



## Impact of Managers' Dogmatism, Psychological Empowerment and Mutual Organizational Trust in Emotional Exhaustion

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**Abstract:** This research has focused on studying the risky impact of managers' dogmatism of educational administrations and their dogmatic between the rigidity and openness to the emotional exhaustion of teachers in the undergraduate education sector (primary, preparatory, and secondary), due to the Vital importance of this sector. emotional exhaustion is also important as one of axes of quality of life. Then, the effect of psychological empowerment as an intermediate variable in the relation between managers'-mind (openness vs dogmatic) and emotional exhaustion. On the other hand, mutual organizational trust was studied as a moderator variable between (managers' open-minded vs managers' dogma-minded) and emotional exhaustion. Through the results of exploratory study for researched public government schools and statistical analysis of a sample of (385) teachers. This is through four main hypotheses, while hypothesis (H<sub>3</sub>) included four sub-hypotheses. (H<sub>01</sub>) and (H<sub>02</sub>) hypothesis was refused. In contrast, (H<sub>3</sub>) and (H<sub>4</sub>) hypothesis was admitted (agreeable). the result of (H<sub>01</sub>) emphasized a (negative) relation of (managers'-open-mind) and a (positive) relation of (managers'-dogmatic-mind) with emotional exhaustion. however, (H<sub>02</sub>) improved there are significant hypothetical differences between teachers' opinions about their level of realizing of emotional exhaustion and its risky effect on teachers' health and their personality and poor their organizational and educational performance. While, the hypothesis (H<sub>3</sub>) emphasize that psychological empowerment intermediates the relationship between (managers'-openness-minded vs dogmatic-minded) and emotional exhaustion partially and wholly. Whilst The hypothesis (H<sub>4</sub>) confirmed that the mutual organizational trust moderates the relationship between managers'-mind (open vs close) and emotional exhaustion. The study also suggests some recommendations and the implementations' mechanism of these recommendations with regard to the issues of managers'-dogmatism and managers'-open-minded, flexibility, participatory management, management by objectives, creativity, supporting delegation to activate psychological empowerment through enhancement the mutual organizational trust between teachers and educational departments' managers in researched public schools. In addition, it is self-evident that the study recommends that schools' managers should consider a periodical review to see whether teachers - or even some of them - are suffering from emotional exhaustion and begin to deal with this by reducing managers'-dogmatic, and enhancement open-minded, flexibility, Psychological empowerment and enhancement mutual organizational trust between teachers and their departments' managers.

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**Keywords:** dogmatism; openness-minded; dogmatic-minded; emotional exhaustion; psychological empowerment; meaning; competence; self-determination; impact; mutual organizational trust

### 1. Introduction:

The dogmatism is a personal practice, individual phenomena and real problems facing an employee in organization. In the context, emotional exhaustion is an important phenomenon and issue for any employee and organization because many employees are probably losing their jobs when they feel the (dogmatic-minded), emotional drained and burnout during their work within their organizations (Maslach, 1981; Griffin, et al., 2010, Omara 2015). The existence of Unfair, ideological, and close-minded managers, especially at the higher levels of the organizational structure, make it difficult for subordinates to deal with them which preventing organizational efficiency

(e.g. Barnard 1938; McCurdy & Eber, 1953; Rokeach, 1952; Williamson, 1995; O'Sullivan 2000; Magee, 2009). emotional exhaustion has many risks affected employee's performance such as health problems, mental and health disorders, reduced motivation for work, despair, social isolation, introversion, low productivity, and failure to self-actualization (e.g. Korczak, et al., 2010; U.S. N. L. of Medicine, 2017). When employees are suffering from emotional exhaustion, they feel fatigue, stressed and burned in their jobs, feel less committed and become more introverted. Emotional exhaustion has many risks and causes negative feelings about their job, impair

accuracy, reduce efficiency, decrease effectiveness and poor productivity and may decrease their functional and organizational performance (Maslach, et al., 2001; Griffin, et al., 2010). emotional exhaustion depends on some logical factors and indicators such as dogmatism or lack of mutual organizational trust or psychological empowerment which may causes the risky effect of emotional exhaustion. It is considered the issue and subject of research. Through the studying and reviewing of literature, hypotheses, data and field study, this research is concerned with tackling this issue.

## 2. Research Literature Review:

To check the research theoretical area, methodically focus on the following axes:

### ▶ Dogmatic Manager as an Obstacle to Psychological Empowerment:

Leadership patterns and practices, motivation, command and direction, communication systems and support systems for subordinates are linked to the characteristics and personality of managers, which in turn affects the characteristics and personality of subordinates (George, 1992, Atwater & Waldman, 2008, and Anderson, et al., 2009). In practically, rotation and flexibility in relationships are the most effective leadership patterns in organizations (e.g. Brass, et al., 2004, 2007, VanVugt, 2006, 2008). By contrast when Managers maintain a certain type of self-leadership or tendency to a specific style of leadership, which often returns to manager's dogmatism or the level of rigidity of leadership (e.g. Hollingsworth, 1974, Anderson et al., 2010; Omara, 2015). The researchers used the term dogmatism to gain an understanding of the reactions of some customers and whether the dogmatic managers affect the nature of consumer buying behavior, especially for new goods and products (Jacoby, 1971). The researchers found that customers with less dogmatic nature were interested in products with lower risk levels than individuals with higher dogmatic nature who were more confident in evaluating new products and brands than individuals with less dogmatism (e.g. Durand, et al., 1977; Goldsmith E. & Goldsmith R., 1980; Shimp & Sharma, 1987). They also found a positive relationship between dogmatism and racism and the relationship of dogmatism using the Internet through the application on a sample of university students and the results showed that dogmatism is negatively related to students' use of the Internet In general, dogmatic negatively affect the creative behavior of the consumer, which reduces the ability to creativity and innovation (e.g. Reisenwitz & Cutler, 1998; Goldsmith & Cowart, 2015). In addition, the field of psychology and behavior still includes some rigid and dogmatic groups who adhere to a certain

ideology and ideology is "the body of doctrine" with a set of ideological ideas to exclude others within the work environment (Breezer, et al., 1967). In the light of the study and results conducted by Rokeach. with some individuals and different groups, the important question is whether there are different levels of degrees of ideological behaviors or whether the belief is equal for everyone? (Rokeach, 1960). In identifying theories or schools Psychology in terms of categorization according to ideological levels and therefore the important question in this issue is Can a high ideological manager be more effective and attractive or have more leadership charisma than a less ideological manager? (e.g. Rokeach, 1960; Carpenter, 1975). Moreover, Rokeach tried to prove that schools and theories of behavioral psychology correlate with the same basic characteristics in open and closed systems. Rokeach emphasized that reinforcing behaviors with rewards and punishments are important as determinants of organizational behavior where a (closed-dogmatic-person) can be controlled and directed through arbitrary reinforcements (e.g. Rokeach, 1952, 1954, 1960; Carpenter, 1975). Nonetheless, a dogmatic person may find that focusing behavior on external factors and reinforcing his attitudes with rewards and penalties is appropriate and attractive and compatible with his personality, attitudes and belief systems (e.g. Rotter, 1966; Rokeach, 1960; Carpenter, 1975). In this context, Rotter asserts that the concept of control in "ego control", which includes a set of ideas and characteristics of the ability to deal and self-confidence in reality, which may be more obvious than the relationship between internal and external control in the case of reinforcements (Rotter, 1966). Managers' dogmatism is essential element of the general and comprehensive concept of managerial authoritarianism. There are two types of managers, the (open) mind who is flexible and changeable, and the second type the (closed) mind, highly dogmatic, more adhering to his views and beliefs, Resists change, and even rejecting attempts to change their ideas (e.g. Adorno, et al., 1950; Rokeach, 1960; Goldsmith & Cowart, 2015). In addition, authorized formally managers seek to persuade subordinates to accept them in their official authority, but subordinates evaluate this issue of acceptance or refusal through the flexibility or dogmatism of managers. dogmatism refer to unchangeable, "unjustified certainty" this means "Refuses to be mistaken" (Altemeyer, 1996; Goldsmith & Cowart, 2015). Behavioral studies and Behavioral theories have proven that a person's experimental approach has empirical dogma It has been shown that behavior is reinforced through rewards is more likely to occur and repeat than behavior that has not been rewarded and reinforced or

punished (Sulzer & Mayer, 1972; Carpenter, 1975). Nonetheless, Dogmatism is an essential, specific and important factor in the effectiveness of managers and subordinates in the organization. It is a Specific factor for managers to determine the effectiveness of the management leadership process. To sum up, authorized formally managers try to persuade their subordinates to accept them in their official authority, but subordinates evaluate this issue of acceptance or refusal through the flexibility or dogmatic of their managers (e.g. Rokeach, 1948, Maslach, 1982, Desai, et al., 2010).

► **Mutual Organizational Trust maybe a Positive Reason of Reducing Emotional Exhaustion:**

Mutual organizational trust is a factor in all human interactions, and it is an important and influential element in the culture of organizations, increasing the effectiveness of relationships, building interpersonal relationships and increasing the efforts of individuals. when leaders trust in the performance of employees without constant control makes employees trust in their abilities and trust in their leaders (Tyler & Degoev, 1996; Chen & Dhillon, 2003; Chen, et al., 2005; Wat & Shaffer, 2005; Chan et al., 2008; Douglas & Zivnuska, 2008; Kim, et al., 2009). In addition, mutual Organizational trust is an essential factor to increase the commitment of employees and increase organizational effectiveness There is a (positive) relationship between "organizational trust" and "organizational commitment" and the dimensions of citizenship (organizational, economic, moral and legal) (Goodwin, 2011; Zeffane & Al Zarooni, 2012; Wang, et al., 2013). Trust is one's evaluated of others' goodwill and dependability (Cummings & Bromiley, 1996; Eisenberger et al., 1997; Ring & Ven, 1992; Sabel, 1993). In this context, mutual organizational trust is not behavior, it is a case of past attitudes and accumulations of psychological beliefs which concerning on belief in capabilities and choice, cooperative work, mutual respect and mutual appreciation between each party to the social relationship within the organization. In the context, mutual trust affects interactions between members of the organization, affects the behavior of individuals within the organization, and affects organizational efficiency and effectiveness. (e.g. Argyris, 1964; Savage, 1982; Fulk, et al., 1985; Earley, 1986; Moore, et al., 1987; Rousseau, 1998; chen, 2003). Moreover, organizational commitment, turnover, and absenteeism affected by mutual organizational trust. (Diffie-Couch, 1984). in addition, organizational trust develops organizational citizenship behavior and improve problem solving and effective decision making (Zand, 1972; Roberts & O'Reilly, 1974; Hollon & Gemmill, 1977; Muchinsky, 1977; Boss,

