored in previous studies. To the researcher's knowledge, this study is the first to investigate this topic in Palestinian context.

- Covering aspects of inspirational leadership, job cynicism, and organizational loyalty in public secondary schools in the West Bank.
- Exploring variables influencing the adoption and implementation of inspirational leadership in public secondary schools in Hebron governorate.
- The current study uses Structural Equation Modeling (SEM), which is a set of interconnected statistical methods that describe the relationships between a group of observed variables and latent variables in different types of theoretical models. Path analysis is also used to understand the causal relationships between study variables.

Chapter Three

Methodology

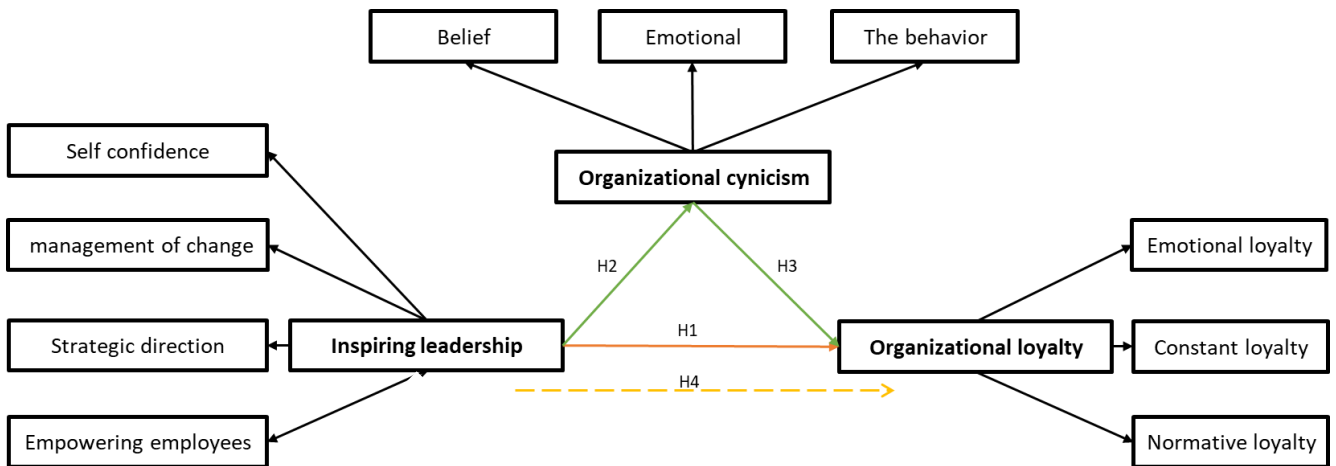
Chapter Three

3.1 Introduction

This chapter deals with a complete and detailed description of the study method and procedures that are taken by the researcher to implement this study. It included a description of the study methodology, the study population, the study tools, their validity and reliability, study procedures, and statistical analysis.

3.2 Conceptual Framework

This conceptual framework serves as a critical foundation for understanding the interconnected dynamics between variables. So, it highlights the interconnectedness of these variables. It posits that while inspirational leadership directly influences organizational loyalty, this relationship is partially mediated by the level of job cynicism within the workforce.



Source: prepared by the researcher.

3.3 Study Methodology

Based on the nature of the study and the objectives it seeks to achieve, the descriptive causal approach was used, as it is one of the most widely used methods in studying human

and social phenomena (Farhi, 2017). It depends on studying the phenomenon as it exists in reality and is appropriate for the phenomenon under study, as the descriptive method relies on studying the phenomenon as it exists in reality and is concerned with describing it accurately and expressing it qualitatively or quantitatively.

The researcher used the descriptive causal approach to describe the impact of Palestinian public school principals' practice of inspirational leadership on teachers' organizational loyalty In light of the presence of job cynicism as a mediating variable. The descriptive causal approach helps in comparing, interpreting and evaluating phenomena in order to reach generalizations and accurate study results, obtain comprehensive information about the phenomenon under study, and be able to answer the study questions.

A questionnaire from a stratified random sample to the male and female teachers in secondary schools in Hebron Governorate was used. In addition, the researcher used books, scientific references, Arabic periodicals, reports, the Internet, and scientific dissertations related to the subject of the study in obtaining information for the study. Quantitative statistical analysis methods and techniques were used to analyze the study data, as quantitative research is capable of developing models and theories, accurately answering the study questions, and verifying the research hypotheses through statistical measurement methods.

3.4 Study Population

The study population consisted of all male and female teachers in secondary schools in the directorates of education in Hebron Governorate, who numbered (3568) male and female teachers distributed among the education directorates in Hebron Governorate as follows: North Hebron Education Directorate (680), Hebron Education Directorate (1004), South Hebron Education Directorate (1388), and Yatta Directorate (496) in the academic year (2023-2024) (Data from the Directorates of Education/Hebron Governorate, 2023).

3.5 Study Sample

The target sample for this study includes a random stratified sample of male and female secondary school teachers in the directorates of education in Hebron Governorate. The stratified sample means selecting a sample that represents subgroups of the study population with the same proportions in society. The goal of choosing a stratified sample is to ensure the desired representation of the subgroups, as it saves effort and time. The stratified sample is taken from a known and specific population and is taken by random selection method. By studying the sample, the researcher can generalize its results and observations on members of society as a whole, as the study sample amounted to (347) participants from the study population represented by male and female secondary school teachers in the schools of the Education Directorates in Hebron Governorate, the sample was determined according to the following Stephen Thompson equation:

$$n = \frac{N \times p(1-p)}{\left[\left[N-1 \times \left(d^2 \div z^2 \right) \right] + p(1-p) \right]} \dots\dots\dots(1)$$

- N:** Community size
- Z:** The standard degree corresponding to the level of confidence (0.95) and equal to (1.96)
- d:** The error rate is equal to 0.05
- P:** Ratio of availability of property and neutral = (0.50)

After that, the sample was calculated for each subgroup (directorate), where in the stratified sample we divide the study population into subgroups and the proportion and sample size are extracted separately as shown in the table (1.3):

Table (3.1): Distributing the sample to the education directorates in Hebron Governorate

Directorate	The number	The ratio	the sample
North Hebron District	680	19%	66

Hebron District	1004	28%	97
South Hebron District	1388	39%	135
Yatta District	496	14%	49
The total	3568	100%	347

The questionnaire was applied electronically. Because the Palestinian Ministry of Education does not allow face-to-face application in schools, the researcher converted the questionnaire into an electronic questionnaire, then the link was distributed to all secondary school teachers in the four districts in Hebron Governorate using a comprehensive survey method, and the responses to the study tool (the questionnaire) amounted to (366) participants were taken as a sample for the study.

3.6 Data Collection

Collecting data is one of the important steps in the study. There are many ways to obtain accurate information to study the study problem and then analyze it using appropriate tools to obtain accurate results. In collecting primary data, the current study relied on (the questionnaire) as a main tool for the study, as the questionnaire was distributed to the male and female teachers who work in Secondary education in Hebron Governorate, after converting it to an electronic questionnaire, and the number of questionnaires (responses) that were answered was (366). So, the total of responses reached (366) and they were considered as the study sample because the number of responses received via the link reached (366) before the link was deactivated. This resulted in an increase of 19 responses. However, since these additional responses lacked clear criteria for exclusion in the sample, and to avoid introducing bias into the research, the researcher decided to adopt only the 366 valid responses as the study sample. A questionnaire suitable for analysis, and the study also relied on collecting data from secondary sources (Arabic and foreign books and references, the World Wide Web, periodicals, articles, reports, research and previous studies).

The data and information collected from primary and secondary sources contributed to building the study's theoretical model, identifying the study's variables, and analyzing the data. The current study sought to identify job cynicism as a mediating variable in the relationship between Palestinian public school principals' practice of inspirational leadership and teachers' organizational loyalty.

3.7 Data Collection Tool

The current study adopted the questionnaire form based on several previous studies in the fields of inspirational leadership, job cynicism, and organizational loyalty. The questionnaire items contained a set of questions each of them represent a measure of the role of job cynicism as a mediating variable for the effect of practicing inspirational leadership on organizational loyalty.

The researcher developed the inspirational leadership scale after reviewing the theoretical literature and inspirational leadership scales in several studies, including: Kilani's study (2022), the study of Ghanem (2021) and the study of Khataybah and Al-Abdul Rahman (2022), and the scale in its initial form consisted of (41) items distributed in four areas: self-confidence, change management, strategic direction, and employee empowerment, and after judging it and making adjustments in with some formulations and deletion of some items. The scale now consists of (37) items distributed over four areas: self-confidence, change management, strategic direction, and employee empowerment.

The job cynicism scale was also developed after reviewing the theoretical literature and job cynicism scales in several studies, including: the study of Boufnaz and Boughalita (2020), and the study of Al-Sayed Ashry (2021). The scale, in its initial form, consisted of (15) items distributed over three areas: behavioral cynicism, emotional cynicism, and cognitive cynicism. After reviewing it and making modifications in some wording, the scale

remained, and consisted of (15) items divided into three areas: behavioral cynicism, emotional cynicism, and cognitive cynicism.

The researcher also developed a measure of organizational loyalty after reviewing Allen and Meyer's Organizational loyalty scale (1990) and the theoretical literature and measures in several studies, including: Al-Tory study (2022), Al-Anazi's study (2021), and Al-Hasna's study (2019). In its initial form, the scale consisted of (24) items distributed over three areas: emotional loyalty, continuous loyalty, and normative loyalty. After reviewing it and making modifications in some formulations, the scale composed of: (23) paragraphs divided into three areas.

3.8 Measuring the Study Tool

In the current study, a five-point Likert scale was used, which is one of the most famous and widely used attitude scales in the behavioral sciences. This scale is based on writing a set of statements or items about a concept, and gives a set of options for answering it. The weights of the questionnaire items were determined, according to points for the sample members to answer as follows (Always 5, often 4, sometimes 3, rarely 2, never 1).

3.9 Pilot Study

An exploratory study was conducted on some participants from the same sample of the study as it consisted of (40) male and female secondary school teacher from Hebron Governorate schools, after the tool being judged by specialists. The purpose was to evaluate the questionnaire, calculate reliability and validity, also verify the accuracy, clarity, and stability of the questionnaire paragraphs in order to obtain accuracy in measurement and obtain accurate results.

3.10 Inspirational Leadership Scale

3.10.1. Content Validity

To verify the content validity of the scale, the scale was presented to (8) evaluators who work in Palestinian and Jordanian universities and have expertise and experience in administrative sciences, in order to reach the apparent validity of the scale, see Appendix No. (2).

3.10.2. Construct Validity of the Inspirational Leadership Scale

The construct validity was examined by calculating the Pearson correlation coefficient (Pearson Correlation) to extract the values of the correlation coefficients of the item with the field to which it belongs, the values of the correlation coefficients of the items with the total degree, as well as the values of the correlation coefficients of each field with the total degree of the scale, as shown in Table (3.2):

Table (3.2): Correlation coefficients of the items of the Inspirational Leadership Scale with their field, and with the total degree of the scale, and each field with the total degree of the scale.

No.	R with the domain	R with total degree	No.	R with the domain	R with total degree
1	.943**	.852**	10	.821**	.629**
2	.858**	.791**	11	.800**	.581**
3	.934**	.826**	12	.810**	.652**
4	.875**	.789**	13	.884**	.635**
5	.897**	.823**	14	.867**	.615**
6	.875**	.764**	15	.793**	.599**
7	.931**	.848**	16	.854**	.620**
8	.910**	.825**	17	.792**	.546**
9	.881**	.814**	18	.878**	.655**
Self confidence		0.905**	the management of change		0.737**
19	.895**	.766**	29	.860**	.760**
20	.874**	.781**	30	.839**	.773**
21	.855**	.730**	31	.872**	.736**
22	.776**	.698**	32	.830**	.656**

No.	R with the domain	R with total degree	No.	R with the domain	R with total degree
23	.800**	.727**	33	.881**	.742**
24	.851**	.742**	34	.891**	.729**
25	.858**	.744**	35	.915**	.807**
26	.905**	.771**	36	.874**	.760**
27	.883**	.766**	37	.843**	.706**
28	.872**	.775**			
Strategic direction		0.875**	Empowering employees		0.854**

****Statistically significant when $(0.01 \geq \alpha)$**

It is noted from the data in the table (3.2) that all items in each field are linked to the total degree of its field and to the total degree of the scale in a statistically significant way, which means that there is a correlation between each item and its field, and between the item and the total degree of the scale. It has also been shown that the degree of each field is linked to the total degree of the scale in a statistically significant way. This means that there is a correlation between the domain degree and the total degree of the scale. So, the inspirational leadership scale has a degree of validity that reassures the researcher that it measures what it was designed to do.

3.10.3. Reliability of the Inspirational Leadership Scale

Reliability was calculated using the internal consistency method by calculating the Cronbach reliability coefficient alpha and the McDonald reliability coefficient omega, as shown in the table (3.3).

Table (3.3): Reliability for Inspirational Leadership scale

Variables	Number of items	Cronbach's α	McDonald's ω
Self confidence	9	.938	.938
Change Management	9	.929	.930
Strategic direction	10	.948	.949
Employee empowering	9	.959	.959
Total degree (all indicators)	37	.971	.971

The data presented in the table (3.3) The value of the Cronbach Alpha reliability coefficient for all areas of inspirational leadership and for the total degree was high, as the values of the Cronbach Alpha reliability coefficient for the areas of inspirational leadership ranged between (0.929 - 0.959), and the Cronbach Alpha reliability coefficient for the total degree of inspirational leadership reached (0.971), and reached the value of the McDonald Omega reliability coefficient for the total degree of inspirational leadership (0.971).

3.11 Job Cynicism Scale

3.11.1. Content Validity

To verify the content validity of the scale, the scale was presented to (8) evaluators who work in Palestinian and Jordanian universities and have expertise and experience in administrative sciences, in order to reach the apparent validity of the scale, see Appendix No. (2).

3.11.2 Construct Validity of Job Cynicism Scale

The construct validity was examined by calculating the Pearson correlation coefficient (Pearson Correlation) to extract the values of the correlation coefficients of the item with the field to which it belongs, the values of the correlation coefficients of the items with the total degree, as well as the values of the correlation coefficients of each field with the total degree of the scale, as shown in Table (3.4):

Table (3.4): Correlation coefficients of the job cynicism scale items with the field to which they belong, with the total degree of the scale, and each field with the total degree of the scale.

No.	R with domain	R with total degree	No.	R with domain	R with total degree	No.	R with domain	R with total degree
1	.850**	.739**	6	.789**	.699**	11	.809**	.725**
2	.911**	.800**	7	.822**	.732**	12	.920**	.814**
3	.853**	.738**	8	.842**	.734**	13	.886**	.735**
4	.814**	.732**	9	.848**	.760**	14	.920**	.793**

No.	R with domain	R with total degree	No.	R with domain	R with total degree	No.	R with domain	R with total degree
5	.923**	.819**	10	.813**	.780**	15	.849**	.769**

****Statistically significant when ($\alpha \leq 0.01$)**

It is noted from the data in the table (3.4) that all items in each field are linked to the total degree of its field and to the total degree of the scale in a statistically significant way, which means that there is a correlation between each item and its field, and between the item and the total degree of the scale. It has also been shown that the degree of each field is linked to the total degree of the scale in a statistically significant way. This means that there is a correlation between the domain degree and the total degree of the scale. So, the job cynicism scale has a degree of validity that reassures the researcher that it measures what it was designed to do.

3.11.3. Reliability of Job Cynicism Scale

Reliability was calculated using the internal consistency method by calculating the Cronbach reliability coefficient alpha and the McDonald reliability coefficient omega, as shown in the table (3.5).

Table (3.5): Reliability of job cynicism scale

Variables	Number of items	Cronbach's α	McDonald's ω
Behavioral cynicism	5	.919	.921
Emotional cynicism	5	.881	.881
Cognitive cynicism	5	.924	.926
Total degree (all indicators)	15	.947	.947

The data presented in the table (3.5) The value of the Cronbach alpha reliability coefficient for all areas of job cynicism and for the total degree was high, as the values of the Cronbach alpha reliability coefficient for the areas of job cynicism ranged between (0.881 - 0.924), and the Cronbach alpha reliability coefficient for the total degree of job cynicism

was (0.947), and the value of McDonald Omega reliability coefficient for the total degree of job cynicism (0.947).

3.12 Organizational Loyalty Scale

3.12.1. Content Validity

To verify the content validity of the scale, the scale was presented to (8) arbitrators, who work in Palestinian and Jordanian universities and have expertise and experience in administrative sciences, in order to reach the apparent validity of the scale, see Appendix No. (2).

3.12.2 Construct Validity of Organizational Loyalty Scale

The construct validity was examined by calculating the Pearson correlation coefficient (Pearson Correlation) to extract the values of the correlation coefficients of the item with the field to which it belongs, the values of the correlation coefficients of the items with the total degree, as well as the values of the correlation coefficients of each field with the total degree of the scale, as shown in Table (3.6):

Table (3.6): Correlation coefficients of the items of the organizational loyalty scale with the field to which they belong, with the total degree of the scale, and each field with the total degree of the scale.

No.	R with domain	R with total degree	No.	R with domain	R with total degree	No.	R with domain	R with total degree
1	.806**	.644**	8	.845**	.689**	16	.778**	.520**
2	.861**	.651**	9	.775**	.611**	17	.850**	.569**
3	.797**	.675**	10	.780**	.649**	18	.814**	.579**
4	.773**	.650**	11	.848**	.682**	19	.848**	.550**
5	.851**	.644**	12	.833**	.674**	20	.797**	.531**
6	.799**	.626**	13	.774**	.667**	21	.782**	.561**
7	.834**	.644**	14	.834**	.679**	22	.772**	.579**
			15	.779**	.629**	23	.773**	.583**
Emotional loyalty		0.797**	Continuous loyalty		0.816**	Normative loyalty		0.697**

****Statistically significant when ($\alpha \leq 0.01$)**

It is noted from the data in the table (3.6) that all items in each field are linked to the total degree of its field and to the total degree of the scale in a statistically significant way, which means that there is a correlation between each item and its field, and between the

item and the total degree of the scale. It has also been shown that the degree of each field is linked to the total degree of the scale in a statistically significant way. This means that there is a correlation between the domain degree and the total degree of the scale. So, the organizational loyalty scale has a degree of validity that reassures the researcher that it measures what it was designed for.

3.12.3. Reliability of Organizational Loyalty

Reliability was calculated using the internal consistency method by calculating the Cronbach reliability coefficient alpha and the McDonald reliability coefficient omega, as shown in the table (3.7).

Table (3.7): Reliability of Organizational Loyalty Scale

Variables	Number of items	Cronbach's α	McDonald's ω
Emotional loyalty	7	.936	.936
Continuous loyalty	8	.938	.938
Normative loyalty	8	.908	.909
Total marks(all indicators)	23	.967	.967

The data presented in the table (3.7) The value of the Cronbach Alpha reliability coefficient for all areas of organizational loyalty and for the total degree was high, as the values of the Cronbach Alpha reliability coefficient for the areas of organizational loyalty ranged between (0.908 - 0.938), and the Cronbach Alpha reliability coefficient for the total degree of organizational loyalty reached (0.967), and the value reached McDonald Omega reliability coefficient for the total degree of organizational loyalty (0.967).