1978; Yeager, 1978; Barnes, 1981; Ouchi, 1981; Scott, 1983; Hurst, 1984; McAllister, 1995). Moreover, enhances the relationship between leadership and effectiveness (McGregor, 1967; Gabarro, 1987; Butler, 1991; Straiter, 2005; Pennings & Woiceshyn, 1987; Gambetta, 1988; Seabright, et al., 1992; Rousseau, et al., 1998; Friedlander, 1970; Barnes, 1981; Leana, 1986; Gabarro, 1987; Straiter, 2005; Hoxha, 2015). There are three main dimensions of organizational trust (1)-Benevolence, which means the subordinate believes that his supervisor wants good for him and has good intentions towards him and cares about his interests. (2)-Integrity means that the subordinate realizes that his supervisor commitment a set of accepted and positive ethical principles towards him, which is to match his words with his actions, credibility and a high sense of justice. (3)-Ability which means that the subordinate understands that his supervisor has a set of skills, competencies and qualifications in his field that allows him to have a formal or informal influence on others and help them solve work problems (Mayer & Davis, 1999; Mayer & Gavin, 2005). In this context, (Lin & Lee, 2005; Jarvenpaa & Leidner, 1998) added that: (1)-Competence-based trust exists when individuals believe that the other party has enough skills and galore knowledge and qualified to perform a certain job in a particular field. (Ardichvili & Wentling, 2003). (2)-Benevolence-based trust refers to state of sympathy- emotional empathy - that one side feels good and extends empathy to him. Benevolence can be interpreted as intent to act charity and that the individual does not expect suffering or prejudice from the source of knowledge (Lin & Lee, 2005). (3)-Integrity-based trust refers to the trustee's perception that it is an accepted principle of trusted person, and that there are many factors that help build trust based on integrity or Honesty is such a trustworthy reputation and the extent to which it has an fair level of ethical rule or moral criterion and correspondence to its act, performance and its organizational behavior.(e.g. Mayer, et al., 1995; Lin & Lee, 2005). Similarly, (McAllister, 1995) suggested that the intricacy and doubt deep-seated in managerial work require trust to achieve harmonious and coordinated work. In addition, (Schindler & Thomas, 1993) found that trust is based on integrity, competence, and commitment to one another, trust is based on perceptions of before reputation or performance. To sum up, this study investigates this issue about relationship between manager's dogma and emotional exhaustion and mutual organizational trust to avoid the critical risks of dogmatism and critical problems of emotional exhaustion, and takes the advantages and benefits of mutual organizational trust.

► **Psychological Empowerment as a Motivational Construct:**

Empowerment is a process of giving authority and excellence to a person who has a necessary experience knowledge and skill to do his job or do something can add value and contributed in organizational effectiveness. (Rappaport, 1987; Simpson & Weiner, 1998; Spreitzer, 1995). Empowerment is a model and motivational construct and There is a link between psychological empowerment, creative behaviors, and individual flexibility that are associated with exploitation and exploration. exploration requires exceptional knowledge and skills (e.g. Amabile, 1988, 1969; Thomas & Velthouse, 1990; Redmond, et al., 1993; Benner & Tushman, 2003). Psychological empowerment consists of four dimensions (e.g. Thomas & Velthouse, 1990; Spreitzer, 1992, 1995a, 1995b; Mishra & Spreitzer, 1998; Liden & Wayne 2000). In this context, Empowerment focuses on motivational aspects, perceptual realities and experience of employees of empowerment (Conger & Kanungo, 1988; Thomas & Velthouse, 1990). Thus, perceptions of employees and interpretation of perceptual facts are the essential variable in the process of Psychological empowerment (e.g. Rappaport 1987; Spreitzer, 1996, 1999; Robbins et al., 2002; Liden & Wayne 2000). Psychological empowerment demonstrates the employee's ability to deal with critical situation effectively (Mishra & Spreitzer, 1998; Psinos & Smithson, 2002). The ranking types of empowerment are: Psychological and structural (e.g. Thomas & Velthouse, 1990; Spreitzer, 1996; Liden & Arad, 1996; Bartunek, et al., 1997; Liden & Wayne 2000; Seibert, et al., 2004). Empowerment focuses on employees' experiences and sensual perception at work and has gained acceptance in the field of management and practice (e.g. Conger & Kanungo, 1988; Kanter, 1989; Spreitzer, 1995; Mills & Ungson, 2003; Hall, 2008). In this context, there are some constraints to psychological empowerment, including: (1)-Lack of adequate staff training and data and information required for empowerment (Conner, 1997). (2)-Some managers are worried about the risks that can be associated with empowerment (Johnson, 1994). (3)-Weak mutual trust between the parties and the employee's conviction that empowerment is a form of exploitation (George & Zakkariya, 2018). (4)-Employees and managers believe that empowerment is linked to downsizing and that they will lose their jobs after the empowerment process (Adler, 1993). (5)-Some managers and staff lack an understanding of the correct meaning of empowerment (George & Zakkariya, 2018). (6)-The abuse of the authority granted sometimes prevents the process of psychological empowerment (George & Zakkariya, 2018). In addition, Psychological

empowerment is a process of amended procedure that are useful in improving and developing employees' performance and the quality of life (Rappaport, 1987). Psychological Empowerment focuses on mutual interactions trust between managers and employee and outputs and overcoming personal barriers in order to attain employees' organizational goals (Zimmerman, 1995). Psychological empowerment is a state of belief that goals can be achieved through psychological loyalty and psychological emotional commitment and enhanced motivation towards achievement, efficient use of resources, improved performance and increased productivity and effectivity (Spreitzer et al., 1997; Sarmiento, 2004; Spreitzer, 2008). Nonetheless, Psychological empowerment achieves many outcomes such as job satisfaction (e.g. Fuller, et al., 1999; Jun & Lee, 2000; Seibert, et al., 2004; Bordin, et al., 2007). organizational emotional commitment and job involvement (e.g. Menon, 2001; Liden & Wayne 2000; Bordin, et al., 2007). develop and Improve performance and increase productivity (e.g. Lashley, 1995b; Geralis & Terziovski, 2003; Greasley, et al., 2005) and Increase functional flexibility and managerial effectiveness (e.g. Amabile, 1988; Thomas & Velthouse, 1990; Mishra & Spreitzer, 1998; Hellriegel, et al., 1999).

► **Emotional Exhaustion as an Obstacle to Organizational Effectiveness:**

There are several studies that have emphasized that emotional exhaustion is one of the variables that affect outcomes and performance (Maslach, 1982; Lindquist & Whitehead, 1986; Lee & Ashforth, 1996; Maslach & Leiter, 1997; Maslach et al., 2001; Cropanzano, et al., 2003; Garland, 2004; Griffin, et al., 2010; Roy & Avdija, 2012). While, few studies, emphasized that emotional exhaustion is relevant by job satisfaction or personal accomplishment (Saiphon, 2010, Arabaci, 2010, Sharma, et al., 2010; Karatepe & Tekinkus, 2006, Karl & Peluchette, 2006, Mohler & Byrne, 2004). Emotional exhaustion is the final and a critical stage of burnout, which happens when employee feel wholly exhausted (e.g. Maslach, 1981; Griffin, et al., 2010; Roy & Avdija, 2012).

Organizations aim to maintain their employees and improve their quality of life, but organizational barriers, health obstacles and employee's behavior may prevent this. Emotional exhaustion is the most distinguished noted state because it affects the organizational, behavioral, personal and health aspects of the employee's quality of life. Emotional fatigue has many risks, such as frequent absences, low productivity, low organizational effectiveness, decreased job satisfaction, sleep disorders, anxiety, depression, despair, and many health problems (e.g. Maslach, 2003; Posig & Kickul, 2004; Hall et al., 2010; Avdija & Roy, 2013; Lee et al., 2013; Jensen &

Rundmo, 2015). Noteworthy that, there are several organizational factors generate emotional exhaustion, such as inadequate wages, career job expectations and excessive work stress. (e.g. Dignam, et al., 1986; Lindquist & Whitehead, 1986; Maslach, 1993; Zohar, 1997; van, et al., 1998; Zapf, 2002; Diefendorff & Richard, 2003; Wilk & Moynihan, 2005; Hatinen, et al., 2007; Saiphon, 2010; Hall, et al., 2010; Matin, et al., 2012; Jensen & Rundmo, 2015). Moreover, an employee's emotional exhaustion feelings is the main dimension and the core of organizational job burnout (e.g. Greenhaus & Beutell, 1985; Lindquist & Whitehead, 1986; Shirom, 1989; Wright & Bonett, 1997; Carlson, et al., 2000; Mohler & Byrne, 2004; Michinov, 2005; Keinan & Malach, 2007; Hatinen, et al., 2007; Saiphon, 2010; Hall, et al., 2010). Noticeable, that emotional exhaustion can be pervasive, negatively affecting on personal morale, and participate to WFC (e.g. Carlson et al., 2000; Anshel, 2000; Mikkelsen & Burke, 2004; Howard, et al., 2004; Johnson, et al., 2005; Byron, 2005; Hall, et al., 2010; Mohler & Byrne, 2004; Karatepe & Tekinkus, 2006; Karl & Peluchette, 2006; Arabaci, 2010; Sharma, et al., 2010; Saiphon, 2010; Matin, et al., 2012; Avdija & Roy, 2012, 2013). Therefore, this study checks the issue of the risky impact of managers' dogmatic on emotional exhaustion. consequently, this study supposes that manager's-mind (open vs dogmatic) and Psychological Empowerment as Intermediator variable and organizational trust as moderator variable have a deeply impact on the emotional exhaustion, which affects the employee's ability and his performance.

### 3. Research Conceptual Framework:

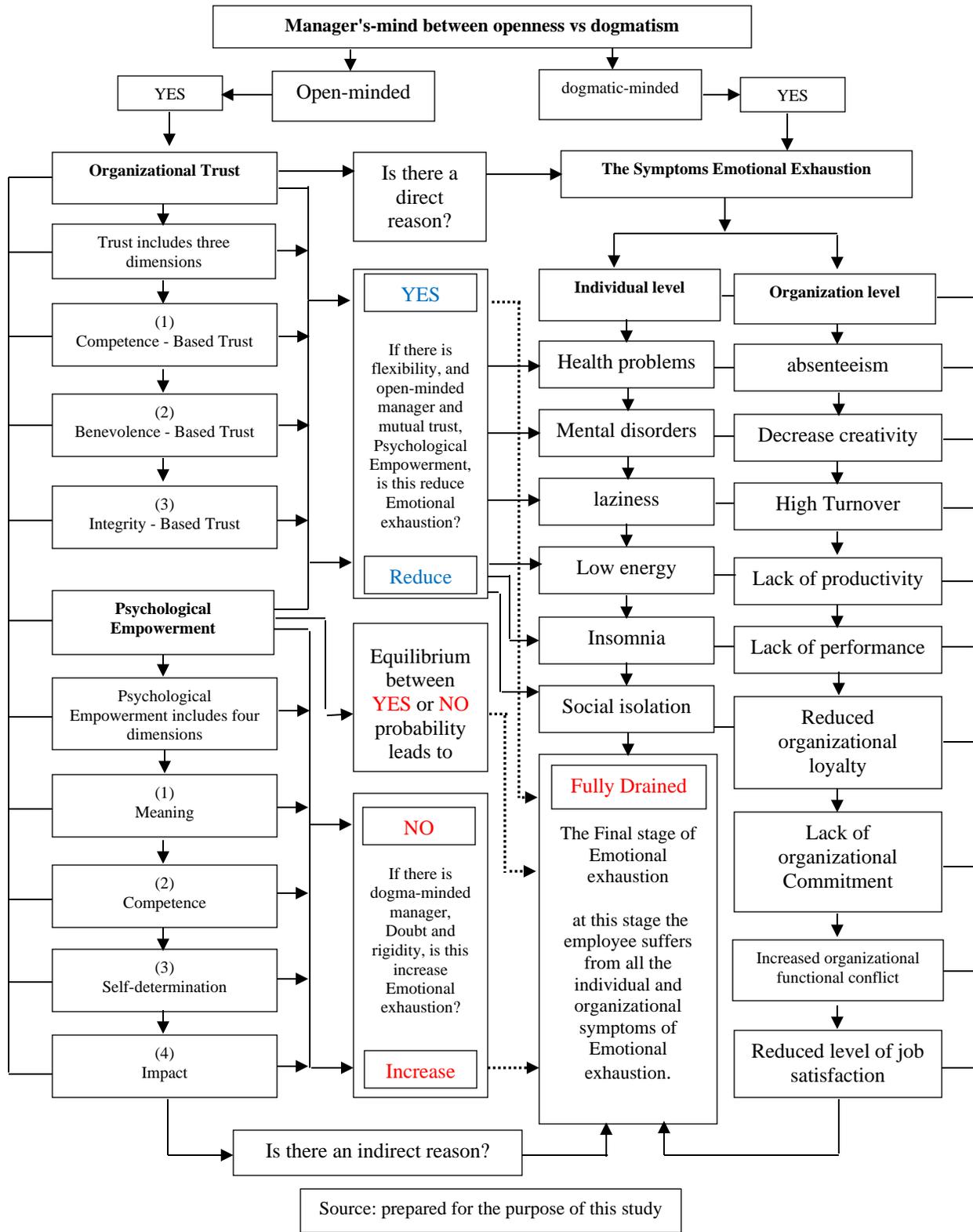
In order to review the core of the research and the basic field to be highlighted it is necessary to address the basic concepts in this research and understand the Overlap between these concepts and identify and choose the variables related to the research issue on the following axes: The first direction the risky impact of dogmatism on managers, subordinates and organization. undeniable that there is a misunderstanding in the discrepancy between the concept of openness belief systems vs closedness systems. Manager's-mind-openness or dogmatism depends on the managers flexibility vs rigidity in his practice in interactional communications, employees can accepting this authority through determines the degree of the manager's openness vs dogmatism mind (e.g. Rokeach, 1948; Brass, 1984; George, 1992; Brass & Marlene, 1992; VanVugt, 2006; Parker, 2007; Clegg, et al., 2008; Anderson, et al., 2008, 2009; Desai, et al., 2010). Which can have a critical or risky impact and many risks to the growth of the organization and affect the organizational and managerial aspects. numerous studies have shown that the best effective leadership way is leadership type-rotation systems and the tendency and acceptance of individuals

depends. This type is based on the extent of manager's minded-(openness vs dogmatism) manager's-minded-closed (dogma) (e.g. Rokeach, 1948; Adorno, et al., 1950; Hollingsworth, 1974; Naoum, 2001; Atwater & Waldman 2008; Anderson, et al., 2006, 2010; Desai, et al., 2010). Therefore, this study will examine the effect of (open vs closed) manager's dogmatic as an independent variable on the emotional exhaustion as an intermediator variable of in the schools under study. The second direction of the study focuses on the serious impact of emotional stress as an intermediate variable on organizational confidence as a dependent variable in the study. There have been many risks and disadvantages of emotional stress, including: increased average of turnover, absenteeism, despondency, sadness, reduce productivity, decreased effectiveness, reduce job satisfaction, and several health problems. This requires studying the impact of these risks and negative effects on the organizational confidence of teachers in the schools studied. As is clear from (Figure.1), which briefly deals with the general framework of the research in a brief manner, which refers to the existence of four main axes: (1)-The first axis is Managers'-mind (openness vs dogma) (2)-The second axis is Psychological Empowerment which including four dimensions: meaning, Self-Determination, competence and Impact. (3)-The third axis is Mutual Organizational trust which includes three dimensions: Competence, Benevolence, Integrity. (4)-The fourth axis is Emotional Exhaustion This axis consists of:

- ▶ **Individual level:** symptoms of physical health problems such as stomach upset, depression, chronic headache, low energy, back pain, mental disorders such as anger, insomnia and apathy (Grandey, 2003; Grandey, et al., 2012, 2013). Social isolation: such as aversion to colleagues, poor social relationships, reduce social sharing (Sokka, et al., 2016) and Stimulant abuse (Bria, et al., 2014). withdrawing from Psychological work climate (Ojedokun & Idemudia, 2014).
- ▶ **Organizational level:** lack of productivity, high turnover, absenteeism, lack of job performance, lack of commitment, and reduce of job satisfaction (Miandoab, et al., 2016).

In this context, The research attempts to reveal the study of the impact of the manager's mind between (openness vs dogmatism) on Emotional exhaustion and the study of the impact of psychological empowerment as an intermediate variable in the relationship between managers' dogmatic and emotional exhaustion and the impact of mutual organizational trust as a modified change of the relationship between the manager's dogmatic and emotional exhaustion, which can be illustrated by the following (Figure.1):

Figure (1): How can organizations Reduce negative dogmatism and Emotional Exhaustion?



#### 4. Research Problem:

To ensure that there is a real problem related to the risk of manager's dogmatism to check the issue of emotional exhaustion and to detect the existence of psychological empowerment and mutual Organizational trust. The researcher chose to apply the study to the educational sector, especially teachers in public schools because of the availability of axes and the causes of the problem of the study in education sector. The researcher relied on conducting an exploratory study through targeted and structured interviews for a group of (40) teachers who were interviewed in person to reveal the four main axes of the research problem. The themes of the study and the direct and indirect causes of the problem are concentrated in four fundamental questions as follows: Question No.1: It was about the dogmatism of managers through the perception of teachers the extent of Manager's openness vs dogmatism. This axis consisted of (20) aspects about the manager's dogmatic. and the question statement was "I feel that the manager is flexible and open-minded". Question No.2 it was about mutual Organizational trust through teachers' sense of mutual Organizational trust

Table (1): Results of the exploratory to emphasis the existence of the problem

Variables of Study	No of interviews	Completely agree		Agree		Agree/ Disagree		Disagree		Definitely disagree		Mean	Weighted average	Std. Dev.
Q1 (Dogmatism)	40	2	5%	4	10%	6	15%	18	45%	10	25%	3	3.78	.097
Q2 (Empowerment)		3	7%	2	5%	3	7%	17	43%	15	38%		4.06	.025
Q3 (Mutual trust)		5	13%	1	2%	1	2%	17	43%	16	40%		4.15	.015
Q4 (Exhaustion)		18	45%	12	30%	7	18%	2	5%	1	2%		3.90	.074

Source: Results of exploratory study

The previous (Table.1) indicates that the first axis, according to the opinion of (70%) of the teachers interviewed and a weighted average (0.78) with an average (3), and a standard deviation (0.09), tend to reject the idea of flexibility and open-minded of the Manager which confirms the teacher's perception of the principals of the managers' dogmatism-closed-minded. Moreover, the results show that the second axis which related to the psychological empowerment according to (81%) of teachers and a weighted average value which larger than the mean value (3) by (1.06) and standard deviation (0.02), which emphasizes the lack of flexibility and freedom to find innovative solutions. which reflecting the shortage of teachers' feeling of psychological empowerment? In addition, the third axis about mutual Organizational trust and according to opinion of (83%) of teachers and a weighted average value which bigger than the mean value (3) by (1.15) and standard deviation (0.01), which emphasizes that there is a lack of mutual Organizational trust between teachers and their managers in educational departments. While, the fourth axis concerning the emotional exhaustion of teachers and according to the opinion of (75%) persons and a weighted average of (0.90) and an average (3) and standard deviation (0.07), confirms that teachers are emotionally drained in their jobs.