3.13 Correction of Metrics

Answer degrees were distributed to the items of the study scales using Likert five-point method. The weights for the paragraphs are as follows: always (5) degrees, often (4) degrees, sometimes (3) degrees, rarely (2 degrees), never (1 degree). All items represented the positive direction in the scales of (inspirational leadership, job cynicism, and organizational loyalty).

For the purposes of interpreting the arithmetic averages, and to determine the level of practice of: inspirational leadership, job cynicism, and organizational loyalty among members of the study sample, the degree was transformed according to the level that ranges from (1-5) grades, and the level is classified into three levels: low level (2.33 and below), medium level (2.34 - 3.67), high level (3.68 and above).

3.14 Study Procedures

To conduct a study on job cynicism as a mediating variable in the relationship between inspirational leadership and organizational loyalty among teachers, the following steps were followed:

1- Defining the problem and objectives:

- Defining the study problem accurately.
- Establishing the main objectives and the sub-objectives of the study.
- Determining the study questions and hypotheses.

2- Literature review:

- Reviewing previous studies related to inspirational leadership, organizational loyalty, and job cynicism.
- Summarizing the main findings and identify the research gap.

3- Study design:

- Choosing the appropriate research design (descriptive-causal design).
- Determining the study variables: inspirational leadership (independent variable), job cynicism (mediator variable), organizational loyalty (dependent variable), and directorate, gender, years of service in education (demographic variables)

4- Study sample:

- Identifying the study population (male and female teachers in secondary schools in Hebron Governorate).

- Selecting a representative sample using appropriate sampling methods (stratified random sampling).

5- Study tool:

- Developing approved measurement tools for inspirational leadership, job cynicism, and organizational loyalty.
- Ensure the validity and reliability of the tools through a preliminary test (Pilot Study).

6- Data collection:

- An electronic questionnaire was distributed to teachers to collect data. It was ensured that sufficient data was collected to analyze the relationships between the variables.

7- Data analysis:

- Statistical analysis programs were used (SPSS and AMOS) for data analysis.
- Using mediational analysis (Mediation Analysis) to examine the role of job cynicism as a mediating variable.
- Descriptive data and inferential analysis were analyzed.

8- Discussing the results:

- Interpreting the results in line with the study objectives and questions.
- Comparing the results with previous studies and clarifying possible explanations.

9. Recommendations:

- Providing practical recommendations based on the results of the study.
- Suggesting topics for future research.

3.15 Clear Data

Before starting the statistical analysis, a scan is made of the entered data, to ensure that it is correct and free of some extreme and abnormal values, missing data, and suspicious

answers, and to ensure the normal distribution of the data, and estimate the variance, and all data (missing and abnormal...etc.) are processed before the statistical analysis and dealt with in a manner suitable for avoiding problems in the analysis that affect the results.

To find out if the data are far from a normal distribution so as not to cause problems in evaluating parameters, the suitability of the data to a normal distribution was tested by the Kolmogorov-Smirnov test and the Shapiro-Wilk test, but they only provide simple information about data far from a normal distribution. Therefore, the kurtosis and skewness test was conducted in the current study to test the normal and moderate distribution of the data used, and to ensure that there is no linear duality between the independent and mediating study variables, the variance inflation factor was examined (VIF) and its value did not exceed (5). A correlation matrix to ensure that the independent and mediating study variables do not overlap was created.

Table (3.8): Skewness and kurtosis values for the study variables

	inspirational leadership	Job Cynicism	Organizational loyalty
Skewness	0.362	-0.376	0.497
Kurtosis	-1.058	-0.394	-0.700

We note from the table (3.8) the results of calculating the value of skewness and kurtosis of the data, which indicate a moderate and normal distribution of the data used. The results indicate that there are no significant deviations in the data, as the value of skewness and kurtosis ranged between (-2 and +2), which is the standard allowed by statisticians (George & Mallery, 2010).

Table (3.9): Internal correlation of variables

Variable	Collinearity Statistics	
	VIF	Tolerance
Inspirational leadership	1.98	0.505
Job Cynicism	2.163	0.462

Through the table (3.9) we conclude that there is no double-collinearity (variation between the study variables), as the result of the coefficient of variation was less than (5) and this indicates the quality of the data and the absence of double-collinearity (Shrestha, 2020).

3.16 Statistical Treatment

The statistical analysis of the questionnaire helps in reaching the results based on the questions and hypotheses that were developed and proven correct, and in building models and testing their suitability to the study data. Accordingly, the questionnaire is developed and distributed to the sample members, and then the data is analyzed using statistical analysis programs. To achieve the objectives of the study, the questionnaire and data entry into the statistical analysis program (SPSS), as is characterized by its ability to analyze data with ease. It is one of the famous statistical analysis programs, as it analyzes data, describes it statistically, and gives results with high accuracy.

Some tests were used that precede the statistical analysis and that align with the analytical descriptive statistics approach, in terms of testing missing and abnormal values, and testing the kurtosis and skewness coefficient to ensure the normality of the normal distribution of the study data. Percentages, frequencies, and arithmetic mean (descriptive statistics) were also used to identify the characteristics of the study sample and determining the extent of their response and to know the frequency of categories of variables, in addition to testing the validity and reliability of the study tool. The Cronbach alpha coefficient and the McDonald Omega test were used to verify the amount of internal consistency and to measure the stability of the study tool. The Pearson correlation coefficient (a measure of the degree of correlation) was used to calculate the structural validity of the tool. The three-way analysis of variance test was also used (Three Way Anova).

The current study also followed the statistical analysis method, structural equation modeling (SEM) to build the study model, test hypotheses, know about the relationship of the study variables to each other, and the suitability of the assumed model to the field study data. Structural Equation Modeling (SEM) is one of the best modern methods used to test multivariate models, because it gives the researcher the possibility of testing the relationship between these variables at once, while determining the suitability of the model

to the data collected through a set of indicators called goodness of fit indicators (Hair et al., 2014), and is used to show causal relationships for variables, as it is characterized by its ability to study relationships simultaneously, taking into account intermediate variables. This feature is rarely available in other traditional methods, as it is able to test a group of complex variables, and determine the dimension of each group of variables and the factors that belong to them, evaluate the relationships between them, test the structural equation, answer the study's questions, and achieve its objectives (Al-Mashhadani, 2017).

It also has the ability to investigate the relationship between the dependent variable and the independent variables, and accurately determine the standard errors for each variable, as well as the equation structural constructivism is able to study causality and multiple variables in an integrated manner.

Structural equations methodology is one of the statistical methods that determine whether the data for the hypothetical model is appropriate and then it is accepted. If it is not appropriate, then it is modified and developed. It represents an input for estimating, analyzing, testing models that determine the relationships between variables (Al-Mashhadani, 2017), and views the study problem as a phenomenon or variable that can be measured based on a theoretical model that has been created, and tests the quality of matching and prediction and the validity of the model under test, and determines the relationship between the variables, and calculates the influence factor, to reach a model that explains the phenomenon under study.

The structural equation modeling (SEM) is divided into two sub-models: the measurement model and the structural model (Hair et al., 2014). The measurement model deals with the study variables and their indicators so that it determines the relationships between the observed variables (indicators or questions) and the unobserved variables (latent),

evaluates the relationships between them, and describes the validity and reliability of the observed variables.

As for the structural model, it explains the causal relationships that exist between the variables of the study, as it clarifies the nature of the relationship between the independent and dependent factors, as well as shows the percentage of effect and the explanation factor for each of the independent factors in the dependent factor, and through the results of the structural model it is possible to clarify the results of the study hypotheses and the value of the relationships and their indication (positive or negative) (Judea & Mackenzie, 2022).

One of the basic advantages of structural equation modeling is the ability to estimate the construct validity of scales, as it reflects the degree of the elements of the scale of the theoretical and conceptual construct that it is designed to measure. The construct validity of the scale is verified by testing convergent validity and discriminant validity. Convergent validity measures the degree of consistency through several criteria: internal consistency - saturations, composite reliability (CR), Average Variance Explained (AVE), and these standards are scientifically approved to accept elements of convergent validity. As for discriminant validity, the Fornell-Larcker criterion is used, which compares the square root of the value of (AVE) with the other correlations of the latent variable (Sternier et al., 2024).

Structural equation modeling is an assumed pattern of direct and indirect linear relationships between a set of latent and observed variables or a complete path model of the relationship between a set of variables (Byrne, 2016).

Structural equation modeling is used to show causal relationships between variables, through which the problem under study is viewed as a phenomenon or variable that can be measured and quantified by building a model to measure it (Keesling, 1972), and to evaluate the measurement model, the construct validity of the scale is tested, by testing the

availability of convergent validity and discriminant validity, and the convergent validity in the measurement model is estimated through three criteria: (Hair et al., 2016)

- 1- Internal consistency-saturations: the saturations value for all questions were greater than (0.7).
- 2- Composite reliability (CR: Composite reliability values were greater than (0.7) to reflect internal consistency between study indicators.
- 3- Average variance explained: the explained variances (AVE) were greater than (0.5) to reflect the success of all the factor's questions in measuring them.
- 4- As for discriminant validity, the Fornell Larcker criterion is used, which compares the square root of the value (AVE) with other correlates of the latent variable.
- 5- Goodness of fit: It is a standard to verify the validity of the model, and it relies on several indicators as a criterion for measuring the goodness of fit of the model, which are: (CMIN/DF) must be less than (3) and greater than (1), (CFI) must be greater than (0.95), and the root mean square error of approximation index (RMSEA) must be smaller than (0.06) (Gaskin, Lim, & Steed, 2022; Hu & Bentler, 1999).

3.17 Descriptive Analysis of the Study Sample

Frequencies and percentages were calculated for the study sample, as shown in Table (3.10) Analysis of demographic data for the study sample consisting of secondary school teachers in the schools of the education directorates in Hebron Governorate.

Table (3.10): Descriptive analysis of the study sample

Characteristics of the study sample members		Frequency	Percentage
Directorate	North Hebron	70	19.1
	South Hebron	143	39.1
	Hebron	102	27.9
	Yatta	51	13.9
	Total	366	100.0%
Gender	Male	172	47.0
	Female	194	53.0
	Total	366	100.0%
Years of teaching experience	less than 5 years	48	13.1
	from (5-10) years	110	30.1
	more than 10 years	208	56.8
	Total	366	100.0%

Frequencies and percentages were calculated for the study sample, as the table (3.10) shows, analysis of demographic data for the study sample consisting of male and female secondary school teachers in the schools of Hebron Governorate Education Directorates, by calculating frequencies and percentages of demographic variables. The number of participants reached (366), South Hebron Education Directorate (143), with a percentage of (39.1%), Hebron District (102) with a percentage of (27.9%), North Hebron District (70) with a percentage of (19.1%), and Yatta District (51) with a percentage of (13.9%). These percentages were based on the number of male and female teachers in each district. As for the gender of the respondent, the highest percentage was for females, as females reached (194) (53%), and the number of male participants reached (172) participants (47%), as the total number of female teachers in secondary schools in Hebron Governorate is higher than males.

With regard to years of experience, the highest percentage was of those with more than (10) years, where their number reached (208) participants, representing (56.8%), followed by those whose years of experience were (5-10) years, whose number reached (110)

participants, representing (30.1%), and finally came those whose years of experience were (less than 5.) years, and their number reached (48) participants, representing (13.1%).

3.18 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis is used to test the study data and its suitability with the measurement model in terms of ensuring construct validity. It represents the step that precedes structural equation modeling by evaluating the measurement model (external model), as the confirmatory factor analyzes the study variables for constructive validity (convergent validity, discriminant validity). It aims to determine the quality of the questionnaire items and the extent of the questionnaire's validity.

3.18.1 Measurement Model for the Inspirational Leadership Variable

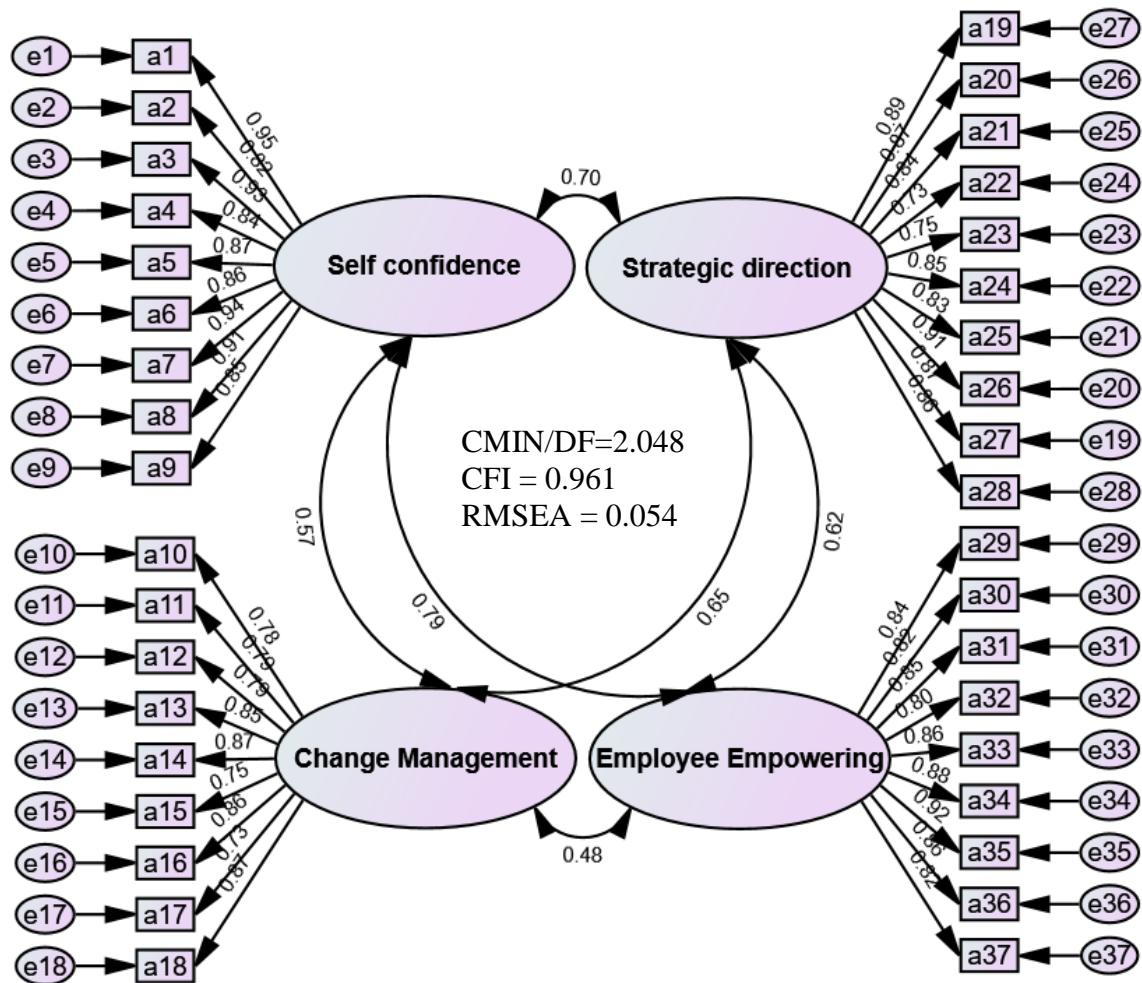


Figure (3.1): Measurement model for the inspirational leadership variable

3.18.1.1. Indicators of Conformity Quality for a Measure of Inspirational Leadership Scale

In light of the assumption of matching between the covariance matrix of the variables included in the analysis and the matrix assumed by the model, many indicators are produced that indicate the quality of this matching, in this light the assumed model of the data is accepted or rejected, which are known as indicators of goodness of fit.

From figure (3.1) it was found that the indicators indicating the goodness of fit, in this light the hypothesized model of the data is accepted or rejected, and which are known as indicators of goodness of fit, all indicate excellent goodness of fit for the model, as the value reached (CMIN/DF) (2.048) which is less than (3) and greater than (1) and indicates an excellent value. The value of the comparative fit index (CFI) was (0.961) which is greater than (0.95) and indicates excellent matching quality. The value of the root mean square error index (RMSEA) was (0.054) which is smaller than (0.06) and indicates excellent goodness of fit (Gaskin, Lim, & Steed, 2022; Hu & Bentler, 1999). This indicates that the goodness of fit indicators that were entered into the model gave excellent quality and validity, which can evaluate the ability of the factor model to express the actual data set, as well as in comparing several factor models in this field.

From the results shown above, we note that the measurement model for inspirational leadership had the best fit, and this indicates that there is a match between the sample data and the measurement model for inspirational leadership among secondary school principals in Hebron Governorate districts from teachers' perspective.

Table (3.11): The standard regression weights for the measurement model for the Inspirational leadership scale

Item	Factors	Estimate	Item	Factors	Estimate
a1 →	Self confidence	.950	a10 →	Change management	.817
a2 →		.823	a11 →		.755
a3 →		.935	a12 →		.772
a4 →		.843	a13 →		.892
a5 →		.869	a14 →		.813
a6 →		.863	a15 →		.780
a7 →		.937	a16 →		.804
a8 →		.910	a17 →		.766
a9 →		.845	a18 →		.862
a19 →	Strategic direction	.893	a29 →	Employee empowering	.845
a20 →		.868	a30 →		.824
a21 →		.845	a31 →		.860
a22 →		.726	a32 →		.779
a23 →		.752	a33 →		.863
a24 →		.845	a34 →		.859
a25 →		.823	a35 →		.912
a26 →		.910	a36 →		.860
a27 →		.866	a37 →		.820
a28 →	.860				

It is clear from the table (3.11) all standard regression weights for all items were greater than (0.7), as the items in each domain were saturated with a saturation greater than (0.7), so all items in the scale remained and none of them were deleted or excluded (Hair et al., 2010).

3.18.1.2. Convergent Validity and Discriminant Validity of Inspirational Leadership Scale

Consistency analysis is used to find the internal consistency of data and ranges from (0-1), and the value of (Cronbach alpha) was calculated to find the internal consistency of the data, and based on what was reported by (Hair et al., 2010) which states that the value of Cronbach alpha should be greater than (0.70) by means of composite reliability (CR), and also each of the (AVE), (MSV), and (MaxR(H)) to ensure the validity of the model, the table (3.12) This is explained after confirmatory factor analysis.

Table (3.12): Discriminant and convergent validity and composite reliability of the inspirational leadership scale

	CR	AVE	MSV	MaxR (H)	Self confidence	management of change	Strategic direction	Empowering employees
Self confidence	0.971	0.787	0.626	0.976	0.887			
Change Management	0.944	0.653	0.418	0.948	0.566***	0.808		
Strategic direction	0.96	0.707	0.488	0.965	0.699***	0.646***	0.841	
Employee empowering	0.958	0.718	0.626	0.961	0.792***	0.482***	0.634***	0.847

***Statistically significant at (0.001)

It is clear from the table (3.12) The composite reliability (CR) for all components was higher than (0.70), and the (AVE) values fell within (0.653) and (0.787) and are greater than (0.5), and discriminant validity was evaluated using (Fornell & Larcker, 1981) By comparing the square root of each (AVE) on the diagonal with the correlation coefficients (off the diagonal) for each construct in the relevant rows and columns, with regarding to the inspirational leadership. This indicates the strength of the discriminant validity of the measurement model, and also supports the discriminant validity between the components (Henseler et al., 2015).