#### 5. Research Objectives:

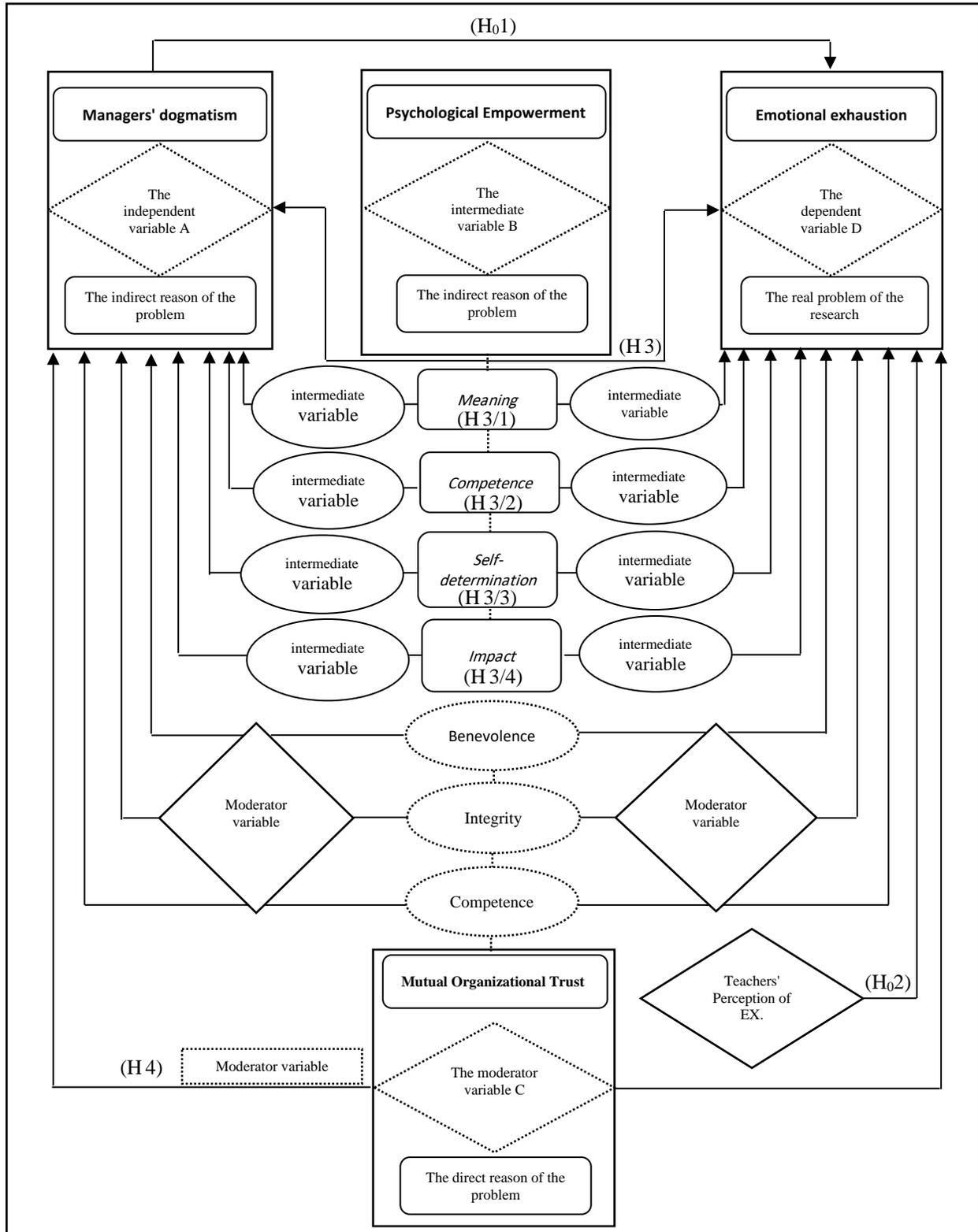
In the light of the problem of research and literature, the research seeks to reveal the extent to which the dogmatic of managers, mutual Organizational trust and psychological

empowerment on emotional exhaustion and therefore the research targets the following aspects:

- ▶ Reviewing the managerial literature related to the four main axes of the study which are: managers' dogmatism, mutual organizational trust, psychological empowerment, and emotional exhaustion.
- ▶ Preparation an exploratory study to evaluate the practical reality of the research axes in the researched schools.
- ▶ Elicit a hypothetical model to study the impact of the four axes of study through mediation and moderation and reliability relationships.
- ▶ Checking relationship between managers' dogmatic and psychological empowerment.
- ▶ Examine the relationship between psychological empowerment and emotional exhaustion.
- ▶ testing relationship between managers' dogmatism and emotional exhaustion.
- ▶ Researching the effect of psychological empowerment as an intermediate variable in the relationship between managers' dogmatism and emotional exhaustion
- ▶ Analyzing the effect of psychological empowerment as an intermediate variable in the relationship between managers' dogmatism and emotional exhaustion.
- ▶ Analyzing the effect of mutual organizational trust as a moderate variable in the relationship between dogmatic managers and emotional exhaustion.
- ▶ Providing a set of proposals and recommendations and mechanisms applied to deal with dogmatism and emotional exhaustion and increase the psychological empowerment and mutual organizational trust between teachers and their managers.

**Research Hypothetical Suggestions:**

Figure (2): Research hypotheses model and the relationship between study variables



Source: Prepared for this research purpose

## 6. Research Model:

(Figure.2) showing the proposed hypothetical study model based on the formulation of research hypotheses in order to reach the area of basic research to clarify the four basic variables in addition to examining the relationships between these variables and the core axes through the five hypotheses based on the study.

## 7. Research Hypotheses:

In order to formulate the study hypotheses in the light of the research's problem and its objectives, and in the light of the analysis of literature and the apparent scarcity of the number of studies that dealt with the relationship between the four variables, most of the hypotheses were formulated in the zero image or in the form of null hypotheses as follows:

- ▶ (H<sub>0</sub>1): There is no statistically significant relationship between managers'-mind (openness vs dogmatic) (classified A1-A20) and emotional exhaustion (classified variable D1-D5).
- ▶ (H<sub>0</sub>2): There were no significant differences between the opinions of teachers in public schools regarding their level of perception of emotional exhaustion.
- ▶ (H3): Psychological empowerment (classified variable B1-B17) mediates the relationship between managers' dogmatism (classified variable A1-A20) and emotional exhaustion (classified variable D1-D5). The main hypothesis above includes four sub-variables, so there are four sub-hypotheses to be examined as follows:
  - ▶ (H3/1): Meaning as one of dimensions of Psychological empowerment (coded variable B1-B5) mediates the relationship between managers' dogmatism and the emotional exhaustion.
  - ▶ (H3/2): Competence as an axis of Psychological empowerment (classified variable B6-B9) mediates relationship between managers' dogmatism and emotional exhaustion.
  - ▶ (H3/3): Self-determination as an axis of Psychological empowerment (coded variable B10-B13) mediates the relationship between dogmatism and the emotional exhaustion (EX.).
  - ▶ (H3/4): Impact as one of axes of Psychological empowerment (coded variable B14-B17) mediates relationship between dogmatism and the emotional exhaustion.
- ▶ (H4): Mutual organizational Trust (classified variable C1-C12) moderates the relationship between managers' dogmatism (classified A1-A20) and emotional exhaustion (classified variable D1-D5).

## 8. Research Methodology:

In order to achieve the objectives of the research and test the hypotheses, the researcher in the conduct of this study relied on the qualitative analytical and quantitative method, which is based on the description, and analysis of the phenomenon under study.

### ▶ Research Variables and Measurement:

In this context, the study reviews the research variables and how to measure them as follows:

#### ▶ Manager's Dogmatism (Independent Variable):

The indirect reason of the problem, the measurement of dogmatism based on Rokeach's scale measure individual differences in the domain of belief systems openness vs dogmatism (Rokeach, 1960). Rokeach's dogmatism scale measure (general authoritarianism), while the scale of (Adorno, et al.,1950) measure (right-wing authoritarianism). (Kerlinger, 1966, Plant, 1960; Carpenter, 1975). Although Rokeach's dogmatism scale used by researchers for years, a new dogmatic scale for Altemeyer's (2002) which consists of (20) items was appeared and improved and empirically validated through many and various empirical studies. (Altemeyer, 2002; Ronald & Goldsmith,1980). with modification some sub-variables according the nature of the study from (A1-A10) managers' (open-minded) variables, and (A11-A20) managers' (dogmatic-minded) variables.

#### ▶ Psychological Empowerment (The intermediate variable):

The indirect reason of the problem, the measurement of the elements of Psychological empowerment based on the scale of (Thomas and Velthouse, 1990), which was used by the study Spreitzer (1992, 1995a) and consists of (17) sentence in the survey list to include the four dimensions of Psychological empowerment: (1)-meaning (Tymon,1988; Thomas & Tymon, 1993, 1994), (2)-competence (Jones, 1986; Jones, et al., 1999), (3)-Self-Determination (Hackman & Oldman, 1975) and (4)-Impact (Ashford, et al.,1989). with modification the sub-variables in accordance with the nature of the research and the units researched (1)-meaning (B1-B5), (2)-competence (B6-B9), (3)-Self-Determination (B10-B13) and (4) Impact (B14-B17).

#### ▶ Mutual Organizational Trust (A moderator variable):

The direct reason of the problem, measurement the mutual organizational trust based on the scale set by (Chen & Dhillon, 2003) and (Mcknight,1998; Mcknight, et al., 2002) with the amendment of the statements in accordance with the nature of the research and the units researched and consisting of (12) sub-variables including three axes of trust: (1)-Benevolence - based trust (Ganesan, 1994; Ganesan & Hess, 1997; Barber, 1983; Barber & Vega, 2011). (2)-Integrity-based trust (Morgan & Hunt, 1994; Zaheer, et al., 1998; Selnes, 1998). (3)-Competence-based trust (Barber, 1983; Barber & Vega, 2011). and Overall trust (Swan,

et al., 1988; Driscoll, 1978; Scott, 1980; McAllister 1995; Lewichi & Bunker 1995; Sheppard & Sherman 1998; Barney & Hansen, 1994). and the researcher adjusted the items according to the nature of the study, and units under study, as shown in the survey list. The researcher used the Likert five-point scale to measure how teachers in schools perceive mutual organizational trust.

► **Emotional Exhaustion EX. (dependent Variable):**

The real problem of the research, the measurement of emotional exhaustion (EX), based on assess (5) items extracted from (MBI-GS) the Maslach organizational job Burnout Inventory (Maslach, Jackson & Leiter, 1996). But the researcher adapts the items according to the nature of the research (D1) "I feel emotionally exhaustion and drained from my job", (D2) "I feel stressed when I work all day", (D3) "I feel constantly exhausted, (D4) "I feel I hate my job and want to quit my job, (D5) "I feel constantly physical and health problems".

► **Population and Sample:**

The field study was conducted on the pre-university school teachers who are distributed in different schools of the Ministry of Education located in the cities and villages of Sharkia governorate. Those who teach in the primary, preparatory and secondary schools are (35) government schools based in the cities and villages of Sharkia governorate were selected (12) schools were distributed at the rate of (3) schools per educational level. The research community consisted of (470) teachers and a random stratified sample of teachers was chosen assuming that the phenomenon under study is achieved in the society by 50% and the size of the random sample ranged between (370 to 395) teachers according to some proven scientific statistical equations with a 95% confidence factor (Cochran, 1963; Krejcie & Morgan, 1970; Sudman, 1992; Fritz, 2005, Lynn, 2009) The study relied on (385) teachers as a suitable and moderate the size of the research sample.