Table (3.13): Results of Heterotrait-Monotrait (HTMT) analysis to examine the validity of discrimination between components

	Self confidence	Change management	Strategic direction	Employee empowering
Self confidence				
Change management	0.559			
Strategic direction	0.703	0.628		
Employee empowering	0.753	0.458	0.612	

It appears from the results HTMT, presented in table (3.13) There are no problems in discriminant validity according to (HTMT) standards, which require that the factor's correlation with other factors not exceed (0.85) (Henseler et al., 2015). It was found that all correlation values of the factors were less than (0.85), meaning that the HTMT criterion

did not detect collinearity problems between the latent constructs (multicollinearity) in the constructs of inspirational leadership (self-confidence, change management, strategic direction, employee empowerment). This indicates that the components of the constructs do not measure the same thing, in other words, they do not contain overlapping elements of the respondents' perception of the constructs.

3.18.2. Measurement Model for Job Cynicism Variable

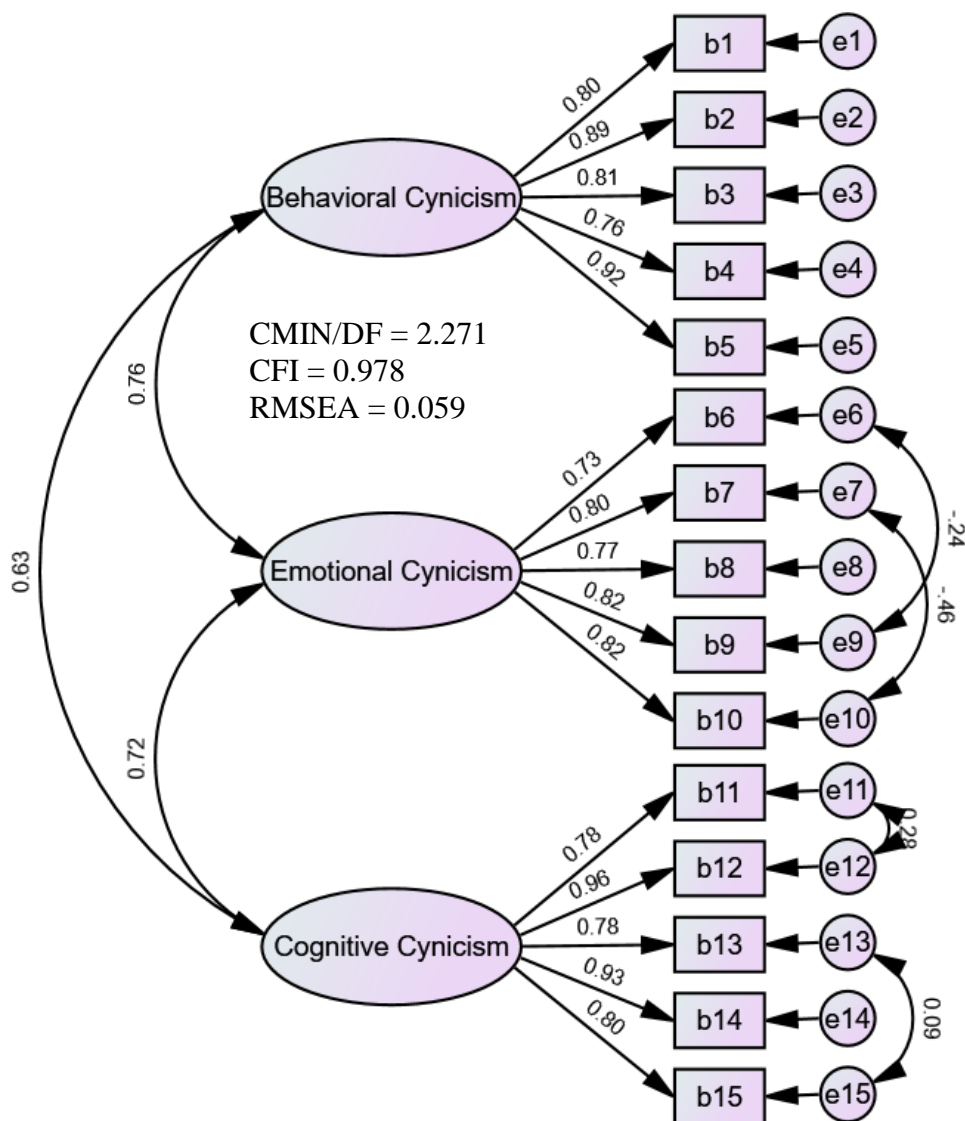


Figure (3.2): Measurement model for the job cynicism

3.18.2.1 Indicators of Conformity Quality for a Measure of Job Cynicism Scale

In light of the assumption of matching between the covariance matrix of the variables included in the analysis and the matrix assumed by the model, many indicators are produced that indicate the quality of this matching. So, in this light the assumed model of the data is accepted or rejected, which are known as indicators of goodness of fit.

From figure (3.2) it was found that the indicators representing the goodness of fit, in light of which the hypothesized model of the data is accepted or rejected, and which are known as indicators of goodness of fit, all indicate excellent goodness of fit for the model, as the value reached (CMIN/DF) (2.271) which is less than (3) and greater than (1) and indicates an excellent value. The value of the comparative fit index (CFI) was (0.978) which is greater than (0.95) and indicates excellent matching quality. The value of the root mean square error of approximation (RMSEA) was (0.059) which is smaller than (0.06) and indicates excellent goodness of fit (Gaskin, Lim, & Steed, 2022; Hu & Bentler, 1999). This indicates that the goodness of fit indicators that were entered into the model gave excellent quality and validity, which can evaluate the ability of the factor model to express the actual data set, as well as in comparing several factor models in this field.

From the results shown above, we note that the measurement model for job cynicism had the best fit, and this indicates that there is a match between the sample data and the measurement model for job cynicism among male and female secondary school teachers in Hebron Governorate from their perspective.

Table (3.14): Shows the standard regression weights for the measurement model for the job cynicism scale

Item		Factors	Estimate	Item		Factors	Estimate
b1	→	Behavioral cynicism	.804	b6	→	Emotional cynicism	.729
b2	→		.893	b7	→		.804
b3	→		.809	b8	→		.768
b4	→		.755	b9	→		.821
b5	→		.923	b10	→		.817
b11	→	Cognitive cynicism	.783	b14	→	Cognitive cynicism	.928
b12	→		.962	b15	→		.801
b13	→		.780				

It is clear from the table (3.14) that all standard regression weights for all items were greater than (0.7), as the items in each domain were saturated with a saturation greater than (0.7), so all items in the scale remained and none of them were deleted or excluded (Hair et al., 2010).

3.18.2.2. Convergent Validity and Discriminant Validity of Job Cynicism Scale

Consistency analysis is used to find the internal consistency of data and ranges from (0-1), and the value of (Cronbach alpha) was calculated to find the internal consistency of the data, and based on what was reported by (Hair et al., 2010) which states that the value of Cronbach alpha should be greater than (0.70) by means of composite reliability (CR), and also each of the (AVE), (MSV), and (MaxR(H)) to ensure the validity of the model, the table (3.15) this is demonstrated after confirmatory factor analysis.

Table (3.15): Discriminant and convergent validity and composite reliability of the Job Cynicism Scale

	CR	AVE	MSV	MaxR(H)	Behavioral cynicism	Emotional cynicism	Cognitive cynicism
Behavioral cynicism	0.922	0.704	0.583	0.936	0.839		
Emotional cynicism	0.891	0.622	0.583	0.895	0.764***	0.789	
Cognitive cynicism	0.931	0.730	0.519	0.959	0.634***	0.720***	0.854

***Statistically significant at (0.001)

It is clear from the table (3.15) The composite reliability (CR) for all components was higher than (0.70), and the (AVE) values fell within (0.622) and (0.730) and are greater than (0.5), and discriminant validity was evaluated using (Fornell & Larcker, 1981) by comparing the square root of each (AVE) on the diagonal with the correlation coefficients (off the diagonal) for each construct in the relevant rows and columns, with respect to job cynicism, this indicates the strength of the discriminant validity of the measurement model, and also supports the discriminant validity between components (Henseler et al., 2015).

Table (3.16): Results of Heterotrait-Monotrait (HTMT) analysis to examine the validity of discrimination between components

	Behavioral cynicism	Emotional cynicism	Cognitive cynicism
Behavioral cynicism			
Emotional cynicism	0.709		
Cognitive cynicism	0.627	0.688	

It appears from the results HTMT, presented in table (3.16) there are no problems in discriminant validity according to (HTMT) standards, which require that the factor's correlation with other factors not exceed (0.85).(Henseler et al., 2015). It was found that all correlation values of the factors were less than (0.85), this means that the HTMT criterion did not detect collinearity problems between the latent constructs (multicollinearity) in the constructs of job cynicism (behavioral cynicism, emotional cynicism, cognitive cynicism). This indicates that the components of the constructs do not measure the same thing, in other words, they do not contain overlapping elements of the respondents' perception of the constructs.

3.18.3. Measurement Model for the Organizational Loyalty Variable

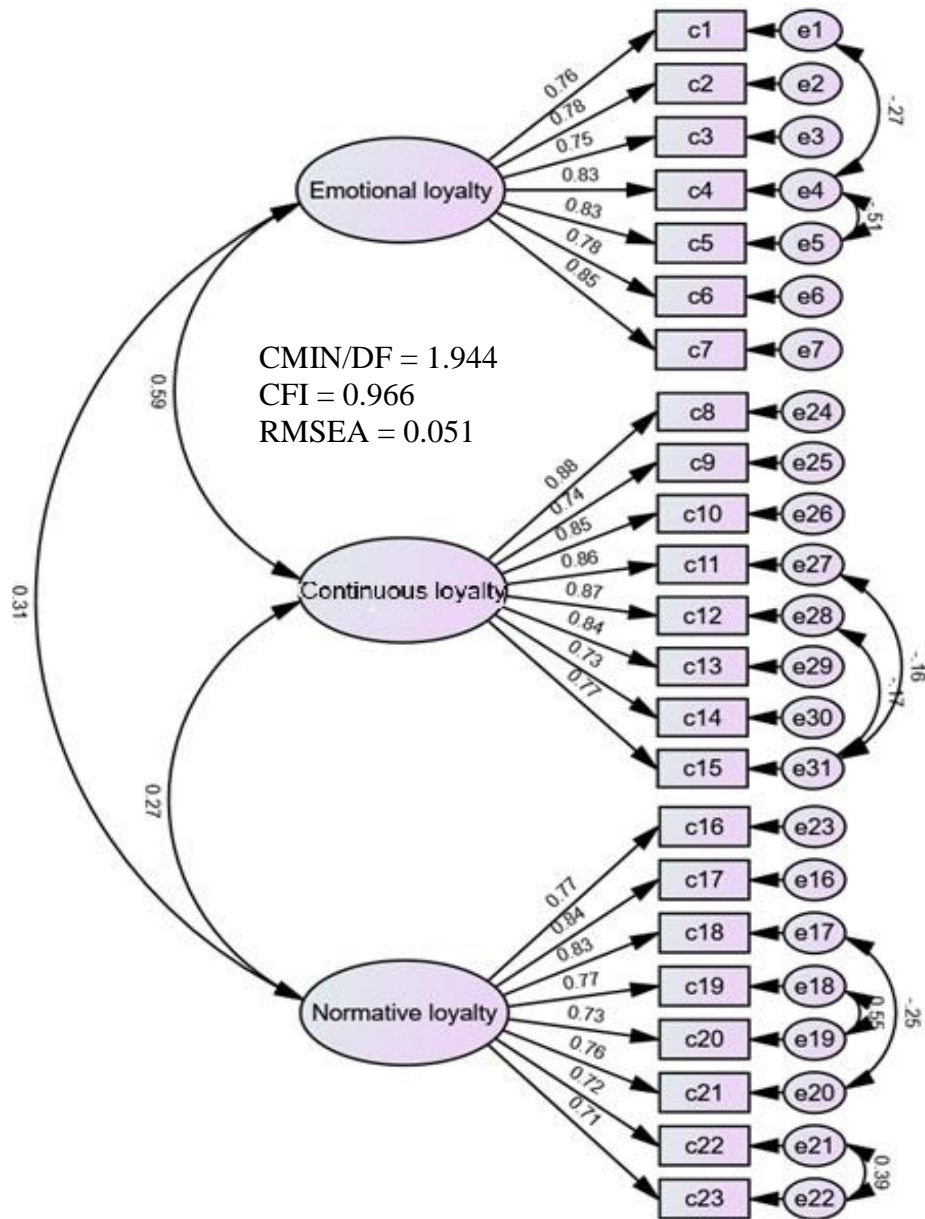


Figure (3.3): Measurement model for the organizational loyalty variable

3.18.3.1. Indicators Conformity Quality for a Measure of Organizational Loyalty

In light of the assumption of matching between the covariance matrix of the variables included in the analysis and the matrix assumed by the model, many indicators are produced that indicate the quality of this matching, in the light of which the assumed model of the data is accepted or rejected, which are known as indicators of goodness of fit.

From figure (3.3) It was found that the indicators indicating the goodness of fit, in light of which the assumed model of the data is accepted or rejected, and which are known as indicators of goodness of fit, all indicate excellent goodness of fit for the model, as the value reached (CMIN/DF) (1.944) which is less than (3) and greater than (1) and indicates an excellent value. The value of the comparative fit index (CFI) was (0.966) which is greater than (0.95) and indicates excellent matching quality. The value of the root mean square error of approximation (RMSEA) was (0.051) which is smaller than (0.06) and indicates excellent goodness of fit (Gaskin, Lim, & Steed, 2022; Hu & Bentler, 1999). This indicates that the goodness of fit indicators that were entered into the model gave excellent quality and validity, which can evaluate the ability of the factor model to express the actual data set, as well as in comparing several factor models in this field.

From the results shown above, we note that the measurement model for organizational loyalty had the best fit, and this indicates that there is a match between the sample data and the measurement model for organizational loyalty among male and female secondary school teachers in Hebron Governorate districts from their perspective.

Table (3.17): The standard regression weights for the measurement model for the Organizational Loyalty Scale

Item	Factors	Estimate	Item	Factors	Estimate
c1	→	.765	c8	→	.887
c2	→	.780	c9	→	.728
c3	→	.751	c10	→	.843
c4	→	.833	c11	→	.858
c5	→	.833	c12	→	.871
c6	→	.771	c13	→	.835
c7	→	.848	c14	→	.731
			c15	→	.747
c16	→	.782	c20	→	.722
c17	→	.831	c21	→	.776
c18	→	.825	c22	→	.722
c19	→	.767	c23	→	.713

It is clear from the table (3.17) all standard regression weights for all items were greater than (0.7), as the items in each domain were saturated with a saturation greater than (0.7), so all items in the scale remained and none of them were deleted or excluded (Hair et al., 2010).

3.18.3.2. Convergent Validity and Discriminant Validity of Organizational Loyalty Scale

Consistency analysis is used to find the internal consistency of data and ranges from (0-1), and the value of (Cronbach alpha) was calculated to find the internal consistency of the data, and based on what was reported by (Hair et al., 2010) which states that the value of Cronbach alpha should be greater than (0.70) by means of composite reliability (CR), and also each of the (AVE), (MSV), and (MaxR(H)) to ensure the validity of the model, the table (3.18) this is explained after confirmatory factor analysis.

Table (3.18): Discriminant and convergent validity and composite reliability of the Organizational Loyalty Scale

	CR	AVE	MSV	MaxR(H)	Emotional loyalty	Normative loyalty	Constant loyalty
Emotional loyalty	0.925	0.637	0.346	0.928	0.798		
Normative loyalty	0.919	0.587	0.095	0.923	0.308***	0.766	
Constant loyalty	0.942	0.671	0.346	0.947	0.589***	0.265***	0.819

***Statistically significant at (0.001)

It is clear from the table (3.18) the composite reliability (CR) for all components was higher than (0.70), and the (AVE) values fell within (0.587) and (0.671) and are greater than (0.5), and discriminant validity was evaluated using (Fornell & Larcker, 1981) By comparing the square root of each (AVE) on the diagonal with the correlation coefficients (off the diagonal) for each construct in the relevant rows and columns, regarding organizational loyalty, this indicates the strength of the discriminant validity of the

measurement model, and also supports the discriminant validity between the components (Henseler et al., 2015).

Table (3.19): Results of Heterotrait-Monotrait (HTMT) analysis to examine the validity of discrimination between components

	Emotional loyalty	Normative loyalty	Constant loyalty
Emotional loyalty			
Normative loyalty	0.29		
Constant loyalty	0.566	0.252	

It appears from the results HTMT, presented in Table (3.19) there are no problems in discriminant validity according to (HTMT) standards, which require that the factor's correlation with other factors not exceed (0.85).(Henseler et al., 2015). It was found that all correlation values of the factors were less than (0.85), this means that the HTMT criterion did not detect collinearity problems between the latent constructs (multicollinearity) in the organizational loyalty constructs (emotional loyalty, normative loyalty, constant loyalty). This indicates that the components of the constructs do not measure the same thing, in other words, they do not contain overlapping elements of the respondents' perception of the constructs.

Chapter Four

Results

Chapter Four

4.1 Introduction

This chapter includes analyzing the data of the current study, presenting the results, testing the hypotheses, verifying their negation or proving their validity.

4.1 Results of the First Question

What is the level of Palestinian secondary school principals' practice of inspirational leadership as perceived by teachers?

Means, standard deviations, and weights were calculated relative level recognition the practice of secondary school principals in the directorates of education in Hebron Governorate in inspirational leadership from teachers' perspective. As shown in table (4.1).

Table (4.1): Means, standard deviations, and relative weights for the level of practice of secondary school principals in the directorates of education in Hebron Governorate for inspirational leadership from teachers' perspective, ranked in descending order.