► **Instrumentation and representation:**

The Questionnaire is designed and used to achieve research objectives, and test the hypotheses, and the

relations between variables of the study, the impact of dogmatism and emotional exhaustion and the relationship between dogmatism and psychological empowerment and the relationship of psychological empowerment and emotional exhaustion and the effect of psychological empowerment as an intermediate variable in the relationship between dogmatism and emotional exhaustion. Finally, check the effect of mutual organizational Trust as a moderate variable in the relationship between dogmatism and emotional exhaustion. The Questionnaire contains four basic questions, the first question expressing an independent variable which includes (14) sub-questions examining the level of dogmatism of managers and the extent of (open vs dogmatic) The second question is a moderator variable which investigates (12) sub-variables concerning about mutual organizational Trust. The third question is an intermediate variable examine (17) sub-variables about Psychological empowerment. The fourth question is a dependent variable which test (22) sub-questions which examining emotional exhaustion of teachers in the schools under study. The questionnaire forms were distributed to the sample within two weeks from the date of preparation and testing the questionnaire. Then, questionnaire was collected after about two weeks to provide sufficient time for the surveyed person to answer the questions and inquiry about some ambiguous questions, just only if there is any enquiry. as shown by the following (Table.2) The finally number of valid questionnaires handled was (302) forms. (The Kolmogorov-Smirnov Test) was applied to measure comparison between the cumulative ratio of the collected forms and the distributed forms in addition to comparing the suitability of the number of valid forms compared to the number of distributed forms. The difference was found to be larger than (0.01), indicating that there was no significant difference between valid and distributed forms and therefore the sample was representative of the study population.

Table (2): the sample distribution and the Kolmogorov-Smirnov Test

Target Stage Education Qs. Sample No.			Total sample Qs. No.	distributed Qs. No.	collected Qs. No.	Qs. Valid No.	Cumulative No. (1)	Cumulative No. (2)	Difference No. (1-2)
primary	preparatory	secondary							
120	125	140	385	385	355	302	0.92	0.78	0.14

Source: Prepared based upon the field study.

After filling out the valid data forms for the analysis (Questionnaire) the statistical program (SPSS) was used for statistical analysis to analyze the data of the field study and test the research hypotheses using (the Likert scale). Statistical tests necessary to answer the hypotheses of the study, and then analyze

the results to serve the objectives of the study. Analysis based on the classification of the average opinion of the sample of the study into three categories by statistical (Range) as follows:

Table (3): The classification of the average opinion of the sample according to Scale Range

Completely agree	Agree	(scale range) High	Agree/ Disagree	(scale range) Medium	Disagree	Definitely disagree	(scale range) Low
5	4	(3.4) : (5)	3	(2.6) : (3.4)	2	1	(1) : (2.6)

Source: Prepared based upon SPSS program tools.

#### ► Reliability and Validity:

The reliability (Coefficient Alpha) and Validity test of the survey was conducted by measuring the self-validity coefficient and alpha stability, in order to ascertain the validity of the scale and its ability to measure the research phenomenon in order to determine the validity of the metrics used. As shown in (Table.3), it is clear that the lowest value of the reliability level (Alpha = .795) for the second axis, which concerning (Psychological Empowerment). In the context, the highest value is (0.874) for the first axis, which concerning (Manager's Dogmatism). However, the value of validity is equal the square root

of alpha value. (e.g., Cronbach & Gleser, 1965; Cronbach, 1951 and 2004; Bentler, 2009; Green & Yang, 2005, 2009a, 2009b, 2011; Thompson, et al., (2010), Revelle & Zinbarg, 2009; Sijtsma, 2009). According to the results in (Table.4) that the minimum value of the Validity is (0.891) for Q2, which concerning about (Psychological Empowerment). but the maximum value (0.934) for Q1, which concerning about (Manager's Dogmatism). It can be said that the values of the reliability and Validity are good and suitable and valid for scientific research purposes.

Table (4): Measuring the degree of reliability and Validity of the study axes

Alpha/Variables	Manager's Dogmatism Q1 (A1-A20)	Psychological Empowerment Q2 (B1-B17)	Mutual Organizational Trust Q3 (C1-C12)	Emotional Exhaustion Q4 (D1-D5)
Reliability (Alpha)	.874	.795	.812	.859
Validity	.934	.891	.901	.926

Source: Prepared based on the results of statistical analysis

#### ► Research Limits:

Herein, this part displays the limits of the study as follows:

#### ► Academic Limits:

- The study focused on four variables about manager's dogmatism, mutual organizational trust, psychological empowerment and emotional exhaustion.
- Conceptual Framework concerning of (20) sub-variables to manager's dogmatism, (12) sub-variables including the three dimensions of mutual organizational trust, (17) sub-variables of the four axes of Psychological Empowerment and (5) sub-variables to Emotional exhaustion.
- The study was limited to these identified variables even if there are any variables other than or outside these previous academic limits or any other sub-variables not included in the study are considered irrelevant to the study.

#### ► Practical limits:

The practical limits of this research include apply the study to teachers in pre-university, primary, preparatory and secondary schools in Sharkia Governorate, Egypt This sector was chosen especially for the importance of the education sector and to suit the availability of the characteristics of the study axes in this vital and important sector.

## 9. Research Field Study:

### ► Testing hypothesis (H<sub>01</sub>):

Herein, this part checks the first hypothesis as follows:

### ► Relationship between Dogmatism and Emotional Exhaustion:

In order to test and prove the null hypothesis (H<sub>01</sub>) is correct or incorrect and examine the relationship between Independent Variable (A) (manager's dogmatism) with its (20) sub-variables (coded variables A1-A10) to test managers' (openness) mind and check managers' rigidity-mind (dogmatism) by (coded variables A11-A20) and The dependent variable (D) (emotional exhaustion) with its 5 sub-variables (coded variable D1-B5), So, four levels of analysis were therefore used: The first level is Bivariate (Pearson) Correlations for all study axes of different dimensions grouped. the second level is examining the correlation coefficients of the effect of the 20 sub-variables of dogmatism on each of the four empowerment dimensions. The third level of analysis is to check the importance and significant of the relationship between (20) sub-variables of managers' dogmatism and (17) sub-variables of Psychological Empowerment. The fourth level of analysis is to test denotation significance of the relationship through the analytical statistics tests as follow:

► **Descriptive Statistics and Correlation Coefficients:**

(Table.5) presents the weighted averages and Std. Dev. as well as the correlation coefficients between the study variables, which are including the manager's (open vs dogma-minded) and mutual organizational trust in its three dimensions:

(Benevolence-based trust, Integrity-based trust and Competence-based trust). In addition, psychological empowerment in its four dimensions: (competence, self-determination, meaning, and impact) and (emotional exhaustion).

Table (5): Descriptive statistics and correlation coefficients between study variables

Variables	weighted average	Std. Dev.	(1) Open-mind	(2) Dogmatic mind.	(3) Meani.	(4) Comp.	(5) Self-Dete.	(6) Impact	(7) Benev.	(8) Integr.	(9) Comp.	(10) E.X.
(1) Open-mind	3.78	0.72	1									
(2) Dogmatic mind	3.61	0.77	-.998**	1								
(3) Meani.	3.25	0.76	+.716*	-.696*	1							
(4) Comp.	3.75	0.75	+.632*	-.719*	+.729*	1						
(5) Self-Dete.	3.54	0.84	+.820*	-.634*	+.786*	+.735*	1					
(6) Impact	3.12	0.65	+.726*	-.825*	+.804*	+.638*	+.710*	1				
(7) Benev.	3.32	0.62	+.518*	-.630*	+.780*	+.789*	+.832*	+.688*	1			
(8) Integr.	3.74	0.78	+.789*	-.705*	+.898*	+.735*	+.655*	+.792*	+.817*	1		
(9) Comp.	4.02	0.69	+.619*	-.522*	+.677*	+.740*	+.722*	+.819*	+.597*	+.785*	1	
(10) EX.	3.87	0.71	-.716**	+.524*	-.412*	-.490*	-.528*	-.624*	-.324*	-.468*	-.274*	1

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed).

The table also shows descriptive statistical analysis for all axes of the research which shows that the lowest weighted average value was greater than middle cell value or (3 by 0.12) which belongs to (impact) the fourth dimension of psychological empowerment. and weighted averages exceeding the ranking of middle cell or (3 by 1.02) which belongs to (competence) the third dimension of mutual trust. and the minimum and maximum standard deviation (Std. Dev.) values are ranged between (0.62) and (0.84). From the previous (Table.5) it is clear that the minimum and maximum positive values of correlation between (+.524), (+.898) this means there is a (positive) correlation between (open)-minded and the four dimensions of psychological empowerment and all the three dimensions of organizational trust. While the minimum and maximum negative values of correlation between (-.274), (-.998) it proves there is a (negative) correlation between managers' (dogmatic-minded) and (open-minded). and there is a (negative) relationship between managers'-mind (openness) and (emotional exhaustion). while (negative) relation between managers'-mind (dogmatic) and (all the four dimensions of psychological empowerment). and also (negative) relationship between managers'-mind

(dogmatic) and (the three axes of mutual organizational trust). In addition, there is a (negative) relationships between the four axes of psychological empowerment and (EX). and (negative) relations between (mutual trust and EX). In the context, the lowest positive value of the correlation is (+.524) which belong (dogmatic-close-minded) and emotional exhaustion (EX). which refers to a (positive) correlation between the two dimensions and significant at the level of sig. (0.05). while, the biggest positive value of the correlation coefficient is (+.898) which belong (Integrity) as dimension of mutual organizational trust and (meaning) as a dimension of psychological empowerment, which indicates a (positive) correlation between these variables and significant at (0.05 level). While, the small negative value of the correlation is (-.274) which belong (competence) as a dimension of organizational trust and emotional exhaustion (EX.) which refers to a (negative) correlation between the previous two axes and significant at level of (0.05). However, the largest negative value is (-.998) which belong managers' (open-mind) vs managers' (dogmatic-mind) which refers to a strong (negative) correlation coefficient between them and significant at (0.01 level).

► **The Relationship between managers'-mind (openness vs dogmatism) and Emotional Exhaustion:**

Table (6): The Relationship between Independent Variable (A) and Dependent Variable (D)

Code of Variable	Dependent variable (D) variables					Testing hypothesis with analytical statistics												
	Emotional Exhaustion					The significance of the relationship						The denotation of the relationship						
						Pearson (PCC) (Chi) <sup>2</sup>		likelihood-ratio test (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		β		F		T		R
	(D1)	(D2)	(D3)	(D4)	(D5)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Reg. Co. (β)	Cal. (F)	Sig. (P)	Cal. (T)	Sig. (P)	R Co.	Co. R <sup>2</sup>
A 1 & (D1-D5)	-0.733**	-0.499**	-0.468**	-0.421**	-0.542**	356.12	0.00	279.59	0.00	156.12	0.00	-0.72	1152.7	0.00	25.2	0.00	0.90	0.81
A 2 & (D1-D5)	-0.868**	-0.765**	-0.881**	-0.755**	-0.831**	374.29	0.00	345.32	0.00	176.20	0.00	-0.81	2153.5	0.00	38.7	0.00	0.92	0.89
A 3 & (D1-D5)	-0.544**	-0.822**	-0.616**	-0.665**	-0.687**	436.35	0.00	312.34	0.00	156.78	0.00	-0.79	2341.4	0.00	30.6	0.00	0.92	0.86
A 4 & (D1-D5)	-0.709**	-0.740**	-0.563**	-0.823**	-0.669**	489.21	0.00	287.79	0.00	145.91	0.00	-0.82	1919.7	0.00	34.5	0.00	0.91	0.82
A 5 & (D1-D5)	-0.824**	-0.787**	-0.529**	-0.724**	-0.411**	388.64	0.00	479.69	0.00	168.33	0.00	-0.90	1326.4	0.00	28.8	0.00	0.93	0.79
A 6 & (D1-D5)	-0.826**	-0.736**	-0.625**	-0.764**	-0.768**	576.28	0.00	534.22	0.00	146.19	0.00	-0.84	2889.7	0.00	29.8	0.00	0.96	0.88
A 7 & (D1-D5)	-0.739**	-0.509**	-0.760**	-0.666**	-0.870**	456.16	0.00	398.20	0.00	188.18	0.00	-0.92	1787.4	0.00	47.6	0.00	0.92	0.86
A 8 & (D1-D5)	-0.572**	-0.770**	-0.564**	-0.559**	-0.622**	384.33	0.00	312.52	0.00	163.78	0.00	-0.83	2126.2	0.00	44.1	0.00	0.94	0.92
A 9 & (D1-D5)	-0.871**	-0.843**	-0.461**	-0.569**	-0.698**	489.21	0.00	416.79	0.00	166.91	0.00	-0.94	2897.1	0.00	48.9	0.00	0.91	0.84
A 10 & (D1-D5)	-0.655**	-0.814**	-0.832**	-0.725**	-0.643**	387.10	0.00	359.21	0.00	198.33	0.00	-0.91	3629.1	0.00	49.6	0.00	0.98	0.94
A 11 & (D1-D5)	+0.412*	+0.768**	+0.626**	+0.532**	+0.426**	378.77	0.00	385.35	0.00	156.17	0.00	0.78	1223.2	0.00	32.9	0.00	0.96	0.85
A 12 & (D1-D5)	+0.598*	+0.567**	+0.726**	+0.790**	+0.726**	512.28	0.00	294.89	0.00	176.20	0.00	0.86	3220.2	0.00	29.8	0.00	0.92	0.88
A 13 & (D1-D5)	+0.819*	+0.891**	+0.809**	+0.814**	+0.846**	390.12	0.00	411.19	0.00	170.27	0.00	0.88	3073.0	0.00	27.4	0.00	0.90	0.87
A 14 & (D1-D5)	+0.829*	+0.655**	+0.704**	+0.760**	+0.877**	342.28	0.00	269.57	0.00	155.73	0.00	0.96	2764.8	0.00	26.6	0.00	0.94	0.85
A 15 & (D1-D5)	+0.704*	+0.490**	+0.611**	+0.752**	+0.549**	441.30	0.00	329.79	0.00	192.83	0.00	0.89	17674	0.00	30.3	0.00	0.91	0.89
A 16 & (D1-D5)	+0.517*	+0.744**	+0.769**	+0.751**	+0.880**	423.29	0.00	380.44	0.00	130.11	0.00	0.93	977.17	0.00	24.7	0.00	0.89	0.84
A 17 & (D1-D5)	+0.489*	+0.858**	+0.534**	+0.506**	+0.829**	384.61	0.00	340.23	0.00	190.21	0.00	0.90	2079.1	0.00	32.9	0.00	0.90	0.86
A 18 & (D1-D5)	+0.815*	+0.881**	+0.795**	+0.433**	+0.790**	428.20	0.00	292.71	0.00	169.87	0.00	0.82	1223.1	0.00	41.2	0.00	0.92	0.90
A 19 & (D1-D5)	+0.729*	+0.492**	+0.847**	+0.462**	+0.855**	514.34	0.00	401.86	0.00	176.49	0.00	0.62	2590.9	0.00	28.7	0.00	0.91	0.89
A 20 & (D1-D5)	+0.827*	+0.795**	+0.809**	+0.786**	+0.879**	409.54	0.00	365.09	0.00	172.15	0.00	0.87	1249.3	0.00	38.9	0.00	0.94	0.88

Source: Prepared Based upon Empirical Study

(Table.6) shows the correlation coefficients between managers'-mind (open vs dogmatic) and Emotional exhaustion. The table shows the high (negative) correlation coefficient between managers' (open-minded) and (the five variables of emotional exhaustion). the lowest value between managers' (open-mind) and the variable (D5) "I feel constantly physical and health problems" where the value of correlation coefficient (-.411), which show a (negative) correlation between the two variables and significant at the significance of 1%. While results show the high (positive) correlation coefficient between managers' (dogmatic-mind) and (the five variables of Emotional exhaustion). the lowest value between (dogmatic-minded) and the variable (D1) "I feel emotionally exhaustion and drained from my job" where the value of correlation coefficient (+.412), which show a (positive) correlation between these two axes and significant at the level of sig. 5%. In the other

hand, the greatest value between (open-mind) and the variable (D3) "I feel constantly exhausted" where the value of correlation coefficient (-.881), which indicates a (negative) correlation between the two axes which significant at the level of 1%. While the heights value between (dogmatic -minded) and the variable (D2) "I feel stressed when I work all day" where the value of correlation coefficient (+.891), which indicates a (positive) correlation between these two variables and significant at 5%. Herein, regarding to managers' (open-mind) statistical analytical and results which shown in (Table.6) that explicated the statistical regression analysis in addition to the ratios and values of (Chi<sup>2</sup>) which can be explained denotation by measuring the form and sig. of relationship between variables is determined through the lowest values of Pearson correlation coefficient (PCC)-(Chi<sup>2</sup>)=(356.12) and likelihood-ratio test analysis (Chi<sup>2</sup>)=(279.59) which both > the equivalent

statistically tabulated values (27.04), (31.95) in order, and significant at level of  $sig.= (1\%)$  i.e. degree of confidence= (99%) at  $(df)=(17)$ . While, the lowest value of liner by liner  $(Chi^2) = (145.91) >$  its parallel values (29.32) at  $sig.= (5\%)$  and  $df (17)$ . To examine the type of relationship it can determined through the minimum values of  $(F-test) = (1152.7)$  and  $(T-test) = (25.2)$  both of them  $>$  its tabulated values (325.75 & 1.82) at  $sig.= (1\% \& 5\%)$  and  $(df)= (1,329 \& 329)$ . In terms of direction the ranking of  $(\beta)$  values between (-0.72) up to (-0.94) it means a direct (negative) relation between the two suggested variables and  $sig.$  at level of (5%). Thence, relation strength can determine by the direction as the minimum value of  $(R) = (0.90)$  and shown through the form as the lowest value of  $(R^2) = (0.81)$  which means (open-minded) explains 81% of the changing in (emotional exhaustion). Thence, results of statistical analysis proved that there is a statistically significant partial relation between managers' (open-minded) and (emotional exhaustion) on proposal hypothesis. Otherwise, In relation to (dogmatic-minded) the lowest value of Pearson  $(PCC) - (Chi^2) = (342.28)$  and likelihood-ratio test  $(Chi^2) = (269.57)$  which both  $>$  the equivalent tabulated values (27.04), (31.95) respectively, and significant at level of  $sig.= (5\%)$  i.e. degree of confidence= (95%) at  $(df) = (17)$ . While, the minimum value of liner by liner  $(Chi^2) = (130.11) >$  its parallel values (29.32) at  $sig.= (5\%)$  and  $(df) = (17)$ . Moreover, testing relation type

through the lowest value of  $(F-test) = (977.17)$  and  $(T-test) = (24.7)$  and both  $>$  their tabulated values (325.75 & 1.82) at  $sig.= (1\% \& 5\%)$  and  $(df)= (1,329 \& 329)$ . direction of relation appears through ranking of  $(\beta)$  values between (+0.62) up to (+0.96) it means a direct (positive) relation between (closed-minded) and (emotional exhaustion EX). and  $sig.$  at level of (1%). In the context, relation strength determined by direction through lowest value of  $(R) = (0.89)$  and shown through the form as the minimum value of  $(R^2) = (0.84)$  which means (dogmatic-closed-minded) explains 84% of the changing in (emotional exhaustion). So, statistical results proved a partial statistical relation between (dogmatic-minded) and (emotional exhaustion) on suggested hypothesis. Accordingly, statistical analysis refused the first hypothesis ( $H_01$ ). Thence, accepted the alternative opposing hypothesis. Which means a statistically significant relationship between manager's-mind (openness vs dogmatism) and (emotional exhaustion) on the first proposal hypothesis.

► **Testing Hypothesis ( $H_02$ ):**

► **Examining the Level of Teachers' Perception of Emotional Exhaustion:**

Herein, the researcher tackling the study of teachers' perception about emotional exhaustion to test the second hypothesis ( $H_02$ ) as follows:

Table (7): Teachers' perception of emotional exhaustion

Code of Variable	Testing hypothesis with analytical statistics													The Kruskal-Wallis test and descriptive statistics for Teachers' perception of EX.				
	The significance of relationship						The denotation of relationship							Kruskal-Wallis Ratio $(Chi)^2$				
	Pearson $(Chi)^2$		Likelihood Ratio $(Chi)^2$		Linear by Linear $(Chi)^2$		$\beta$	F		T		R	$R^2$					
	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Reg. Co. (B)	Cal. (F)	Sig. (P)	Cal. (T)	Sig. (P)	R Co.	Co. $R^2$	W. average	Std. Div.	$(Chi)^2$	P. Value	Sig.
P. & (D1)	234.15	0.00	265.42	0.00	134.17	0.00	0.88	1275.9	0.00	34.8	0.00	0.91	0.89	3.04	.028	35.17	0.000	Sig.
P. & (D2)	321.28	0.00	327.30	0.00	186.90	0.00	0.91	1272.8	0.00	29.9	0.00	0.96	0.90	3.27	.207	14.29	0.001	Sig.
P. & (D2)	409.69	0.00	297.32	0.00	166.71	0.00	0.75	2411.6	0.00	37.2	0.00	0.94	0.87	4.05	.026	26.35	0.007	Sig.
P. & (D2)	369.24	0.00	309.22	0.00	155.83	0.00	0.81	2319.1	0.00	29.6	0.00	0.97	0.92	4.26	.226	19.21	0.001	Sig.
P. & (D2)	342.71	0.00	410.28	0.00	160.91	0.00	0.95	1386.3	0.00	32.4	0.00	0.93	0.91	3.08	.028	28.64	0.000	Sig.