No.	Paragraphs	Mean	Sdv	%	Approval
10	Encourage all teachers to participate in the change process.	3.64	0.94	72.8	Medium
15	Change is seen as the core of the school development process.	3.61	0.93	72.2	Medium
13	Effectively plans to respond to crises and emergencies.	3.54	0.91	70.8	Medium
12	Discuss with teachers the required change and its justifications.	3.52	0.84	70.4	Medium
18	Continuously evaluates the change process.	3.49	0.89	69.8	Medium
11	Supports and implements teachers' creative ideas	3.48	0.82	69.6	Medium
17	Weaken resistance to change.	3.46	0.98	69.2	Medium
14	Promotes an organizational culture that supports acceptance of change.	3.45	0.97	69.0	Medium
16	Distributes tasks to teachers during the stages of change.	3.44	0.96	68.8	Medium
Change management		3.52	0.76	70.4	Medium
24	Aligns the school's capabilities with the developments to be made	3.24	1.14	64.8	Medium

No.	Paragraphs	Mean	Sdv	%	Approval
25	Develops appropriate strategies for implementing the school plan.	3.23	1.18	64.6	Medium
19	Establishes clear policies to achieve school goals.	3.17	1.25	63.4	Medium
27	Transparently announces to teachers future work directions.	3.17	1.26	63.4	Medium
26	Identifies challenges facing school work.	3.14	1.21	62.8	Medium
28	Involves the local community in formulating school's goals.	3.14	1.20	62.8	Medium
21	Adopts a clear vision that serves the school's future.	3.13	1.27	62.6	Medium
22	Identifies the strengths within the school's internal environment.	3.11	1.29	62.2	Medium
23	Identifies the weaknesses in the school's internal environment.	3.07	1.31	61.4	Medium
20	Involves teachers in the formulation of the school's goals and mission.	3.06	1.25	61.2	Medium
Strategic direction		3.15	1.06	63.0	Medium
4	Takes the initiative to solve the challenging problems faced at work.	3.05	1.36	61.0	Medium
9	Willingness to learn from others.	3.00	1.29	60.0	Medium
2	Manages emotions in new situations.	2.92	1.23	58.4	Medium
5	Listens to ideas and solutions suggested by teachers	2.91	1.40	58.2	Medium
6	Admits mistakes he\she made during work.	2.89	1.22	57.8	Medium
3	Deals with work pressures positively.	2.83	1.31	56.6	Medium
8	Understands different points of view	2.76	1.27	55.2	Medium
7	Continuously develops professional skills	2.75	1.27	55.0	Medium
1	The principal's practices demonstrate confidence in achieving the school's goals.	2.74	1.29	54.8	Medium
Self confidence		2.87	1.16	57.4	Medium
32	Delegates tasks to teachers according to their abilities and readiness.	3.02	1.35	60.4	Medium
34	Encourages exchange classroom visits between teachers.	2.97	1.39	59.4	Medium
35	Exchanges information with teachers related to professional and administrative aspects.	2.90	1.39	58.0	Medium
30	Provides support to teachers in emergency and difficult situations.	2.85	1.36	57.0	Medium
37	Implements quality training programs within the school	2.85	1.35	57.0	Medium
36	Enhances a philosophy of teamwork among teachers.	2.83	1.32	56.6	Medium
33	Provides teachers with opportunities to	2.82	1.29	56.4	Medium

No.	Paragraphs	Mean	Sdv	%	Approval
29	participate in school decision-making. Gives teachers enough flexibility to carry out their duties.(Functional and administrative)	2.72	1.32	54.4	Medium
31	Some teachers are assigned the task of solving school problems.	2.72	1.31	54.4	Medium
Employee empowering		2.86	1.16	57.2	Medium
Total degree for practicing inspirational leadership		3.10	0.89	62.0	Medium

It is clear from table (4.1) that the arithmetic means of the estimates of the study sample members for inspirational leadership scale reached (3.10) with a percentage of (62.0%) and a moderate degree of agreement. As for the arithmetic averages of the study sample members' answers to the fields ranged (between 2.86 - 3.52), and the field of "change management" came in first place with an arithmetical average of (3.52) and a percentage of (70.4%), and the field of "strategic direction" came in second place with an arithmetical average of (3.15) and a percentage of (63.0%). The field of "self-confidence" ranked third with a mean of (2.87) and a percentage of (57.4%), while the field of "employee empowering " came in last place, with a arithmetical average of (2.86) and a percentage of (57.2%).

4.2 Results of the Second Question

What is the level of job cynicism among teachers in Palestinian secondary schools from their perspective?

Means, standard deviations, and weights were calculated relative level recognition the practice of job cynicism in secondary schools in the directorates of education in Hebron Governorate from teachers' perspective. As shown in table (4.2).

Table (4.2): Means, standard deviations, and relative weights for the level of job cynicism in secondary schools in the directorates of education in Hebron Governorate from teachers' perspective, ranked in descending order.

No.	Paragraphs	Mean	Std.	%	Approval
3	I talk to others about the way the school is run.	3.41	1.09	68.2	Medium
5	I make fun of "Slogans and initiatives" carried out by the school administration.	3.35	1.17	67.0	Medium
2	I exchange sarcastic looks with my schoolmates while the principal is talking.	3.30	1.15	66.0	Medium
4	I criticize school administration practices and policies with others.	3.29	1.13	65.8	Medium
1	I complain to my friends outside school about the practices of school Principal	3.27	1.23	65.4	Medium
Behavioral cynicism		3.32	1.00	66.4	Medium
11	The school administration says one thing and does another.	3.46	1.10	69.2	Medium
13	When the school administration intends to do something, I wonder if it will actually happen.	3.42	1.10	68.4	Medium
14	My school administration expects us to do certain things but does not reward us for it.	3.25	1.16	65.0	Medium
12	The school's administration practices prioritize their own interests over the overall objectives.	3.19	1.21	63.8	Medium
15	The school administration lacks credibility in its work.	3.10	1.22	62.0	Medium
Cognitive cynicism		3.28	1.02	65.6	Medium
9	I get signs of discomfort when thinking about school.	3.35	1.20	67.0	Medium
6	I notice the contradiction between the sayings and actions of the school administration	3.34	1.12	66.8	Medium
7	I get angry when I think about the school.	3.30	1.14	66.0	Medium
10	I feel pessimistic just thinking about school.	3.26	1.15	65.2	Medium
8	I get nervous when I think about the school.	3.10	1.22	62.0	Medium
Emotional cynicism		3.27	0.96	65.4	Medium
Total degree of job cynicism practice		3.29	0.88	65.8	Medium

It is clear from table (4.2) that the arithmetic means of the estimates of the study sample members on the scale of job cynicism reached (3.29) with a percentage of (65.8%) and a moderate degree of agreement. As for the arithmetic averages of the study sample members' answers to the fields ranged between (3.27 - 3.32), and the field of "behavioral cynicism" came in first place with a arithmetical average of (3.32) and a percentage of (66.4%), and the field of "cognitive cynicism" came in second place with a arithmetical

average of (3.28) and a percentage of (65.6%). The field of “emotional cynicism” ranked third with a mean of (3.27) and a percentage of (65.4%).

4.3 Results of the Third Question

What is the level of organizational loyalty of teachers in Palestinian secondary schools from their perspective?

Means, standard deviations, and relative weights were calculated to assess the level of Organizational loyalty in secondary schools in the directorates of education in Hebron Governorate from teachers' perspective. As shown in table (4.3).

Table (4.3): Means, standard deviations, and relative weights for the level of organizational loyalty in secondary schools in the directorates of education in Hebron Governorate from teachers' perspective, ranked in descending order.

No.	Paragraphs	Means	Std.	%	Approval
23	Being a dedicated school teacher is not sensible in today's age.	2.89	1.22	57.8	Medium
16	Teachers nowadays move from one school to another a lot.	2.73	1.23	54.6	Medium
19	I continue working at this school because I believe loyalty is important.	2.71	1.13	54.2	Medium
17	I believe that a person should not always be loyal to the school he\she works for.	2.70	1.15	54.0	Medium
22	I prefer the days when people stayed in one school their whole lives.	2.69	1.12	53.8	Medium
21	I believe in the value of staying loyal to one school.	2.67	1.14	53.4	Medium
20	Being offered a better job somewhere else makes me feel like it's not right to leave school.	2.61	1.11	52.2	Medium
18	For a teacher to move from one school to another does not seem to me to be an unethical act at all.	2.59	1.09	51.8	Medium
Normative loyalty		2.70	0.92	54.0	Medium
11	It wouldn't be too costly for me to leave school now.	2.63	1.16	52.6	Medium
10	Many aspects of my life would be disrupted if I decided to leave school now.	2.63	1.20	52.6	Medium
15	I have advantages at my school that I wouldn't have at any other school.	2.61	1.20	52.2	Medium
13	I lack other options when I think about leaving school.	2.60	1.19	52.0	Medium
8	I'm not afraid of what might happen if I decide to leave my job without having another job	2.58	1.13	51.6	Medium

No.	Paragraphs	Means	Std.	%	Approval
	waiting for me.				
12	Right now, staying in school is more of a necessity than a desire.	2.58	1.17	51.6	Medium
14	Leaving school has serious consequences.	2.57	1.20	51.4	Medium
9	It is difficult for me to leave my job at school even if I wanted to.	2.54	1.23	50.8	Medium
Continuous loyalty		2.59	0.96	51.8	Medium
2	I enjoy discussing school matters with people outside of school.	2.57	1.14	51.4	Medium
6	I am not emotionally attached to this school.	2.51	1.12	50.2	Medium
5	I feel like I am part of this school family.	2.46	1.09	49.2	Medium
7	I don't belong in this school.	2.44	1.09	48.8	Medium
1	I feel happy when I think about spending the rest of my career at this school.	2.44	1.17	48.8	Medium
3	I really consider the problems the school faces to be my problems.	2.42	1.07	48.4	Medium
4	I have a feeling that I could easily become as attached to another school as I am to this one.	2.36	1.10	47.2	Medium
Emotional loyalty		2.46	0.91	49.2	Medium
The total degree for the level of organizational loyalty		2.59	0.72	51.8	Medium

It is clear from table (4.3) that the arithmetic means of the estimates of the study sample members for organizational loyalty scale reached (2.59) with a percentage of (51.8%) and a moderate degree of agreement. As for the arithmetic averages of the study sample members' answers to the fields ranged between (2.46 - 2.70), and the field of "Normative loyalty" came in first place with an arithmetical average of (2.70) and a percentage of (54.0%), and the field of "Constant loyalty" came in second place with an arithmetical average of (2.59) and a percentage of (51.8%). The field of "emotional loyalty" ranked third with a mean of (2.46) and a percentage of (49.2%).

4.4 Testing Study Hypotheses

4.4.1. Results of the first hypothesis (H1): There is a significant relationship between inspirational leadership and job cynicism and organizational loyalty.

To examine the relationships between the study variables, the measurement model was constructed as shown in Model (4.1).

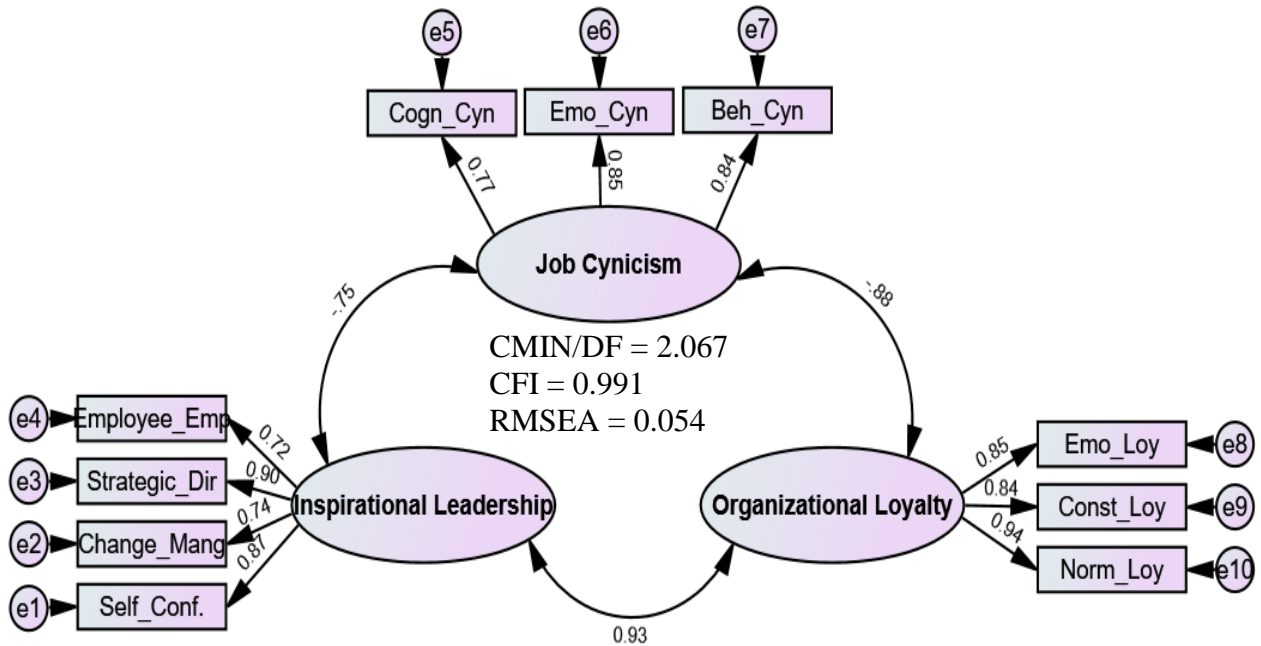


Figure (4.1): Measurement model for study variables

In light of the assumption of the consistency between the covariance matrix of the variables included in the analysis and the matrix assumed by the model, many indicators are produced indicating the quality of this fit, in light of which the assumed model is accepted or rejected for the data, which are known as the fit quality indicators. It was found that the fit quality indicators all indicate an excellent fit quality for the model, as the value of (CMIN/DF) reached (2.067), which is less than (3) and greater than (1), indicating an excellent value, and the value of the comparative fit index (CFI) reached (0.991), which is greater than (0.95), indicating an excellent fit quality, and the value of the root mean square error of approximation (RMSEA) reached (0.054), which is less than (0.06), indicating an excellent fit quality (Gaskin, Lim, & Steed, 2022; Hu & Bentler, 1999). This

indicates that the goodness-of-fit indices introduced into the model gave excellent validity that can assess the ability of the factor model to express the actual data set as well as in comparing several factor models in this field.

Table (4.4): Shows the relationships between the variables

Relationships			Estimate	P-Value
Inspirational leadership	<-->	Organizational Loyalty	0.93	***
Inspirational leadership	<-->	Job Cynicism	-0.75	***
Job Cynicism	<-->	Organizational Loyalty	-0.88	***

Note: *** p-value < 0.01

H1a: There is a significant positive relationship between inspirational leadership and organizational loyalty among teachers.

The data in table (4.4) shows that there is a positive, direct relationship between inspirational leadership and organizational loyalty, the correlation coefficient for the relationship between inspirational leadership and organizational loyalty among members of the study sample in the directorates of education in Hebron Governorate reached (0.93) with a statistical significance of less than (0.01), and this indicates that the more principals in secondary schools within Hebron Governorate's education directorates practice inspirational leadership, the higher the organizational loyalty among male and female teachers becomes, and vice versa.

H1b: There is a significant negative relationship between inspirational leadership and job cynicism among teachers.

The data in table (4.4) shows that there is a negative inverse relationship between inspirational leadership and job cynicism, the correlation coefficient for the relationship between inspirational leadership and job cynicism among teachers in the education directorates in Hebron Governorate reached (-0.75) with a statistical significance of less than (0.01), and this indicates that the more inspirational leadership is practiced in

secondary schools in the directorates of education in Hebron Governorate, the lower of the level of job cynicism among male and female teachers, and vice versa.

H1c: There is a significant negative relationship between job cynicism and organizational loyalty among teachers.

The data in table (4.4) shows that there is a negative inverse relationship between job cynicism and organizational loyalty, the correlation coefficient for the relationship between job cynicism and organizational loyalty among teachers in the education directorates in Hebron Governorate reached (-.88) with a statistical significance of less than (0.01), This suggests that as job cynicism increases in secondary schools within Hebron Governorate's education directorates, the level of organizational loyalty among male and female teachers decreases, and vice versa.

4.4.2. Results of the second hypothesis (H2): There is an indirect effect of inspirational leadership on organizational loyalty when job cynicism mediates the relationship between them at the level of significance ($\alpha \leq 0.05$) in the average responses of the study sample in the education directorates in Hebron Governorate.

Path analysis was used (Path analysis) to determine the effect of inspirational leadership and job cynicism on organizational loyalty among male and female teachers in secondary schools in the education directorates in Hebron Governorate. The researcher built a causal model (Causal Model) Based on a theoretical basis, by reviewing and extending relevant models and studies, the researcher used the causal model; as it is considered the most appropriate to the subject of the study. Also, a structural equation model analysis was conducted for the aim of verifying the extent to which the proposed model matches the study data, using path analysis (Path analysis) with (IBM SPSS Amos) based on a number of statistical indicators.

This model can also be explained by stating that inspirational leadership has a causal relationship with organizational loyalty. However, when job cynicism is introduced as an intermediary variable, it can influence the dynamics of this relationship and weaken its strength.

To determine the effect of job cynicism on the relationship between inspirational leadership and organizational loyalty among the study participants, the following causal model was built.

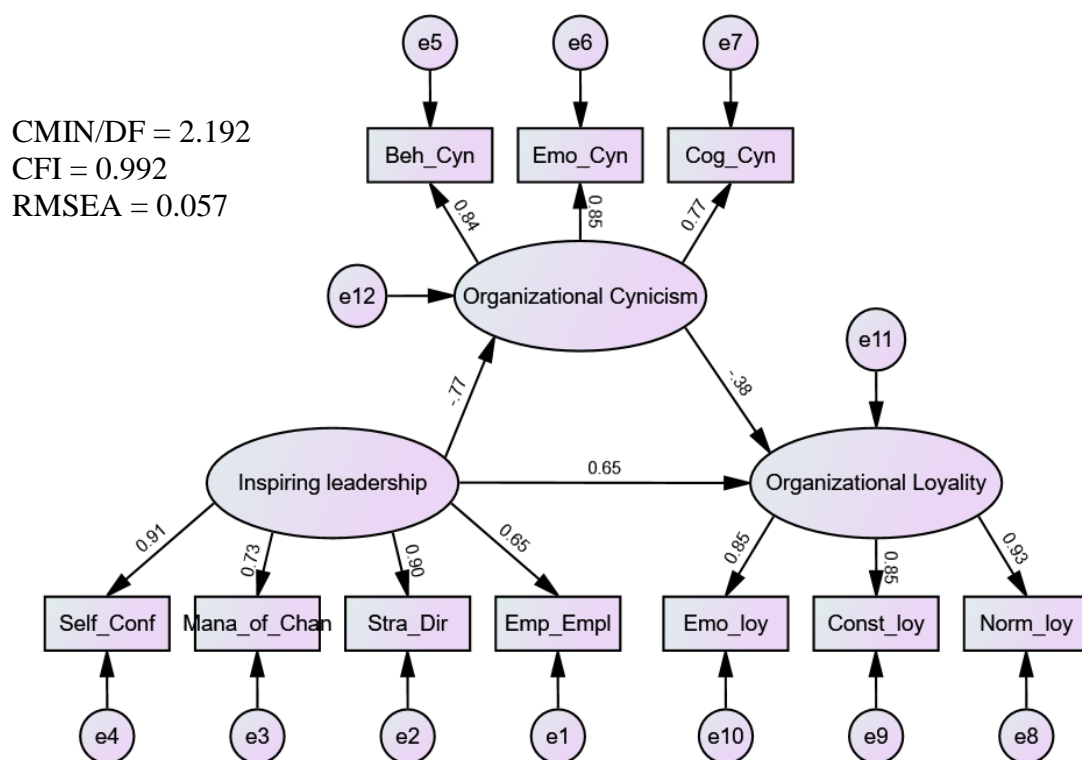


Figure (4.2): the schematic path of the model and the direct and indirect influence coefficients between the variables

Indicators of goodness of fit for the constructive model

From figure (4.2) it was found that the indicators indicating the goodness of fit, in light of which the assumed model of the data is accepted or rejected, and which are known as indicators of goodness of fit, all indicate excellent goodness of fit for the model, as the value reached (CMIN/DF) (2.192) which is less than (3) and greater than (1) and indicates

an excellent value. The value of the comparative fit index (CFI) was (0.992) which is greater than (0.95) and indicates excellent matching quality. The value of the root mean square error index (RMSEA) was (0.057) which is smaller than (0.06) and indicates excellent goodness of fit (Gaskin, Lim, & Steed, 2022; Hu & Bentler, 1999). This indicates that the goodness-of-fit indicators that were entered into the model gave a quality with excellent validity.

After confirming the relevance of the sample to the current study's data proposal, the researcher conducted a path analysis. The results are presented in table (4.5).

Table (4.5): Regression Weights for the model

Paths	Estimate	SE	CR(Z)	P
Inspirational leadership → Job cynicism	-0.77	0.076	-11.343	***
Job cynicism → Organizational Loyalty	-0.38	0.052	-7.797	***
Inspirational leadership → Organizational Loyalty	0.65	0.073	10.611	***

*** Statistically at (0.001)

H2a: There is a statistically significant effect at the level of (0.05) for inspirational leadership on job cynicism.

The data in table (4.5) shows a statistically significant negative effect of inspirational leadership on job cynicism. The Z-value reached (11.343), greater than (1.96), with a significance level below (0.001). The path coefficient was (-0.77), indicating that an increase in inspirational leadership by (1) leads to a (0.77) decrease in job cynicism among teachers.

H2b: There is a statistically significant effect at the level (0.05) of job cynicism on organizational loyalty.

It is shown through the data in table (4.5) There is a statistically significant effect at the level of (0.05) for job cynicism on organizational loyalty, where the value of (Z) was (7.797), which is greater than (1.96) and statistically significant, as the calculated statistical

significance was less than (0.001), and the path coefficient for the effect of job cynicism in organizational loyalty was (-0.38), and this means that the influence relationship is inverse, meaning that an increase in job cynicism leads to a weakening of organizational loyalty among teachers, as an increase in job cynicism by (1), leads to a decrease in organizational loyalty by (0.38).

H2c: There is a statistically significant effect at the level of (0.05) of inspirational leadership on organizational loyalty.

The data in Table (4.5) indicate a statistically significant effect of inspirational leadership on organizational loyalty at the (0.05) level. The Z-value reached (10.611), which exceeds (1.96), with a significance level below (0.001). The path coefficient for the effect of inspirational leadership on organizational loyalty is (0.65), indicating a positive relationship; an increase of (1) in inspirational leadership results in a (0.65) increase in organizational loyalty among teachers.

H2d: There is an indirect effect of inspirational leadership on organizational loyalty in the presence of job cynicism as a mediating variable.

To test the hypothesis, the indirect effect of inspirational leadership on organizational loyalty was analyzed, as shown in Table (4.6).

Table (4.6): The direct, indirect and total effect of inspirational leadership on organizational loyalty in the presence of job cynicism as a mediator

Impact type	Influential variable	Job cynicism	Organizational loyalty	<i>P</i>
Direct effect	Job cynicism	0.00	0.38-	0.001
	Inspirational leadership	0.77-	0.65	0.001
Indirect effect	Job cynicism	0.00	0.00	----
	Inspirational leadership	0.00	0.29	0.001

Table (4.6) indicates that while inspirational leadership positively influences organizational loyalty, this effect diminishes in the presence of job cynicism. Job cynicism distorts the positive relationship between inspirational leadership and teachers' organizational loyalty,

as seen in the indirect effect when it is introduced as a mediating variable. The direct effect of inspirational leadership on organizational loyalty decreased from (0.65) to (0.29) in indirect effect, a reduction of (0.36), demonstrating that job cynicism weakens this relationship.

The results of the path analysis suggest that isolating the effect of job cynicism from the relationship between inspirational leadership and organizational loyalty can strengthen this relationship. However, when job cynicism is introduced as a mediating variable, it weakens the connection between inspirational leadership and organizational loyalty.

To determine the type of mediation (partial or complete), Holmes (2002) explains that mediation is considered complete when there is no direct relationship between the independent and dependent variables, and the mediating variable creates a connection between them. Conversely, if a statistically significant relationship exists between the independent and dependent variables, and the mediating variable either strengthens or weakens this relationship, the mediation is deemed partial

Since the relationship between inspirational leadership and organizational loyalty was statistically significant before mediation and statistically significant during mediation, job cynicism partially mediates the relationship between them.

4.4.3 Results of the third hypothesis (H3): There are no statistically significant differences at the significance level (0.05) between the estimates of the responses of the study sample members about inspirational leadership in secondary schools in the directorates of education in Hebron Governorate from the point of view of male and female teachers due to the variables (directorate, gender, years of teaching experience).

A multivariate three-way analysis of variance test (Three-Way ANOVA, main effects without interaction) was used to examine differences in means. The degrees of the study sample members on inspirational leadership in secondary schools in the directorates of

education in Hebron Governorate from male and female teachers' perspectives are connected to demographic variables, as shown in Table (4.7).

Table (4.7): the arithmetic mean and standard error of the study sample members' degrees on inspirational leadership from teachers' perspective due to demographic variables.

Variable	Variable levels	Self confidence		Change management		Strategic direction		Employee empowering		Inspirational leadership	
		mean	Std. Error	Mean	Std. Error	mean	Std. Error	mean	Std. Error	mean	Std. Error
Directorate	North Hebron	2.96	0.14	3.33	0.11	3.06	0.14	2.99	0.15	3.08	0.11
	South Hebron	2.82	0.10	3.40	0.08	3.12	0.10	2.91	0.11	3.06	0.08
	Hebron	2.74	0.11	3.27	0.09	2.90	0.11	2.77	0.12	2.92	0.09
	Yatta	2.92	0.15	3.47	0.12	3.37	0.15	2.89	0.17	3.17	0.13
Gender	Male	2.85	0.09	3.37	0.07	3.15	0.09	2.86	0.10	3.06	0.07
	Female	2.87	0.09	3.37	0.07	3.08	0.09	2.91	0.10	3.06	0.08
Years of teaching experience	less than5 years	2.98	0.16	3.44	0.13	3.30	0.16	2.98	0.17	3.18	0.13
	from (5-10) years	2.87	0.11	3.37	0.09	3.13	0.11	2.84	0.12	3.06	0.09
	more than10 years	2.73	0.08	3.30	0.06	2.92	0.08	2.85	0.09	2.95	0.07

Table (4.7) shows that there are differences in the average scores of study participants regarding inspirational leadership in secondary schools within the directorates of education in Hebron Governorate, as perceived by male and female teachers, influenced by demographic variables. To assess the significance of these differences, a three-way analysis of variance test (Three-Way ANOVA) was conducted, as shown in Table (4.8).

Table (4.8): the results of Three Way Anova for differences in the average degrees of members of the study sample on inspirational leadership in secondary schools in directorates of education in Hebron Governorate from teachers' perspectives in relation to demographic variables.

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Directorate	Self confidence	2.38	3	0.792	0.669	0.572
	Change management	1.62	3	0.539	0.694	0.556
	Strategic direction	7.77	3	2.590	2.164	0.092
	Employee empowering	2.19	3	0.729	0.533	0.660
	Inspirational leadership	2.51	3	0.837	1.040	0.375

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Gender	Self confidence	0.01	1	0.013	0.011	0.916
	Change management	0.00	1	0.001	0.001	0.978
	Strategic direction	0.44	1	0.443	0.370	0.543
	Employee empowering	0.22	1	0.221	0.161	0.688
	Inspirational leadership	0.00	1	0.002	0.002	0.961
Years of teaching experience	Self confidence	3.28	2	1.640	1.386	0.252
	Change management	0.90	2	0.448	0.577	0.562
	Strategic direction	7.08	2	3.540	2.957	0.053
	Employee empowering	0.72	2	0.359	0.262	0.769
	Inspirational leadership	2.37	2	1.185	1.472	0.231
Error	Self confidence	424.94	359	1.184		
	Change management	278.66	359	0.776		
	Strategic direction	429.72	359	1.197		
	Employee empowering	491.03	359	1.368		
	Inspirational leadership	289.08	359	0.805		
Total	Self confidence	3263.48	366			
	Change management	4344.23	366			
	Strategic direction	3738.15	366			
	Employee empowering	3477.81	366			
	Inspirational leadership	3571.18	366			

**Statistically significant at the significance level (0.01) / *statistically significant at the significance level (0.05)

It is clear from the results presented in the table (4.8) the following:

First: The data in Table (4.8) indicates no statistically significant differences at the significance level of ($\alpha \leq 0.05$) in the responses of study participants regarding secondary school principals' practice of inspirational leadership from teachers' perspectives due to the directorate variable. The calculated statistical significance for inspirational leadership was (0.375), which is greater than (0.05), making it statistically insignificant.

Second: differences in the responses of the study sample members regarding secondary school principals' practice of inspirational leadership from the perspective of teachers based on the gender variable. The data in Table (4.8) shows no statistically significant differences at the significance level of ($\alpha \leq 0.05$) in the responses due to the gender variable, as the calculated statistical significance for inspirational leadership was (0.961), which is greater than (0.05) and therefore not statistically significant.

Third: differences in the responses of the study sample members regarding secondary school principals' practice of inspirational leadership from the perspective of teachers based on years of teaching experience. The data in Table (4.8) shows no statistically significant differences at the significance level of ($\alpha \leq 0.05$) in the responses due to the years of teaching experience variable, as the calculated statistical significance for inspirational leadership was (0.231), which is greater than (0.05) and therefore not statistically significant

4.4.4. Results of the fourth hypothesis (H4): There are no statistically significant differences at the significance level (0.05) between the estimates of the responses of members of the study sample about job cynicism in secondary schools in the directorates of education in Hebron Governorate from the point of view of male and female teachers due to the variables (directorate, gender, years of teaching experience)

A multivariate three-way analysis of variance test was used (Three Way Anova (main effects without interaction) to examine differences in means. The degrees of the study sample members on job cynicism in secondary schools in the directorates of education in Hebron Governorate from male and female teachers' perspective are attributed to demographic variables, as shown in table (4.9).

Table (4.9): Shows the arithmetic mean and standard error of the study sample members' degrees on job cynicism from the male and female teachers' perspective, due to demographic variables.

variable	Variable levels	Behavioral cynicism		Emotional cynicism		Cognitive cynicism		organizational cynicism	
		Mean	Std. Error	mean	Std. Error	mean	Std. Error	mean	Std. Error
Directorate	North Hebron	3.30	0.13	3.19	0.12	3.23	0.13	3.24	0.11
	South Hebron	3.25	0.09	3.29	0.09	3.28	0.09	3.27	0.08
	Hebron	3.37	0.11	3.27	0.10	3.31	0.11	3.31	0.09
	Yatta	3.17	0.14	3.17	0.14	3.05	0.14	3.13	0.12
Gender	Male	3.27	0.08	3.24	0.08	3.23	0.08	3.25	0.07
	Female	3.27	0.09	3.23	0.08	3.20	0.09	3.23	0.07
Years of teaching	less than 5 years	3.16	0.15	3.20	0.14	3.15	0.15	3.17	0.13
	from (5-10) years	3.31	0.10	3.20	0.10	3.18	0.10	3.23	0.09

variable	Variable levels	Behavioral cynicism		Emotional cynicism		Cognitive cynicism		organizational cynicism	
		Mean	Std. Error	mean	Std. Error	mean	Std. Error	mean	Std. Error
experience	more than10 years	3.36	0.07	3.29	0.07	3.32	0.07	3.32	0.06

It is clear from table (4.9) there are differences in the averages calculating the degrees of members of the study sample on job cynicism in secondary schools in the directorates of education in Hebron Governorate from teachers' perspectives, due to demographic variables. To verify the significance of the differences, a three-way analysis of variance test was used (Three Way Anova), as shown in table (4.10):

Table (4.10): The results of the three-way analysis of variance for differences in the average degrees of the study sample members on job cynicism in secondary schools in the directorates of education in Hebron governorate from teachers' perspective due to demographic variables.

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Directorate	Behavioral cynicism	1.47	3	0.490	0.483	0.694
	Emotional cynicism	0.77	3	0.258	0.277	0.842
	Cognitive cynicism	2.60	3	0.867	0.836	0.475
	Job cynicism	1.18	3	0.392	0.504	0.680
Gender	Behavioral cynicism	0.00	1	0.001	0.001	0.978
	Emotional cynicism	0.01	1	0.008	0.008	0.928
	Cognitive cynicism	0.08	1	0.081	0.078	0.780
	Job cynicism	0.01	1	0.013	0.017	0.897
Years of teaching experience	Behavioral cynicism	1.51	2	0.754	0.744	0.476
	Emotional cynicism	0.74	2	0.371	0.397	0.672
	Cognitive cynicism	1.94	2	0.969	0.935	0.394
	Job cynicism	1.20	2	0.602	0.774	0.462
Error	Behavioral cynicism	363.90	359	1.014		
	Emotional cynicism	334.71	359	0.932		
	Cognitive cynicism	372.02	359	1.036		
	Job cynicism	279.34	359	0.778		
Total	Behavioral cynicism	4411.08	366			
	Emotional cynicism	4249.76	366			
	Cognitive cynicism	4325.80	366			
	Job cynicism	4250.51	366			

**Statistically significant at the significance level (0.01) / *statistically significant at the significance level (0.05)

It is clear from the results presented in table (4.10) the following:

First: The differences in the responses of the study sample members about job cynicism in secondary schools in Hebron governorate from teachers' perspective due to directorate variable.

It is clear from the data in table (4.10) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about job cynicism in secondary schools in Hebron governorate from teachers' perspective due to directorate variable, where the statistical significance value calculated for job cynicism was (0.680), which is greater than (0.05) and not statistically significant.

Second: differences in the responses of the study sample members about job cynicism in secondary schools in Hebron governorate from teachers' perspective due to gender variable.

It is clear from the data in table (4.10) There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about job cynicism in secondary schools in Hebron governorate teachers' perspective due to the gender variable, where the statistical significance value calculated for job cynicism was (0.897) which is greater than (0.05) and not statistically significant.

Third: differences in the responses of the study sample members about job cynicism in secondary schools in Hebron governorate from teachers' perspective due to years of teaching experience variable.

It is clear from the data in table (4.10) There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about job cynicism in secondary schools in Hebron Governorate from teachers' perspective due to the variable of years of teaching experience, where the statistical significance value calculated for job cynicism was (0.462) which is greater than (0.05) and is not statistically significant.

4.4.5 Results of the fifth hypothesis (H5): There are no statistically significant differences at the significance level (0.05) between the estimates of the responses of the study sample members about organizational loyalty in secondary schools in the directorates of education in Hebron Governorate from the point of view of male and female teachers due to the variables (directorate, gender, years of teaching experience)

A multivariate three-way analysis of variance test was used (Three Way Anova) (main effects without interaction) to examine differences in means the degrees of the study sample members on organizational loyalty in secondary schools in the directorates of education in Hebron governorate from teachers' perspective are attributed to demographic variables, as shown in table (4.11).

Table (4.11): Shows the arithmetic mean and standard error of the study sample members' degrees on organizational loyalty from male and female teachers' perspective, attributed to demographic variables.

Variable	Variable levels	Emotional loyalty		Continuous loyalty		Normative loyalty		Organizational loyalty	
		Mean	Std. Error	mean	Std. Error	mean	Std. Error	mean	Std. Error
Directorate	North Hebron	3.04	0.14	3.08	0.14	2.87	0.12	3.00	0.12
	South Hebron	2.87	0.10	2.92	0.10	2.84	0.09	2.88	0.09
	Hebron	2.70	0.12	2.86	0.12	2.69	0.10	2.75	0.10
	Yatta	3.01	0.16	3.26	0.16	2.96	0.14	3.08	0.14
Gender	Male	2.87	0.09	3.00	0.09	2.84	0.08	2.91	0.08
	Feminine	2.95	0.09	3.05	0.09	2.84	0.08	2.95	0.08
Years of teaching experience	less than 5 years	2.98	0.16	3.08	0.16	2.95	0.14	3.00	0.14
	from (5-10) years	2.86	0.11	3.06	0.11	2.81	0.10	2.91	0.10
	More than 10 years	2.89	0.08	2.95	0.08	2.76	0.07	2.86	0.07

It is clear from table (4.11) that there are differences in the averages calculating the degrees of members of the study sample on organizational loyalty in secondary schools in the directorates of education in Hebron governorate from teachers' perspective, attributed to demographic variables. To verify the significance of the differences, a three-way analysis of variance test was used (Three Way Anova), as shown in Table (4.12):

Table (4.12): the results of the Three-Way analysis of variance (Three Way Anova) for differences in the average degrees of the study sample members on organizational loyalty in secondary schools in the directorates of education in Hebron Governorate from teachers' perspective due to demographic variables.

	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Directorate	Emotional loyalty	5.92	3	1.975	1.586	0.192
	Constant loyalty	6.63	3	2.209	1.799	0.147
	Normative loyalty	2.99	3	0.998	1.064	0.364
	Organizational loyalty	4.52	3	1.508	1.556	0.200
Gender	Emotional loyalty	0.52	1	0.517	0.415	0.520
	Constant loyalty	0.22	1	0.220	0.179	0.673
	Normative loyalty	0.00	1	0.003	0.004	0.952
	Organizational loyalty	0.13	1	0.131	0.135	0.714
Years of teaching experience	Emotional loyalty	0.46	2	0.232	0.186	0.830
	Constant loyalty	1.29	2	0.645	0.526	0.592
	Normative loyalty	1.35	2	0.677	0.723	0.486
	Organizational loyalty	0.78	2	0.391	0.403	0.668
Error	Emotional loyalty	446.95	359	1.245		
	Constant loyalty	440.66	359	1.227		
	Normative loyalty	336.43	359	0.937		
	Organizational loyalty	347.85	359	0.969		
Total	Emotional loyalty	3450.76	366			
	Constant loyalty	3635.97	366			
	Normative loyalty	3174.58	366			
	Organizational loyalty	3357.82	366			

**Statistically significant at the significance level (0.01) / *statistically significant at the significance level (0.05)

The results presented in Table (4.12) clearly show the following:

First: The differences in the responses of the study sample members about organizational loyalty in secondary schools in Hebron governorate from teachers' perspective due to the directorate variable.

It is clear from the data in table (4.12) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about organizational loyalty in secondary schools in Hebron governorate from teachers' perspective due to the directorate variable, where the calculated statistical significance value for organizational loyalty was (0.200) which is greater than (0.05) and is not statistically significant.