Source: Prepared Based upon Empirical Study

(Table.7) shows the descriptive statistics for teachers' perception in public schools. results show that the greater value of w. average among teachers' perception of EX. is (4.05)  $>$  the cell rank 3 by (1.26) and standard deviation (.226). at  $sig. (.001)$ . while, the lowest value of w. average is (3.04)  $>$  cell rank 3 by (.04) at significant level (1%). To test the significance of the difference between teachers' perception, the researcher used the Kruskal-Wallis test used to examine significant differences between the opinions

of teachers' perception of emotional exhaustion, as shown in the previous (Table.7): It is noted that the average value of  $(Chi)^2 = (24.732)$  at a  $sig.$  level less than 5%, which means a significant correlation between the variables and the significance of all variables at the level of  $sig.$  of 1%, where the values of P-Values less than the level of significance of 1%, which indicates a significant difference between the average opinions' perception of study on these elements. i.e. there are significant differences in teachers' perception the level of in the public schools under study. As a consequence,

of statistical analysis the second hypothesis (H<sub>0</sub>2) was refused. This means There were a significant difference between the opinions of teachers' perception in examined public schools about the variable of emotional exhaustion.

► **Testing Hypothesis (H3): Testing the Intermediate Role of Psychological Empowerment between Dogmatism and Emotional Exhaustion:**

Herein, in this part we tackling the study of Intermediate relationship for Psychological

empowerment between dogmatism and emotional exhaustion to test the third hypothesis (H3) through examine the four sub-hypotheses Related to Psychological empowerment as follows:

► **Testing Hypothesis (H 3/1):**

Herein, examine the first sub-hypothesis through the intermediate role of (Meaning) (B1-B5) as a critical axis of Psychological empowerment.

Table (8): Psychological empowerment based on Meaning as intermediator variable

Code of Variable	significance of the relationship						denotation of the relationship						Regression analysis			
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		F		T		R	R <sup>2</sup>	β <sub>1</sub>	β <sub>2</sub>	β <sub>3</sub>	β <sub>4</sub>
	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal. (F)	Sig. (P)	Cal. (T)	Sig. (P)	R Co.	Co. R <sup>2</sup>	Reg. Co. (B1)	Reg. Co. (B2)	Reg. Co. (B3)	Reg. Co. (B4)
(ind. Var. open-minded) (A1-A10) ► (B1-B5) (intermediator variable Meaning)	226.22	0.00	221.41	0.00	110.12	0.00	2346.9	0.00	28.9	0.00	0.91	0.84	+0.587*			
(ind. Var. dogma-minded) (A11-A20) ► (B1-B5) (intermediator variable Meaning)	243.12	0.00	312.28	0.00	121.20	0.00	3412.2	0.00	29.9	0.00	0.92	0.86	-0.645*			
(ind. Var. open-minded) (A1-A10) ► (D1-D5) (the dependent variable EX.)	216.20	0.00	388.32	0.00	214.45	0.00	2456.6	0.00	32.1	0.00	0.89	0.82		-0.629*		
(ind. Var. dogma-minded) (A11-A20) ► (D1-D5) (the dependent variable EX.)	233.24	0.00	297.51	0.00	287.41	0.00	2671.8	0.00	38.1	0.00	0.90	0.85		+0.708*		
(open-mind A1-A10) & (B1-B5) ► (D1-D5)	199.70	0.00	257.42	0.00	172.89	0.00	1673.8	0.00	35.7	0.00	0.83	0.76			-0.417*	-0.314*
(dogma-mind A11-A20) & (B1-B5) ► (D1-D5)	187.44	0.00	209.02	0.00	193.11	0.00	1933.4	0.00	32.8	0.00	0.81	0.72			-0.315*	-0.246*

Source: Prepared Based upon Empirical Study

In order to check the first sub-hypothesis (H3/1) (Table.8) shows a regression analysis that was used in three steps to test the intermediate role: (1)-The first step study the influences of the independent variable (open-mind) (A1-A10) on intermediary variable (Meaning) (B1-B5) the value of (R<sup>2</sup>)=(0.84) it means open-mind explained 84% of the changes in (Meaning) (B1-B5) as a dimension of Psychological empowerment and the regression coefficient value β<sub>1</sub>=(+0.587). Which means that changing the independent variable in one unit will change the intermediate variable (Meaning) by its value (+0.587). while the value of (R<sup>2</sup>)=(0.86) which means manager's (dogmatic-closed-mined) (A11-A20) explained 86% of intermediary variable (Meaning). and regression analysis β<sub>1</sub>=(−0.645). i.e. each changing in one unit of the independent variable (dogmatic-mined) will change the intermediate variable (Meaning) by value (−0.645). Then, (2)-The second step was examined influences of regression analysis of independent variable (managers' open-mind) (A1-A10) on dependent variable (D1-D5).

Results shows value of (R<sup>2</sup>)=(0.82) it means manager's (open-mind) explained for 82% of the changes in emotional exhaustion, and regression coefficient β<sub>2</sub>=(−0.629). which means any changes of managers'-mind (openness) in one unit will change the emotional exhaustion by its value (−0.629). in addition, regression of independent variable (A11-A20) on dependent variable (D1-D5). Results presents value of (R<sup>2</sup>)=(0.85) it means (dogma-mind) explained for 85% of the changes in EX., and regression coefficient β<sub>2</sub>=(+0.708). i.e. changes of (dogmatic-closed-mined) in one unit will change the EX. by its value (+0.708). (3)-The third step intermediate variable (B1-B5) is entered in the relationship between the independent variable (open-minded) (A1-A10) and the dependent variable (D1-D5) which resulting (Reduce) value of (R<sup>2</sup>)=(0.76) it means the independent variable managers' (open-minded) and (Meaning) explained 76% of changes in emotional exhaustion. While, the influence of intermediary variable (dogmatic-closed-mined) (A11-A20) and dependent variable (EX.) (D1-D5) which Reducing the

value of  $(R^2)=0.72$  which means independent variable (dogma-minded) and (Meaning) explained 72% of changing in emotional exhaustion. Moreover, value of  $\beta_3=(-0.417)$  &  $\beta_4=(-0.314)$  in (open-mind) &  $\beta_3=(-0.315)$  and  $\beta_4=(-0.246)$  in (dogma-mind) which proved existence of partial mediation of the intermediate variable (Meaning) in the relationship between the independent variable managers' (open-mind) and the

dependent variable (emotional exhaustion) which is sig. at the level of (5%) where the full mediation value of  $\beta_3$  must be equal zero. (Baron & Kenny, 1986; Moon & Lee, 2014).

► **Testing Hypothesis (H 3/2):**

Herein, check the second sub-hypothesis through the intermediate role of Competence (B6-B9) as an axis of Psychological empowerment.

Table (9): Psychological empowerment based on Competence as intermedator variable

Code of Variable	significance of relationship						denotation of relationship						Regression analysis			
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		F		T		R	R <sup>2</sup>	$\beta_1$	$\beta_2$	$\beta_3$	$\beta_4$
	Cal.(v)	Sig.(P)	Cal.(v)	Sig.(P)	Cal.(v)	Sig.(P)	Cal.(F)	Sig.(P)	Cal.(T)	Sig.(P)	R Co.	Co. R <sup>2</sup>	Reg. Co. (B1)	Reg. Co. (B2)	Reg. Co. (B3)	Reg. Co. (B4)
(ind. Var. open-mind) (A1-A10) ► (B6-B9) (intermediator variable Competence)	312.01	0.00	209.66	0.00	130.17	0.00	2453.2	0.00	32.9	0.00	0.96	0.90	+0.766*			
(ind. Var. dogma-mind) (A11-A20) ► (B6-B9) (intermediator variable Competence)	298.08	0.00	390.25	0.00	221.12	0.00	4265.9	0.00	31.2	0.00	0.92	0.88	-0.682*			
(ind. Var. open-mind) (A1-A10) ► (D1-D5) (the dependent variable EX.)	410.02	0.00	298.30	0.00	274.02	0.00	3023.7	0.00	35.8	0.00	0.94	0.89		-0.534*		
(ind. Var. dogma-mind) (A11-A20) ► (D1-D5) (the dependent variable EX.)	356.32	0.00	307.01	0.00	304.43	0.00	2981.1	0.00	37.7	0.00	0.95	0.91		+0.809*		
(open-minded A1-A10) & (B6-B9) ► (D1-D5)	215.12	0.00	297.13	0.00	181.76	0.00	1392.3	0.00	36.2	0.00	0.86	0.85			-0.465*	-0.424*
(dogma-minded A11-A20) & (B6-B9) ► (D1-D5)	206.42	0.00	317.18	0.00	178.12	0.00	1222.6	0.00	34.6	0.00	0.89	0.83			-0.380*	-0.294*

Source: Prepared upon Empirical Study

To check the second sub-hypothesis (H3/2) (Table.9) shows a regression that was used in three steps to examine the intermediate role: (1)- First step check the influences of the independent variable dogmatic (open-minded) (A1-A10) on intermedator variable (Competence) (B6-B9) the value of  $R^2=(0.90)$  it means manager's (open-minded) explained 90% of the changes in (Competence) as a an axis of Psychological empowerment and the regression value  $\beta_1=(+0.766)$ . Which means that any changes in manager's (open-minded) in one unit will changing the mediator variable (Competence) by its value (+0.766). while value of  $(R^2)=(0.88)$  which means manager's (dogmatic-minded) (A11-A20) proved 88% of mediator variable (Competence). and the regression  $\beta_1= (-0.682)$ . i.e., any changing in one unit of the independent variable (dogmatic-mind) will changing the mediator variable (Competence) by value (-0.682). Thence, (2)-Second step checked regression analysis of manager's (open-mind) (A1-A10) on the dependent variable (D1-D5). Results presents the value of  $(R^2)=(0.89)$  which means manager's (opened-minded) demonstrated 89% of the changes in EX, and regression coefficient  $\beta_2=(-0.534)$ . which means

changes of manager's (open-minded) in one unit will change EX., by its value (-0.534). Moreover, regression of manager's (dogmatic-minded) (A11-A20) on dependent variable (D1-D5). Results shows the value of  $(R^2)=(0.91)$  which means manager's (dogmatic-minded) proved for 91% of the changes in emotional exhaustion, and the regression coefficient value  $\beta_2=(+0.809)$ . i.e. changing of dogmatic close-mind in one unit will changing the emotional exhaustion (EX.) by its value (+0.809). (3)-Third step entered the mediator variable Competence (B6-B9) in relationship between independent variable manager's (open minded) (A1-A10) and dependent variable (D1-D5) which (Reduce) the value of  $(R^2)=(0.85)$  which means the independent variable manager's (open minded) and (Competence) explained 85% of changes in EX. While, the impact of mediator variable managers' (dogmatic-minded) (A11-A20) and the dependent variable (D1-D5) which resulting a (Reduce) in the value of  $(R^2)= (0.83)$  it means the independent variable manager's (dogmatic-minded) and (Competence) explained 83% of the changing in EX. in addition, the value of  $\beta_3=(-0.465)$  and  $\beta_4=(-0.424)$  in managers' (open-minded) and  $\beta_3=(-0.380)$

and  $\beta_4 = (-0.294)$  in (dogma-mind) emphasizes the partial mediation of the mediator variable (Competence) in relationship between the independent variable (openness vs dogmatism-mind) and the dependent variable emotional exhaustion., and it is sig. at (0.05).