Second: The differences in the responses of the study sample members about organizational loyalty in secondary schools in Hebron governorate from teachers' perspective due to the gender variable.

It is clear from the data in table (4.12) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about organizational loyalty in secondary schools in Hebron governorate from teachers' perspective due to the gender variable, where the calculated statistical significance value for organizational loyalty was (0.714), which is greater than (0.05) and not statistically significant.

Third: The differences in the responses of the study sample members about organizational loyalty in secondary schools in Hebron governorate from teachers' perspective due to the years of teaching experience variable.

It is clear from the data in the table (4.12) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about organizational loyalty in secondary schools in Hebron governorate from teachers' perspective due to the variable of years of teaching experience, where the calculated statistical significance value for organizational loyalty was (0.668), which is greater than (0.05) and not statistically significant.

Chapter Five

Discussion and Recommendations

Chapter Five

5.1 Discussion of Results

5.1.1. The Level of Inspirational Leadership Practice by Secondary School Principals in Hebron Governorate

The findings revealed that the level of inspirational leadership practice among secondary school principals in Hebron Governorate was moderate. The average score of the study participants on the inspirational leadership scale was (3.10) and a percentage of (62.0%). The practice of “change management” ranked highest with an average score of (3.52) and a percentage of (70.4%). “Strategic direction” followed in second place with an average of (3.15) and a percentage of (63.0%). “Self-confidence” was third with an average of (2.87) and a percentage of (57.4%), while “Employee empowering ”came in last with an average of (2.86) and a percentage of (57.2%).

This result agreed with the findings of Khataibeh and Asmaa Al-Abderuhman (2022), which indicated that the level of inspirational leadership practiced by school principals in Irbid Governorate was moderate. However, it differs from Abu Jarbou's study (2022), which found that school principals demonstrated a high level of inspirational leadership practices. It also differs from Khalafallah's study (2023), which concluded that inspirational leadership practices among school principals in Khan Younis were high. Similarly, it also differs from Al-Kilani's study (2022), which showed that the degree of practicing inspirational leadership in the education administration in Riyadh was high.

The researcher suggests that the result indicates a potential lack of training programs focused on enhancing leadership skills for managers, particularly in the areas of employee empowerment and confidence enhancement. Additionally, the organizational culture in schools may tend to be centralized, limiting opportunities for employee empowerment and lowering managers' levels of self-confidence. Work pressures and administrative

constraints could negatively impact managers' confidence and their ability to inspire others. Furthermore, a lack of support from the Ministry of Education or the local community might affect managers' performance in various ways.

The fact that "Change Management" was ranked first reflects principals' ability to effectively lead and implement changes in schools. This could be a result to their understanding of the importance of adapting pedagogical, technological, and administrative changes and perhaps the existence of training programs that are designed to enhance these skills. As for "Strategic Direction," being ranked second reflects principals' ability to create visions and strategic plans for their schools, representing an awareness of the importance of future planning. However, there is still room for improvement to make the approach stronger and more comprehensive. "Self-confidence" was ranked third, which may suggest that principals face challenges, such as administrative pressures or a lack of resources and support, this affects their confidence levels. Lastly, "Employee Empowerment" was ranked the lowest, indicating that principals may struggle with delegating authority and responsibilities to their staff, or there may be a lack of trust between managers and employees. This could be a result of a traditional management culture that prioritizes centralized control rather than empowerment.

5.1.2. The Level of Job Cynicism in Secondary Schools in Hebron Governorate

The results showed that the level of job cynicism in secondary schools in Hebron Governorate was moderate. The average score of the study sample members' ratings on the job cynicism scale was (3.29) and a percentage of (65.8%). The field of "behavioral cynicism" ranked the highest with a mean of (3.32) and a percentage of (66.4%), and the field of "cognitive cynicism" followed in second place with a mean of (3.28) and a percentage of (65.6%). The field of "emotional cynicism" came in second place with a

mean of (3.28) and a percentage of (65.6%). It ranked third with a mean of (3.27) and a percentage of (65.4%).

This result agreed with Al-Dakheel's (2020) study which reported that the level of job cynicism among private school teachers in the Qassim Educational Region, from their perspective, was moderate. It also agreed with a study by Girgin and Gümüşeli (2018) which found that the perceived job cynicism among vocational secondary school teachers is average. However, this result differs from ÇEVİK's study (2023) which shows that teachers' levels of job cynicism were low, and also disagrees with Himmetoglu et al.'s (2021) findings, which similarly show that teachers had low levels of job cynicism.

The researcher explains that this result indicates that the work environment may be characterized by high pressure and demands without providing adequate support, leading employees to feel exhausted and develop cynical attitudes. Additionally, administrative policies that do not match employees' needs can cause frustration and loss of confidence in management, contributing to cognitive cynicism. A lack of appreciation of employees' efforts and hard work by management can generate a feeling of resentment, resulting in emotional cynicism. Furthermore, ineffective communication between administration and staff can create misunderstandings and a feeling that decisions are made without taking into account the needs and opinions of teachers and staff. The fact that "behavioral cynicism" ranks highest indicates that cynical behaviors are the most visible and common among teachers and staff. This cynicism may come from daily work-related frustrations, such as pressure from management, ineffective policies, or inadequate resources. It also indicates how individuals express their dissatisfaction and discontent with the work environment.

“Cognitive cynicism” ranked second indicates doubting regarding the administration's goals, intentions, and policies. This result reflects a level of mistrust or a belief that

administrative changes and decisions do not serve the best interests of teachers and staff. They may feel that their efforts are not adequately appreciated or that policies are unfair or ineffective. The fact that "emotional cynicism" ranks last points to negative emotions toward work, colleagues, and management. This form of cynicism reflects the emotional exhaustion and frustration that individuals experience in the workplace, often resulting from ongoing stress and a lack of adequate psychological support.

5.1.3. The Level of Organizational Loyalty in Secondary Schools in Hebron Governorate

The results showed that the level of organizational loyalty in secondary schools in Hebron Governorate was average. The average score of the study participants on the organizational loyalty scale was (2.59), representing a percentage of (51.8%). The field of "normative loyalty" came in first place with an average of (2.70) and a percentage of (54.0%). "Continuous loyalty" came in second place with an average of (2.59) and a percentage of (51.8%). Finally, "emotional loyalty" came in second place with an average of (2.59) and a percentage of (51.8%). It ranked third with a mean of (2.46) and a percentage of (49.2%).

This result differs from the study of Kaabiyeh (2024) which found that the degree of general organizational loyalty among Bedouin school teachers north of the Green Line was high. It also differs from Altouri's study (2022), which indicated that primary school teachers in Negev perceived their level of organizational loyalty as high. Additionally, it differs from the study of Alanezi (2021) which found that the level of organizational loyalty for teachers in Kuwaiti schools is high.

The researcher attributes this result to a lack of appreciation from management for employees' efforts, which can reduce their sense of loyalty, especially emotional loyalty. Additionally, high job pressures and continuous demands without providing appropriate support can negatively impact both ongoing and emotional loyalty. Insufficient job security

and inadequate incentive benefits packages can affect continued loyalty, causing employees to consider leaving the organization as soon as any opportunity arises.

The fact that “normative loyalty” ranked first indicates that employees feel they have a moral obligation or duty to the organization. This may be a result of cultural traditions or employees' commitment to work ethics and professional values. However, the average percentage indicates that this loyalty is not very strong and may need to be enhanced by improving both material and moral conditions. “Continued loyalty” is related to the feeling of remaining with the organization because of the costs associated with leaving, such as losing job security or financial benefits. The average percentage here indicates that employees may not feel that there are many benefits or security to be lost by leaving the organization, reflecting a need for better benefits packages and improved job security. “Emotional loyalty” expresses employees' emotional connection to the organization and their sense of belonging and satisfaction with their work. A low percentage in this area suggests that employees may not feel a strong connection or sufficient satisfaction in the work environment, which negatively affects the level of emotional loyalty.

5.1.4 The Discussion of the Relationship Between Inspirational Leadership and Job Cynicism

The results showed a negative inverse relationship between inspirational leadership and job cynicism. The correlation coefficient for the relationship between inspirational leadership and job cynicism among employees in the education directorates of Hebron governorate is (-.750), with a statistical significance less than (0.01).

This result agreed with ÇEVİK's (2023) study, which found a negative and moderately significant relationship between principals' inspirational leadership behaviors and teachers' job cynicism. It also agreed with Inandi and Cilic's (2021) study which showed that school principals' leadership styles are largely related to the job cynicism experienced by teachers.

The researcher suggests that this finding indicates that inspirational leadership plays a significant role in raising employee morale by making them feel appreciated and respected. This helps in reducing negative feelings such as job cynicism. Inspirational leaders create a positive and motivating environment, reducing the need for employees to express discontent through cynicism. Additionally, such inspirational leaders encourage and motivate employees to achieve their goals and develop their skills, which increase their sense of achievement and job satisfaction, ultimately reducing frustration and cynicism. Inspirational leadership also helps build trust between leaders and employees, and when employees trust their leaders, they are less likely to use cynicism as a way to express dissatisfaction. Trust plays a key role in fostering a more harmonious and collaborative work environment, and inspirational leaders are usually excellent at communicating effectively with employees. Better communication helps reduce misunderstanding and feelings of isolation, which in turn lowers the levels of job cynicism. Additionally, inspirational leaders recognize employees' efforts and appreciate their achievements, which enhance their sense of satisfaction and belonging. This appreciation reduces feelings of cynicism and frustration.

Therefore, this strong inverse relationship indicates that improving inspirational leadership could be an effective strategy to reduce job cynicism and improve the organizational environment in the education directorates of Hebron Governorate.

5.1.5 The Discussion of the Relationship Between Inspirational Leadership and Organizational Loyalty

The findings revealed a positive direct relationship between inspirational leadership and organizational loyalty. Among the study sample at the directorate of education in Hebron governorate, the correlation coefficient for the relationship between inspirational

leadership and organizational loyalty reached (0.561), with statistical significance below (0.01).

This result agrees with Wang's (2023) study, which showed that leadership and passion significantly influence commitment, teacher performance, and loyalty.

The researcher attributes this finding to the idea that inspirational leadership creates a motivating work environment that encourages employees to perform at their highest potential.

When employees feel inspired and valued, they become more committed to the organization and want to stay and contribute to its success. Inspirational leaders prioritize building relationships based on trust and mutual respect, which strengthens employees' sense of belonging and loyalty. Employees feel valued when they perceive that their leaders care about them and their well-being. Moreover, Inspirational leadership also enhances open and frank communication between leaders and employees, helping to establish a shared understanding of goals and values. This enhances employees' commitment and desire to support the organization's vision and achieve its goals. These leaders also make a point of recognizing employees' efforts and celebrating their accomplishments, which enhances job satisfaction and loyalty. Additionally, they promote continuous professional development and create opportunities for growth. Employees who feel they can develop and advance in their roles tend to be more loyal to the organization. This strong positive relationship indicates that promoting inspirational leadership can be an effective strategy to increase organizational loyalty. This, in turn, leads to better overall performance and higher job satisfaction among employees in the education directorates in Hebron Governorate.

5.1.6 The Discussion of the Relationship Between Job Cynicism and Organizational Loyalty

The results showed there is a negative inverse relationship between job cynicism on the one hand and organizational loyalty on the other hand. The correlation coefficient for the relationship between job cynicism and organizational loyalty among teachers at Directorates of education in Hebron Governorate was (-.664) with statistical significance less than (0.01). The results showed a negative inverse relationship between job cynicism and organizational loyalty. The correlation coefficient for the relationship between job cynicism and organizational loyalty among teachers at the Directorates of Education in Hebron Governorate was (-.664) with statistical significance less than (0.01). This result is consistent with a study by Erdem, Aytac, and Gonul (2020), which found negative effects of job cynicism on teachers' job satisfaction.

The researcher attributes this finding to the idea that job cynicism reflects negative emotions such as dissatisfaction and frustration among employees. As cynicism rises, employees may feel undervalued and that their efforts go unrecognized, diminishing their sense of belonging and loyalty to the organization. A workplace characterized by job cynicism is often a negative and unsupportive environment, which lowers employee morale and fosters a sense of insecurity, ultimately reducing organizational loyalty.

Additionally, cynicism can stem from poor communication and lack of trust between employees and management. When employees feel their concerns are ignored or their efforts are not appreciated, cynicism grows and loyalty declines. Furthermore, job cynicism is closely linked to decreased job satisfaction. When employees are unhappy with their jobs or working conditions, their loyalty to the organization weakens. Based on these findings, reducing job cynicism through improvements in the work environment, better

communication, stronger trust, and recognition of employees' efforts can increase organizational loyalty, which in turn positively impacts overall performance and job satisfaction in the education directorates of Hebron Governorate.

5.1.7 The Discussion of the Mediating Effect of Job Cynicism on the Relationship Between Inspirational Leadership and Organizational Loyalty

To examine the mediating effect of job cynicism on the relationship between inspirational leadership and organizational loyalty, the following findings were explored:

5.1.7.1 The Discussion of the Effect of Inspirational Leadership in Job Cynicism

The results showed a statistically significant effect of inspirational leadership on job cynicism, as the value reached (Z) (11.343), which is greater than (1.96) and statistically significant. The path coefficient for the effect of inspirational leadership on job cynicism was (-0.77), indicating an inverse relationship. This means that as inspirational leadership increases, job cynicism among teachers decreases. So, an increase in inspirational leadership by (1), leads to a decrease in job cynicism by (0.77).

This result agreed with the findings of Boufnaz and Boughalita (2020) who found a statistically significant effect of the combined dimensions of transformational leadership on job cynicism among college professors.

The researcher attributes this finding to the fact that inspirational leaders help create a positive and supportive work environment, which reduces sources of cynicism and frustration among employees. Inspirational leadership fosters respect and appreciation, reducing the tendency for cynicism as a way to express dissatisfaction. By promoting hard work, innovation, and positivity, such leaders diminish feelings of dissatisfaction and

frustration that could lead to cynicism. Additionally, they encourage open and transparent communication, which helps build trust between management and employees. This supportive atmosphere contributes to reducing job cynicism. Effective communication reduces misunderstandings and doubts that can increase cynicism. Inspirational leaders are also capable of recognizing and valuing employees' efforts and achievements, which in turn contributes to improving teachers' sense of satisfaction and belonging. This reduces feelings of cynicism and frustration. In addition, inspirational leaders who provide professional and psychological support to employees help them overcome job challenges and pressures, further reducing job cynicism

Therefore, strengthening inspirational leadership can greatly diminish job cynicism, leading to a more positive work environment, higher employee satisfaction, and improved overall organizational performance.

5.1.7.2 The Discussion of Job Cynicism Effect on Organizational Loyalty

The results showed a statistically significant impact of job cynicism on organizational loyalty at the level of (0.05). The (Z) value was (7.797), which is greater than (1.96) and statistically significant. The path coefficient for the effect of job cynicism on organizational loyalty was (-0.38), indicating an inverse relationship. This means that as job cynicism increases, organizational loyalty among teachers diminishes. Specifically, for every one-unit increase in job cynicism, organizational loyalty decreases by (0.38).

This result agreed with a study by Himmetoglu et al. (2021) which showed teachers' perceptions of organizational justice, along with their views on idealized influence and the pressure behaviors revealed by school administrators, accounted for about 41% of their job cynicism levels. Specifically, teachers' perceptions of organizational justice and the idealized influence behaviors of school principals were found to negatively predict the levels of job cynicism among teachers.

The researcher attributes this finding to the idea that job cynicism reflects feelings of discontent and anger among employees. As cynicism increases, job satisfaction tends to decrease, which in turn reduces organizational loyalty. Job cynicism is often linked to poor trust and communication both between employees and management, and among employees themselves. Weak relationships can make employees feel isolated and disconnected, further reducing their loyalty. Additionally, job cynicism contributes to increase frustration and psychological stress, leading to a reduced commitment to the organization. In environments where cynicism is widespread, employees may feel their efforts are unrecognized and that they lack support from management, which further destroys their sense of loyalty and belonging.

Thus, the results highlight the need to address job cynicism to boost organizational loyalty among teachers. Creating a positive work environment, fostering effective communication, showing appreciation and support, and practicing inspirational leadership are all crucial factors in enhancing organizational loyalty and reducing job cynicism.

5.7.1.3. The Discussion of the Effect of Inspirational Leadership on

Organizational Loyalty

The results demonstrated a statistically significant effect of inspirational leadership on organizational loyalty at the (0.05) level, with a (Z) value of (10.611), which is greater than (1.96) and functions statistically. The path coefficient for the impact of inspirational leadership on organizational loyalty was (0.65), which means that the influence relationship is positive. This means that as inspirational leadership increases, organizational loyalty among teachers strengthens. Specifically, for every one-unit increase in inspirational leadership, organizational loyalty increases by (0.65). This finding agreed with a study by Chin and Liu (2019), which showed that both organizational identity and the quality of relationships impact teachers' loyalty within their departments.

The researcher attributes this result to the fact that inspirational leadership motivates employees by guiding them toward shared visions and objectives, which strengthens their commitment to the organization and boosts their loyalty. Inspirational leaders help foster a work environment that promotes a strong sense of belonging. When employees feel they are part of a team striving to achieve common goals, their loyalty to the organization grows. When employees see themselves as part of a team working toward shared goals, their loyalty to the organization tends to grow. Inspirational leadership helps in fostering positive relationships based on trust and mutual respect between leaders and employees.

These strong relationships enhance organizational loyalty, as employees feel their leaders care about their well-being and recognize their contributions. By acknowledging and appreciating employees' efforts, inspirational leaders increase employees' sense of worth, which in turn strengthens their loyalty. Additionally, they focus on developing employees' skills and offering opportunities for professional growth, which increases job satisfaction and further reinforces their loyalty to the organization. Thus, inspirational leadership plays a crucial role in positively influencing teachers' organizational loyalty. Leaders who value employees' contributions and offer them appropriate support can strengthen their sense of loyalty and connection to the organization, ultimately contributing to better overall organizational performance.

5.1.7.4 The Discussion of the Indirect Effect of Inspirational Leadership on Organizational Loyalty in the Presence of Job Cynicism as a Mediating Variable

The results revealed that inspirational leadership has a positive effect on organizational loyalty, but this impact diminishes in the presence of job cynicism. In other words, job cynicism disrupts the positive relationship between inspirational leadership and teachers' organizational loyalty. This is evident from the indirect effect that occurs when cynicism

comes into play, weakening the connection between leadership and loyalty. Job cynicism reduces the strength of this relationship, acting as a mediator. Specifically, the indirect effect of cynicism on the relationship between inspirational leadership and organizational loyalty is (-0.29). This indicates that job cynicism reduces the influence of inspirational leadership on loyalty from (0.65) before its inclusion to (0.36) after, with a reduction of (0.29).

In other words, when the effect of job cynicism is removed from the relationship between inspirational leadership and organizational loyalty, the strength of that relationship increases. However, when job cynicism is introduced as a mediator, it weakens the connection between inspirational leadership and organizational loyalty.

This result agreed with a study by Can-Yalçın et al. (2022) whose results showed that job cynicism partially mediates the relationship between technology stress and job performance. It also agreed with a study by Özdemir et al. (2023) whose mediation test results showed that the relationship between charismatic leadership and organizational loyalty is achieved through teacher involvement and trust in the leader.

The researcher explains this by noting that when cynicism dominates the work environment, it becomes challenging for inspirational leaders to have a positive impact on employees. Cynicism blocks the development of strong relationships and damages trust and mutual respect, diminishing the effectiveness of inspirational leadership in raising organizational loyalty. It lowers employee self-esteem and increases feelings of disappointment and frustration, which in turn weakens employees' responsiveness to inspirational leadership. As a result, employees are less motivated to engage positively with leadership initiatives.

Additionally, job cynicism weakens communication and trust between employees and management. When there is a lack of trust, it becomes difficult for inspirational leaders to

build strong, positive relationships with employees. This negatively affects organizational loyalty. Job cynicism increases employees' resistance to change and development. Even if a leader is inspiring and offers positive visions for development, cynicism can hinder employees' acceptance of these visions and reduce the impact of inspirational leadership. This result confirms that job cynicism diminishes the impact of inspirational leadership on organizational loyalty. As a result, educational departments should focus on lowering job cynicism by improving the work environment and strengthening communication and trust between employees and management. By doing so, the influence of inspirational leadership on organizational loyalty can be strengthened, leading to a more positive and productive workplace.

5.1.8 The Discussion on the Variations in the Responses of the Study Sample Regarding Inspirational Leadership in Secondary Schools Within the Education Directorates of Hebron Governorate, as Viewed by Male and Female Teachers, Based on These Variables (Directorate, Gender, Years of Teaching Experience)

5.1.8.1 The Differences in the Responses of the Study Sample Members About Secondary School Principals' Practice of Inspirational Leadership from Teachers' Perspective as Influenced by the Directorate Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about secondary school principals' practice of inspirational leadership from teachers' point of view of due to the directorate variable, where the statistical significance value calculated for inspirational leadership was (0.375) which is greater than (0.05) and is not statistically significant.

The researcher attributes this result to the possibility that leadership styles and practices among school principals are similar across the different directorates in Hebron Governorate. If principals follow similar leadership styles, differences between directorates may not be apparent. Consequently, the impact of school principals on employees might be equal across directorates, suggesting that all directorates offer a comparable environment in terms of inspirational leadership. As a result, there are no significant variations between directorates regarding the practice of inspirational leadership.

5.1.8.2 The Differences in the Responses of Study Sample Members About Secondary School Principals' Practice of Inspirational Leadership from Teachers' Perspective as Influenced by the Gender Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about secondary school principals' practice of inspirational leadership from teachers' perspective as influenced by the gender variable, where the statistical significance value calculated for inspirational leadership was (0.961) which is greater than (0.05) and not statistically significant.

The researcher attributes the absence of statistically significant differences in the evaluation of inspirational leadership based on the gender variable indicating that the assessments of male and female teachers are equal regardless of gender. This reflects that inspirational leadership is assessed based on leadership competencies and skills, which enhances the credibility and objectivity of leadership assessment in schools.

5.1.8.3 The Differences in the Responses of Study Sample Members About Secondary School Principals' Practice of Inspirational Leadership from Teachers' Perspective as Influenced by the Years of Teaching Experience Variable

It is clear that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about secondary school principals' practice of inspirational leadership from teachers' perspective as influenced by variable years of teaching experience variable. The statistical significance value calculated for inspirational leadership (0.231) which is greater than (0.05) and it is not statistically significant.

The researcher attributes this result to the possibility that the educational experiences of both male and female teachers, regardless of their years of experience, might be similar in how they interact with inspirational leadership styles. Consequently, their assessments of inspirational leadership are unlikely to vary based on their length of experience. Instead, assessments are likely more influenced by the leadership style and skills of the managers rather than by the teachers' years of experience.

5.1.9 The Discussion of the Differences in the Estimates of the Responses of the Study Sample Members Regarding Job Cynicism in Secondary Schools in the Directorates of Education in Hebron Governorate from Male and Female Teachers' Points of View as Influenced by the Variables (Directorate, Gender, Years of Teaching Experience)

5.1.9.1 The Differences in the Responses of Study Sample Members About Job Cynicism in Secondary Schools in Hebron Governorate from Teachers' Perspective as Influenced by the Directorate Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about job cynicism in secondary schools in Hebron Governorate teachers' perspective as influenced by the directorate variable, where the statistical significance value calculated for job cynicism was (0.680), which is greater than (0.05) and not statistically significant.

The researcher attributes this finding to the idea that work conditions, including potential sources of job cynicism, might be similar across different directorates. If administrative policies and practices are similar across directorates, it could result in similar assessments of job cynicism. Similarities in the school environment and overall work experience across districts may lead to similar levels of job cynicism and similar evaluations by teachers.

5.1.9.2 The Differences in the Responses of Study Sample Members About Job Cynicism in Secondary Schools in Hebron Governorate from Teachers' Perspective as Influenced by Gender Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about job cynicism in secondary schools in Hebron Governorate from teachers' perspective as influenced by gender variable, where the statistical significance value calculated for job cynicism was (0.897) which is greater than (0.05) and not statistically significant. This result contrasts with the study by Yildizbas et al. (2023), which found significant differences in teachers' perceptions of job cynicism in distance education based on gender.

The researcher attributes this to the possibility that job cynicism is experienced similarly by both male and female secondary school teachers, leading to similar assessments regardless of gender. It may also be that the factors contributing to job cynicism, such as working conditions and managerial policies, are alike for both genders, resulting in no significant differences in their evaluations.

5.1.9.3 The Differences in the Responses of Study Sample Members About Job Cynicism in Secondary Schools in Hebron Governorate from Teachers' Perspective as Influenced by the Variable Years of Teaching Experience

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about job cynicism in secondary schools in Hebron Governorate from teachers' perspective as influenced by the years of teaching experience variable, where the statistical significance value calculated for job cynicism was (0.462) which is greater than (0.05) and is not statistically significant.

This result agreed with the study by Al-Dakhil (2020), which found that there were no differences between the sample members' answers about job cynicism due to their years of experience.

The researcher attributes the absence of statistically significant differences in the assessment of job cynicism by years of experience to the idea that the experience of cynicism is similar among teachers, regardless of how long they have been teaching. This suggests that job cynicism may impact teachers similarly across different levels of experience, highlighting the need to focus on other factors to enhance the work environment and effectively address job cynicism.

5.1.10 Discussing the Differences in the Estimates of the Responses of the Study Sample Members About Organizational Loyalty in Secondary Schools in the Directorates of Education in Hebron Governorate from Male and Female Teachers' Perspectives According to the Variables (Directorate, Gender, Years of Teaching Experience)

5.1.10.1 The Differences in the Responses of Study Sample Members About Organizational Loyalty in Secondary Schools in Hebron Governorate from Teachers' Perspective as Influenced by Directorate Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about organizational loyalty in secondary schools in Hebron Governorate from teachers' perspectives as influenced by the directorate variable, where the calculated statistical significance value for organizational loyalty was (0.200) which is greater than (0.05) and is not statistically significant.

The researcher attributes this finding to the possibility that policies and procedures influencing organizational loyalty are similar across all directorates. If all directorates follow similar policies that promote organizational loyalty, it could result in similar assessments. Additionally, similar work environments and employee experiences across different directorates may contribute to similar assessments of organizational loyalty. With similar working conditions, levels of loyalty may be consistent as well. Moreover, directorates might employ common management strategies that enhance organizational loyalty for both male and female teachers equally, leading to no significant differences based on the directorate.

5.1.10.2 The Differences in the Responses of Study Sample Members About Organizational Loyalty in Secondary Schools in Hebron Governorate from Teachers' Perspective as Influenced by the Gender Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about organizational loyalty in secondary schools in Hebron Governorate from teachers' perspective as influenced by the gender variable, where the calculated statistical significance value for organizational loyalty was (0.714), which is greater than (0.05) and not statistically significant.

This result differs from the findings of Altouri's (2022) study, which identified differences in the level of organizational loyalty among primary school teachers based on gender, with males showing higher levels of loyalty.

The researcher attributes the lack of statistically significant differences in the assessments of organizational loyalty based on gender to the similarity in how males and females experience organizational loyalty in secondary schools in Hebron Governorate. This suggests that the policies and procedures aimed at promoting loyalty are likely effective for all employees, regardless of gender.

5.1.10.3 The Differences in the Responses of Study Sample Members About Organizational Loyalty in Secondary Schools in Hebron Governorate from Teachers' Perspective as Influenced by the Years of Teaching Experience Variable

The results showed that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the responses of the study sample members about

organizational loyalty in secondary schools in Hebron Governorate from teachers' perspectives as influenced by the variable years of teaching experience, where the calculated statistical significance value for organizational loyalty was (0.668), which is greater than (0.05) and not statistically significant. This agrees with the findings of Altouri's (2022) study, which revealed no differences in the level of organizational loyalty among primary school teachers based on the years of experience variable.

The researcher attributes this finding to the idea that working conditions and the experience of organizational loyalty may be similar among teachers regardless of their years of experience. If the factors influencing organizational loyalty remain the same across different experience levels, it could lead to similar evaluations. It's possible that years of teaching experience do not significantly impact organizational loyalty, as there may be no clear link between a teacher's experience and their sense of loyalty to the organization. Consistent policies and procedures for enhancing loyalty across all experience levels could explain the lack of noticeable differences in the assessment of organizational loyalty.

5.2 Recommendations

Based on the findings of the study, the researcher suggests the following recommendations:

5.2.1. Recommendations for Enhancing the Practice of Inspirational Leadership in Secondary Schools Within Hebron Governorate

To enhance the practices of inspirational leadership in secondary schools across Hebron Governorate, several recommendations can be proposed to improve leadership performance and strengthen the influence of inspirational leadership on both teachers and students. The following suggestions are offered:

1. Training and developing leaders through specialized training programs, where workshops and specialized training courses in inspirational leadership are organized. Plus, focusing on developing leaders' skills in motivation, effective communication, and change management.
2. Developing the personal skills of secondary school principals by enhancing the personal skills of leaders such as emotional intelligence, the ability to influence, and building confidence.
3. Opening channels of communication by encouraging open dialogues between leaders and teachers, and listening to their opinions and suggestions.
4. Setting clear and specific goals that are in line with the school's vision, working to achieve them effectively, and involving teachers in developing the school's strategic vision and enhancing their sense of belonging towards achieving the common goals.
5. Providing rewards and appreciation for outstanding and exceptional performance, by enhancing incentives that encourage teachers to achieve excellence, giving teachers more independence in making decisions, and improving their participation in administrative processes.
6. Organizing change workshops by providing change management training and providing leaders with the necessary tools to support their teams during transition periods.
7. Developing the work environment to be more supportive and motivating. So it enhances the quality of performance and encourages positive cooperation.

8. Promoting a culture of inspired leadership by adopting values that enhance commitment and creativity among leaders and teachers, and exchanging best practices in leadership between schools to raise the level of inspired leadership across the governorate.
9. Promoting work-life balance for both leaders and teachers to enhance their well-being and boost productivity, while offering support programs for school principals to help them manage stress and maintain balance.

5.2.2. Recommendations to Reduce Job Cynicism in Secondary Schools in Hebron Governorate

To minimize job cynicism in secondary schools within Hebron Governorate, several recommendations can be implemented to tackle the root causes of cynicism and enhance the work environment. Some of these suggestions include:

1. Providing a supportive work environment: Enhancing the work environment to be positive and supportive, by improving the physical and psychological conditions in schools.
2. Listening to teachers' problems by creating effective communication channels to collect teachers' feedback and solve the problems they face.
3. Providing administrative and guidance support for teachers to deal with daily pressures and challenges.
4. Appreciating teachers' efforts and providing appropriate rewards and incentives for their outstanding work.
5. Providing training on change management to ensure that changes are smooth and do not negatively impact teachers.

6. Involving teachers in the change process and giving them a role in making decisions to reduce the feelings of cynicism.
7. Organizing training programs to develop leaders' skills in inspiring leadership and managing work teams effectively.
8. Build trust between leaders and teachers through open and honest communication.
9. Improve transparency by sharing information about decisions and policies that affect the work.
10. Encouraging teachers to participate in decision-making and contribute to policy development.

5.2.3. Recommendations to Raise and Enhance the Level of Organizational Loyalty Among Teachers in Secondary Schools in Hebron Governorate

To strengthen and enhance organizational loyalty among teachers in secondary schools in Hebron Governorate, several recommendations can be implemented to improve the work environment and boost teachers' sense of belonging and commitment. Some of these suggestions include:

1. Encourage open communication between teachers and administration to effectively exchange ideas and feedback.
2. Listening to teachers' problems and suggestions besides interacting with them seriously. This will enhance their feeling of care and appreciation.
3. Developing motivational programs that enhance teachers' motivation, such as monthly or annual awards.

4. Improving the physical work environment, such as equipping classrooms and providing the necessary resources.
5. Developing a supportive and encouraging work environment that contributes to raising the level of satisfaction and loyalty.
6. Providing opportunities for continuous learning and professional growth, which enhances teachers' commitment and appreciation for their role.
7. Involving teachers in the decision-making process related to school policies and the development of educational programs.
8. Providing guidance and counseling programs to assist new teachers and facilitate their integration process.
9. Organizing activities and events that enhance team spirit and support cooperation among teachers.
10. Establish clear paths for career advancement within the school and provide opportunities for promotion.

5.3 Further Research

- **Cross-Cultural Comparisons:** investigate whether the mediating effect of job cynicism differs across cultures.
- **Longitudinal Studies:** examine how job cynicism evolves over time and its impact on leadership practices and loyalty.
- **Intervention Studies:** test programs or leadership development initiatives aimed at reducing cynicism and enhancing loyalty.
- **Interaction with Other Variables:** analyze other mediators or moderators, such as emotional intelligence, job satisfaction, or workplace stress.

- A comparative study between generations (e.g., Millennials, and Generation Z) on **job cynicism, inspirational leadership, and organizational loyalty** could come with valuable insights into generational dynamics in the workplace.

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Appendices

Appendix 1: Questionnaire



جامعة الخليل

كلية الدراسات العليا

برنامج القيادة والإدارة التربوية

حضرة المعلمة/المحترم/ة؛

تحية وبعد:

تقوم الباحثة بإجراء دراسة حول: **التهكم الوظيفي كمتغير وسيط في العلاقة بين ممارسة القيادة الملهمة والولاء التنظيمي**، كجزء من متطلبات الحصول على درجة الدكتوراه في القيادة والإدارة التربوية من جامعة الخليل، حيث تمّ تطوير استبانة مكونة من أربعة أقسام، القسم الأول: بيانات شخصية، القسم الثاني: مؤشرات القيادة الملهمة، القسم الثالث: التهكم التنظيمي، القسم الرابع: الولاء التنظيمي، لذا أرجو تعاونكم بالإجابة على كل فقرة من فقرات الاستبانة بكل دقة وموضوعية، وبما يعبر عن وجهة نظركم، لما لأجوبتكم من أهمية بالغة في نتائج هذه الدراسة علماً أن إجاباتكم ستحاط بالسرية التامة، ولن تستخدم النتائج إلا لأغراض البحث العلمي فقط.

مع فائق الاحترام والتقدير

الباحثة: أسيل نصار

إشراف: أ.د. صلاح الزرو

القسم الأول: يتضمّن هذا الجزء معلومات شخصيّة عن خلفيّة المستجيبين، لذا يرجى وضع إشارة

(X) في المكان الذي ينطبق وحالتك، مع الشكر.

1- المديرية: أ- الشمال ب- الجنوب ج- الخليل د- يطا

2- الجنس: أ- ذكر ب- أنثى

3- سنوات الخبرة في التدريس: أ- أقل من (5) سنوات ب- من (5- أقل من 10) سنوات

ج- أكثر من 10 سنوات

القسم الثاني: مؤشرات مقياس القيادة الملهمة.

القيادة الملهمة: هي القدرة على التأثير بشكل إيجابي على من حولك وتحفيزهم نحو النجاح و توفير فرص لتطوير طموحهم بناءً على أفعال القائد ومواقفه.

الرجاء وضع إشارة (X) في عمود الإجابة المناسبة لكل فقرة:

الرقم	العبارة	درجة التوافر				
		دائماً	غالباً	أحياناً	نادراً	بتاتا
مجالات ومؤشرات القيادة الملهمة لدى مديري المدارس الثانوية في محافظة الخليل						
المجال الأول: الثقة بالنفس						
1.	تُظهر ممارساته ثقته في تحقيق أهداف المدرسة					
2.	يتحكم في انفعالاته أثناء المواقف الجديدة					
3.	يتعامل مع ضغوط العمل بإيجابية					
4.	يبادر إلى حل المشكلات الشائكة التي تواجهه أثناء العمل					
5.	يستمع إلى الأفكار والحلول المقترحة من المعلمين					
6.	يعترف بالأخطاء التي وقع فيها خلال عمله					
7.	يطور قدراته المهنية بشكل مستمر					
8.	يتفهم وجهات نظر الآخرين					
9.	لديه الاستعداد للتعلم من الآخرين					
المجال الثاني: إدارة التغيير						
10.	يقنع جميع المعلمين بالاندماج في عمليات التغيير					
11.	يتبنى تنفيذ الأفكار الإبداعية للمعلمين					

الرقم	العبارة	درجة التوافر				
		دائماً	غالباً	أحياناً	نادراً	بالتاتا
12.	يناقش مع المعلمين التغيير المطلوب ومبرراته					
13.	يخطط بفعالية لمواجهة الأزمات والظروف الطارئة					
14.	ينشر ثقافة تنظيمية داعمة لتقبل التغيير					
15.	ينظر إلى التغيير على أنه جوهر عملية التطوير المدرسي					
16.	يوزع المهام على المعلمين خلال مراحل إحداث التغيير					
17.	يُضعف العقبات المقاومة للتغيير					
18.	يقيم عملية التغيير باستمرار					
المجال الثالث: التوجه الاستراتيجي						
19.	يضع سياسات واضحة لتحقيق أهداف المدرسة					
20.	يشرك المعلمين في صياغة "أهداف ورسالة" المدرسة					
21.	يتبنى رؤية واضحة تخدم مستقبل المدرسة					
22.	يحدد نقاط القوة في البيئة الداخلية للمدرسة					
23.	يحدد نقاط الضعف في البيئة الداخلية للمدرسة					
24.	يوائم ما بين إمكانات المدرسة والتطورات المنوي احداثها					
25.	يضع استراتيجيات مناسبة لتنفيذ خطة المدرسة					
26.	يحدد التحديات التي تواجه العمل المدرسي					
27.	يعلن بشفافية للمعلمين عن توجهات العمل المستقبلية					
28.	يشرك المجتمع المحلي في صياغة أهداف المدرسة					
المجال الرابع: تمكين الموظفين						
29.	يمنح المعلمين المرونة الكافية لممارسة مهامهم (الوظيفية والإدارية)					
30.	يقدم الدعم للمعلمين في المواقف الطارئة والصعبة					
31.	يسند إلى بعض المعلمين مهام حل المشكلات المدرسية					
32.	يفوض المهام للمعلمين حسب قدراتهم واستعداداتهم					
33.	يتيح للمعلمين فرص المشاركة في صناعة القرارات المدرسية					
34.	يشجع الزيارات الصفية التبادلية بين المعلمين					
35.	يتبادل مع المعلمين المعلومات التي تتعلق بالجوانب المهنية والإدارية					

الرقم	العبارة	درجة التوافر				
		دائماً	غالباً	أحياناً	نادراً	بتاتا
36.	يعزز لدى المعلمين فلسفة العمل بروح الفريق					
37.	ينظم برامج تدريبية نوعية داخل المدرسة.					

القسم الثالث: مؤشرات مقياس التهكم الوظيفي

التهكم الوظيفي: الموقف السلبي الذي يتخذه المعلمون تجاه إدارة المدرسة عندما يعتقدون أنها لا تلتزم بتحقيق العدالة والإخلاص والصدق في العمل، و يؤثر ذلك على ردود أفعالهم العاطفية تجاه المدرسة، وينعكس أيضا على سلوكهم وخلق وجهات نظر متشائمة لديهم، والشعور بأنه لا يمكن الثقة بالمدرسة.

الرجاء وضع إشارة (X) في عمود الإجابة المناسبة لكل فقرة:

الرقم	العبارة	درجة التوافر				
		دائماً	غالباً	أحياناً	نادراً	بتاتا
مجالات ومؤشرات مقياس التهكم الوظيفي						
المجال الأول: التهكم السلوكي						
1.	أشكو لأصدقائي خارج المدرسة من ممارسات مدير المدرسة					
2.	أتبادل نظرات السخرية مع زملائي في المدرسة أثناء حديث مدير المدرسة					
3.	أتحدث مع الآخرين عن الطريقة التي تدار بها المدرسة					
4.	أنتقد مع الآخرين ممارسات وسياسات إدارة المدرسة					
5.	أسخر من "الشعارات والمبادرات" التي تقوم بها إدارة المدرسة					
المجال الثاني: التهكم العاطفي						
6.	ألاحظ التناقض بين "أقوال وأفعال" إدارة المدرسة					
7.	ينتابني الغضب عندما أفكر بالمدرسة					
8.	أتوتر عندما أفكر في المدرسة					
9.	تظهر علي علامات الانزعاج أثناء التفكير في المدرسة					
10.	أنتشأم بمجرد التفكير بالمدرسة					
المجال الثالث: التهكم المعرفي						
11.	تقول إدارة المدرسة شيئاً وتفعل شيئاً آخر					
12.	تحقق ممارسات إدارة المدرسة مصالحها الخاصة بعيداً عن الأهداف العامة					
13.	عندما تعتمزم إدارة المدرسة القيام بعمل ما، أتساءل عما إذا كان سيحدث بالفعل					
14.	تتوقع إدارة مدرستي منا القيام بأعمال محددة ولكنها لا تكافئنا					

الرقم	العبارة	درجة التوافر				
		دائماً	غالباً	أحياناً	نادراً	بشدة
	على ذلك					
15.	تفتقد إدارة المدرسة إلى المصداقية في عملها					

القسم الرابع: مؤشرات مقياس الولاء التنظيمي

الولاء التنظيمي: يعرف بالارتباط القوي والالتزام العميق الذي يظهره المعلم اتجاه المدرسة التي يعمل فيها ورغبته بالبقاء فيها.

الرجاء وضع إشارة (X) في عمود الإجابة المناسبة لكل فقرة:

الرقم	العبارة	درجة التوافر				
		دائماً	غالباً	أحياناً	نادراً	أبداً لا
المجال الأول: الولاء العاطفي						
1.	ينتابني شعور بالسعادة عندما أفكر بقضاء بقية مسيرتي المهنية في هذه المدرسة					
2.	أستمتع بمناقشة أمور المدرسة مع أشخاص خارج المدرسة					
3.	أعتبر حقاً أن المشاكل التي تواجهها المدرسة هي مشاكلي					
4.	ينتابني شعور بأنه من الممكن وبسهولة أن أصبح مرتبطاً بمدرسة أخرى مثل ارتباطي بهذه المدرسة					
5.	ينتابني شعور أنني جزء من عائلة هذه المدرسة					
6.	لا أرتبط عاطفياً بهذه المدرسة					
7.	لا أنتمي لهذه المدرسة					
المجال الثاني: الولاء المستمر						
8.	أنا لست خائفاً مما قد يحدث إذا قررت ترك وظيفتي دون أن يكون هناك عمل آخر في انتظاري.					
9.	يصعب علي أن أترك عملي في المدرسة حتى لو رغبت بذلك					
10.	ستضطرب جوانب كثيرة من حياتي إذا قررت أن أترك المدرسة الآن					
11.	أن أترك المدرسة الآن لن يكون مكلفاً جداً بالنسبة لي					
12.	في الوقت الحالي، البقاء في المدرسة يعد أمراً ضرورياً أكثر مما هو رغبة					
13.	أفكر إلى خيارات أخرى عندما أفكر في ترك المدرسة					
14.	أن أترك المدرسة هو أمر فيه عواقب خطيرة					
15.	أتمتع في المدرسة بمزايا لن أحظى بها في أي مدرسة أخرى					
المجال الثالث: الولاء المعياري						
16.	ينقل المعلمون في عصرنا الحالي من مدرسة إلى أخرى كثيراً					

الرقم	العبارة	درجة التوافر			
		دائماً	غالباً	أحياناً	نادراً
17.	أؤمن انه لا يجب أن يكون الشخص مخلصاً دائماً للمدرسة التي يعمل بها				
18.	أن ينتقل المعلم من مدرسة إلى أخرى لا يبدو لي عملاً غير أخلاقي على الإطلاق				
19.	استمر بالعمل في هذه المدرسة لأنني أعتقد أن الولاء مهم.				
20.	أن أتلقى عرضاً لوظيفة أفضل بمكان آخر يشعرني انه ليس من الصواب أن أترك المدرسة				
21.	أؤمن بقيمة البقاء مخلصاً لمدرسة واحدة				
22.	أفضل الأيام التي كان فيها الأشخاص يبقون في مدرسة واحدة طوال حياتهم				
23.	أن أكون معلماً متفانياً في المدرسة أمر غير منطقي في العصر الحالي				

شاكراً لكم حسن تعاونكم

Hebron University
College of Graduate Studies
PhD Program in Educational Leadership
And Administration



Dear teacher...

The researcher is conducting a study on: **Job Cynicism as a Mediating Variable in the Relationship Between the Practice of Inspirational Leadership and Organizational Loyalty**, as part of the requirements for obtaining a PhD in Educational Leadership and Administration from Hebron University, a questionnaire consisting of four sections was developed. The first section: Personal Data, Part two: indicators of inspirational leadership, part three: organizational cynicism, part four: organizational loyalty, so I hope you will cooperate by answering each paragraph of the questionnaire with complete accuracy and objectivity, and in a way that expresses your point of view, because your answers are of great importance to the results of this study, noting that your answers will be kept completely confidential, and the results will only be used for scientific research purposes..

With all respect and appreciation

Researcher: Aseel Nassar

Supervision: Dr. Salah Al-Zaro

Part One: This section contains personal information about the respondents' background, so please tick. (X) Where applicable to your situation, thank you

1- **Directorate:** A-North B-South C- Hebron D-Yatta

2- **Gender:** A-male b- Female

3- **Years of teaching experience:** A-below (5)Years b-(5-below10)Years

c- More than10Years

Section Two: indicators of the Inspirational Leadership Scale.

Inspirational leadership: is the ability to positively influence and motivate others toward success while fostering their ambition through the leader's actions and decisions. It involves empowering individuals by providing opportunities for growth and development.

Please place a (X) in the column that best matches your answer for each paragraph:

No.	Phrase	Availability level				
		always	Mostly	Someti mes	rarely	Not at all
Areas and indicators of inspirational leadership among secondary school principals in Hebron Governorate						
First field: Self-confidence						
1.	The principal's practices demonstrate confidence in achieving the school's goals.					
2.	Manages emotions in new situations.					
3.	Deals with work pressures positively.					
4.	Takes the initiative to solve the challenging problems faced at work.					
5.	Listens to ideas and solutions suggested by teachers					
6.	Admits mistakes he\she made during work.					
7.	Continuously develops professional skills					
8.	Understands different points of view					
9.	Willingness to learn from others					
The second field: Change Management						
10.	Encourage all teachers to participate in the change process					
11.	Supports and implements teachers' creative ideas					
12.	Discuss with teachers the required change and its justifications.					
13.	Effectively plans to respond to crises and emergencies					
14.	Promotes an organizational culture that supports					

No.	Phrase	Availability level				
		always	Mostly	Someti mes	rarely	Not at all
	acceptance of change.					
15.	Change is seen as the core of the school development process.					
16.	Distributes tasks to teachers during the stages of change.					
17.	Weaken resistance to change					
18.	Continuously evaluates the change process.					
The third field: Strategic direction						
19.	Establishes clear policies to achieve school goals					
20.	Involves teachers in the formulation of the school's goals and mission.					
21.	Adopts a clear vision that serves the school's future					
22.	Identifies the strengths within the school's internal environment					
23.	Identifies the weaknesses within the school's internal environment.					
24.	Aligns the school's capabilities with the developments to be made					
25.	Develops appropriate strategies for implementing the school plan.					
26.	Identifies challenges facing school work					
27.	Transparently announces to teachers future work directions					
28.	Involves the local community in formulating school's goals.					
The fourth field: Empowering employees						
29.	Gives teachers enough flexibility to carry out their duties.(Functional and administrative)					
30.	Provides support to teachers in emergency and difficult situations.					
31.	Some teachers are assigned the task of solving school problems.					
32.	Delegates tasks to teachers according to their abilities and readiness.					
33.	Provides teachers with opportunities to participate in school decision-making.					
34.	Encourages exchange classroom visits between teachers.					

No.	Phrase	Availability level				
		always	Mostly	Someti mes	rarely	Not at all
35.	Exchanges information with teachers related to professional and administrative aspects.					
36.	Enhances a philosophy of teamwork among teachers.					
37.	Implements quality training programs within the school					

Section Three: Indicators of Job Cynicism Scale

Job cynicism: The negative attitude that teachers take towards the school administration when they believe that it is not committed to achieving justice, sincerity and honesty in work, and this affects their emotional reactions towards the school, and is also reflected in their behavior and creates pessimistic views, and a feeling that the school cannot be trusted.

Please place a (X) in the column that best matches your answer for each paragraph:

No.	phrase	Availability level				
		always	mostly	someti mes	rarely	Not at all
Areas and indicators of the job cynicism scale						
First field: behavioral cynicism						
1.	I complain to my friends outside school about the practices of school Principal.					
2.	I exchange sarcastic looks with my schoolmates while the principal is talking.					
3.	I talk to others about the way the school is run.					
4.	I criticize school administration practices and policies with others.					
5.	I make fun of "Slogans and initiatives" carried out by the school administration.					
The second field: emotional cynicism						
6.	I notice the contradiction between the sayings and actions of the school administration.					
7.	I get angry when I think about the school.					
8.	I get nervous when I think about the school.					
9.	I get signs of discomfort when thinking about school.					
10.	I feel pessimistic just thinking about school.					
The third field: cognitive cynicism						
11.	The school administration says one thing and does another.					
12.	The school's administration practices prioritize their own interests over the overall objectives.					
13.	When the school administration intends to do					

No.	phrase	Availability level				
		always	mostly	someti mes	rarely	Not at all
	something, I wonder if it will actually happen.					
14.	My school administration expects us to do certain things but does not reward us for it.					
15.	The school administration lacks credibility in its work.					

Section Four: Indicators of Organizational Loyalty Scale

Organizational loyalty: is known for the strong attachment and deep commitment that the teacher shows towards their school, along with their desire to remain there

Please place a (X) in the column that best matches your answer for each paragraph:

No.	Phrase	Availability level				
		alwa ys	mostly	someti mes	rarely	Never
First field: emotional loyalty						
1.	I feel happy when I think about spending the rest of my career at this school.					
2.	I enjoy discussing school matters with people outside of school.					
3.	I really consider the problems the school faces to be my problems.					
4.	I have a feeling that I could easily become as attached to another school as I am to this one.					
5.	I feel like I am part of this school family.					
6.	I am not emotionally attached to this school.					
7.	I don't belong in this school.					
The second field: Continuous loyalty						
8.	I'm not afraid of what might happen if I decide to leave my job without having another job waiting for me.					
9.	It is difficult for me to leave my job at school even if I wanted to.					
10.	Many aspects of my life would be disrupted if I decided to leave school now.					
11.	It wouldn't be too costly for me to leave school now.					
12.	Right now, staying in school is more of a necessity than a desire.					
13.	I lack other options when I think about leaving school.					
14.	Leaving school has serious consequences.					
15.	I have advantages at my school that I wouldn't have at any other school.					
The third field: Normative loyalty						
16.	Teachers nowadays move from one school to					

No.	Phrase	Availability level				
		alwa ys	mostly	someti mes	rarely	Never
	another a lot.					
17.	I believe that a person should not always be loyal to the school he\she works for.					
18.	For a teacher to move from one school to another does not seem to me to be an unethical act at all.					
19.	I continue working at this school because I believe loyalty is important.					
20.	Being offered a better job somewhere else makes me feel like it's not right to leave school.					
21.	I believe in the value of staying loyal to one school.					
22.	I prefer the days when people stayed in one school their whole lives.					
23.	Being a dedicated school teacher is not sensible in today's age.					

Thank you for your cooperation

Appendix 2: Evaluators Names

Dr. Samir Abu Zneid Hebron University	1. أ.د. سمير أبو زنيد جامعة الخليل
Dr. Nabil Al-Jundi Hebron University	2. أ.د. نبيل الجندي جامعة الخليل
Dr. Jaafar Abu Saa Palestine Technical University – Kadoorie- Tulkarm	3. د. جعفر أبو صاع جامعة الخضوري- طولكرم
Dr. Hakam Hjjah Palestine Technical University – Kadoorie- Al Aroub	4. د. حكم حجة جامعة الخضوري- العروب
Dr. Rateb Al-Saud University of Jordan	5. د. راتب السعود الجامعة الاردنية
Dr. Raja Al-Aseeli Al-Quds Open University	6. د. رجاء العسيلي جامعة القدس المفتوحة
Dr. Majdi Zamel Al-Quds Open University	7. د. مجدي زامل جامعة القدس المفتوحة
Dr. Muhammad Shaheen Al Quds Open University.	8. د. محمد شاهين جامعة القدس المفتوحة

Appendix 3: Books of facilitate the task

لمن يهمه الامر تسهيل مهمة بحثية للباحثة أس...

State of Palestine
Ministry of Education
Center for Educational Research and Development

دولة فلسطين
وزارة التربية والتعليم
مركز البحث والتطوير التربوي



الرقم: و ت / ١٣ / ٤١
التاريخ: 2024 / ١ / 2٤ م

لمن يهمه الأمر

" تسهيل مهمة بحثية "

يهديكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحث/ة:

"أسيل عاطف كامل نصار"

من جامعة الخليل للحصول على المعلومات اللازمة لإعداد دراسة بعنوان:

" التهكم الوظيفي كمتغير وسيط في العلاقة بين ممارسة مديري المدارس الحكومية الفلسطينية للقيادة الملهمة والولاء التنظيمي للمعلمين".

ملاحظات:

- تتضمن الدراسة تطبيق مقابلة واستبانة إلكترونية على عينة من معلمي ومعلمات المدارس الثانوية الحكومية العاملين في مديريات التربية والتعليم الآتية: "الخليل، شمال الخليل، جنوب الخليل، يطا".
 - الاستجابة على الأدوات البحثية من قبل عينة المبحوثين طوعية.
 - يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المبحوثين.
 - سترسل العينة لإيميل الباحث/ة للتواصل عبر الإيميل مع العينة برابط الأداة البحثية المحوسب.
- ملاحظة: مركز البحث غير مسؤول عن جودة أدوات الدراسة.

مع الاحترام،

د. محمد مطر
/مدير عام مركز البحث والتطوير التربوي



نسخة: عطوفة وكيل الوزارة المحترم.

عطوفة الوكيل المساعد للشؤون التعليمية المحترم.

عطوفة رئيس المركز الوطني للامتحانات والقياس والتقويم التربوي المحترم.

السادة المديرون العامون لمديريات التربية والتعليم في: "الخليل، شمال الخليل، جنوب الخليل، يطا" المحترمون

د. صلاح الزرو /المحترم/المشرف على الدراسة- بريد الكتروني salahz@hebron.edu

د.مطر/ان.س

Tel (+ 970-562-501092) E-mail (ncerd@moe.edu.ps)

التهكم الوظيفي كمتغير وسيط في العلاقة بين ممارسة القيادة الملهمة والولاء التنظيمي

إشراف: د. صلاح الزرو

إعداد: أسيل عاطف نصار

ملخص الدراسة

هدفت الدراسة إلى التعرف على دور التهكم الوظيفي كمتغير وسيط في العلاقة بين ممارسة مديري المدارس الثانوية الفلسطينية للقيادة الملهمة والولاء التنظيمي للمعلمين، استخدمت الدراسة المنهج الوصفي السببي، وتكون مجتمع الدراسة من جميع معلمي ومعلمات المدارس الثانوية في مديريات التربية والتعليم في محافظة الخليل البالغ عددهم (3568) معلماً ومعلمة، وأجريت الدراسة على عينة تكونت من (366) معلماً ومعلمة تم اختيارهم بالطريقة العشوائية الطبقية، واستخدمت الدراسة ثلاثة مقاييس هي: مقياس القيادة الملهمة، ومقياس التهكم الوظيفي، ومقياس الولاء التنظيمي، حيث تم التحقق من خصائصها السيكومترية. وبعد إجراء المعالجات الإحصائية اللازمة، توصلت الدراسة إلى أن مستوى ممارسة مديري المدارس الثانوية للقيادة الملهمة كان متوسطاً، وأن مستوى التهكم الوظيفي في المدارس الثانوية في محافظة الخليل كان متوسطاً، والولاء التنظيمي كان متوسطاً. وتوصلت الدراسة إلى وجود علاقة عكسية سالبة بين القيادة الملهمة والولاء التنظيمي من جهة والتهكم الوظيفي من جهة أخرى، ووجود علاقة طردية موجبة بين القيادة الملهمة والولاء التنظيمي. وأظهرت النتائج أن التهكم الوظيفي يتوسط جزئياً العلاقة بين القيادة الملهمة والولاء التنظيمي، حيث عمل على إضعاف هذه العلاقة. كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في استجابات أفراد عينة الدراسة حول القيادة الملهمة، والتهكم الوظيفي، والولاء التنظيمي تعزى لمتغيرات: المديرية، الجنس، سنوات الخبرة في التدريس. وفي ضوء النتائج التي توصلت إليها الدراسة، أوصت الباحثة بالعديد من التوصيات والمقترحات.

الكلمات المفتاحية: القيادة الملهمة، التهكم الوظيفي، الولاء التنظيمي، محافظة الخليل.