► **Testing Hypothesis (H 3/3):**

In order to study the third sub-hypothesis which presents the intermediate relationship of (Self-determination) (B10-B13) as a dimension of Psychological empowerment.

Table (10): Psychological empowerment based on Self-determination as intermediator variable

Code of Variable	The significant of the relationship						The indication of the relationship						Regression analysis			
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		F		T		R	R <sup>2</sup>	$\beta_1$	$\beta_2$	$\beta_3$	$\beta_4$
	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal. (F)	Sig. (P)	Cal. (T)	Sig. (P)	R Co.	Co. R <sup>2</sup>	Reg. Co. (B1)	Reg. Co. (B2)	Reg. Co. (B3)	Reg. Co. (B4)
(ind. Var. open-minded) (A1-A10) ► (B10-B13) (mediator variable Self-determination)	400.03	0.00	402.65	0.00	182.10	0.00	3214.7	0.00	42.2	0.00	0.91	0.89	+0.569*			
(ind. Var. close-minded) (A11-A20) ► (B10-B13) (mediator variable Self-determination)	322.14	0.00	410.46	0.00	321.32	0.00	4219.2	0.00	29.4	0.00	0.96	0.92	-0.536*			
(ind. Var. open-minded) (A1-A10) ► (D1-D5) (the dependent variable EX.)	421.42	0.00	378.33	0.00	319.01	0.00	2341.8	0.00	33.1	0.00	0.97	0.94		-0.561*		
(ind. Var. close-minded) (A11-A20) ► (D1-D5) (the dependent variable EX.)	390.17	0.00	386.10	0.00	322.03	0.00	3821.4	0.00	36.5	0.00	0.92	0.89		+0.703*		
(open-minded A1-A10) & (B10-B13) ► (D1-D5)	326.28	0.00	299.39	0.00	254.71	0.00	2111.5	0.00	31.9	0.00	0.89	0.87			-0.501*	-0.509*
(close-minded A11-A20) & (B10-B13) ► (D1-D5)	301.61	0.00	286.27	0.00	179.35	0.00	2100.3	0.00	30.2	0.00	0.87	0.85			-0.410*	-0.307*

Source: Based upon field Study

To analysis the third sub-hypothesis (H3/3) (Table.10) presents a regression analysis which used in three steps to analysis the mediation role, (1)-The first step is analysis the impact of manager's (open-mind) as independent variable (A1-A10) on mediator variable (Self-determination) (B10-B13), the value of (R<sup>2</sup>)= (0.89) this means the manager's (open-mind) expounded 89% of the changes in (Self-determination), and regression value  $\beta_1 = (+0.569)$ . this means any changing in managers' (open-minded) in one part will causes changing in the mediator variable (Self-determination) by its value (+0.569). Thence, the value of (R<sup>2</sup>)= (0.92) this means dogmatic manager's (dogmatic-minded) (A11-A20) expounded 92% of mediator variable (Self-determination). and the regression  $\beta_2 = (-0.536)$ . i.e., this means changing in one part of the independent variable (dogmatic close-minded) will causes changing in mediator variable (Self-determination) by value (-0.536). Therefore, (2)-The second step was checked regression of managers' (open-mind) (A1-A10) on emotional exhaustion (D1-D5). Results on (Table.10) shows that the value of (R<sup>2</sup>)=(0.94) means the manager's (opened-minded) explained 94% of changes in emotional exhaustion EX., and

regression coefficient value of  $\beta_2 = (-0.561)$ . this means changing of managers' (open-mind) in one unit will do changing in emotional exhaustion EX., by its value (-0.561). Moreover, studying the statics regression of (dogmatic-minded) (A11-A20) on emotional exhaustion EX. (D1-D5). Statics Results presents the value of R<sup>2</sup>= (0.89) it means managers' (dogmatic-mind) emphasis 89% of changes in emotional exhaustion EX., and regression value  $\beta_2 = (+0.703)$ . i.e. changing of managers' dogmatism (closed-minded) in one unit will causes change in the emotional exhaustion by its value (+0.703). and, (3)-The third step when the mediator variable (Self-determination) (B10-B13) was entered in relationship between independent variable manager's (open-mind) (A1-A10) and (emotional exhaustion) (D1-D5) this entrance (Reducing) the value of R<sup>2</sup>= (0.87) and this means manager's (open-minded) and (Self-determination) explained 87% of changes in emotional exhaustion EX. Therefore, analysis influence of mediator axis managers' (dogmatic-minded) (A11-A20) and dependent variable (D1-D5) it (Reduce) the value of (R<sup>2</sup>)=(0.85) this means manager (dogmatic-minded) and (Self-determination) dissect 85% of the changing in emotional exhaustion (EX.) Otherwise, value of

$\beta_3 = (-0.501)$  and  $\beta_4 = (-0.509)$  of manager's (open-minded) and value of  $\beta_3 = (-0.410)$  and  $\beta_4 = (-0.307)$  in (dogma-mind) this confirmed the partial mediation of intermediate variable (Self-determination) in relationship between (openness

vs dogmatic-minded) and emotional exhaustion., and it is sig. at 5%.

► **Testing Hypothesis (H 3/4):**

In order to check the fourth sub-hypothesis about the intermediate role of (Impact) (B14-B17) as an axis of Psychological empowerment

Table (11): Psychological empowerment based on Impact as mediator variable

Code of Variable	The significant of relationship						The indication of relationship						Regression analysis			
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		F		T		R	R <sup>2</sup>	$\beta_1$	$\beta_2$	$\beta_3$	$\beta_4$
	Cal.(v)	Sig.(P)	Cal.(v)	Sig.(P)	Cal.(v)	Sig.(P)	Cal.(F)	Sig.(P)	Cal.(T)	Sig.(P)	R Co.	Co. R <sup>2</sup>	Reg. Co. (B1)	Reg. Co. (B2)	Reg. Co. (B3)	Reg. Co. (B4)
(ind. Var. open-minded) (A1-A10) ► (B14-B17) (mediator variable Impact)	397.12	0.00	517.34	0.00	208.13	0.00	4762.1	0.00	51.4	0.00	0.89	0.82	+0.418*			
(ind. Var. dogma-minded) (A11-A20) ► (B14-B17) (mediator variable Impact)	423.18	0.00	486.01	0.00	409.61	0.00	3452.8	0.00	44.1	0.00	0.91	0.85	-0.610*			
(ind. Var. open-minded) (A1-A10) ► (D1-D5) (the dependent variable EX.)	520.11	0.00	639.46	0.00	338.76	0.00	3261.7	0.00	34.9	0.00	0.96	0.88		-0.477*		
(ind. Var. dogma-minded) (A11-A20) ► (D1-D5) (the dependent variable EX.)	403.23	0.00	407.20	0.00	409.78	0.00	4182.1	0.00	41.5	0.00	0.92	0.84		+0.536*		
(open-minded A1-A10) & (B14-B17) ► (D1-D5)	388.10	0.00	327.48	0.00	370.72	0.00	2418.8	0.00	39.2	0.00	0.87	0.80			-0.413*	-0.428*
(dogma-minded A11-A20) & (B14-B17) ► (D1-D5)	371.45	0.00	325.19	0.00	210.47	0.00	2214.6	0.00	38.6	0.00	0.81	0.74			-0.316*	-0.206*

Source: Prepared Based upon field Study

To display the analysis of the fourth sub-hypothesis (H 3/4) the results display a regression which shows in three stages to studying the mediation role, (1)-The first stage is examine the influence of managers' (open minded) (A1-A10) on intermedator axis (Impact) (B14-B17), value of (R<sup>2</sup>)=(0.82) this display managers' (open-mind) explains 82% of the changing in (Impact), and regression analysis  $\beta_1 = (+0.418)$ . and this explain that any changing in (open-mind) in one unit will change the mediator variable (Impact) by its value (+0.418). Subsequently, value of (R<sup>2</sup>)=(0.85) it means dogmatic-closed-minded (A11-A20) which explicate 85% of intermedator variable (Impact). and regression  $\beta_2 = (-0.610)$ . i.e., this means changing in one part of the independent variable (dogma close-minded) will causes analysis changing mediator variable (Impact) by value (-0.610). (2)-The second stage was displaying regression of (open-mind) (A1-A10) on EX. (D1-D5). Results displayed the value of (R<sup>2</sup>)=(0.88) means (opened-minded) explicate 88% of changes in EX., and regression coefficient value of  $\beta_2 = (-0.477)$ . and it means change of (open-mind) in one part explicated changing in EX., by its value (-0.477). Thence, examine statistical regression of closed-minded-dogmatism (A11-A20) on EX. (D1-D5). statistical Results

displayed the value of (R<sup>2</sup>)=(0.84) which means dogma (close-mind) assurance 84% of any changing in EX., and regression analysis explicate the value of  $\beta_2 = (+0.536)$ . i.e. any changes of (dogma closed-minded) in one part will explicate changes in the EX. by its value (+0.536). (3)-The third step the mediator variable (Impact) (B14-B17) when entered in relationship between independent variable (open-mind) (A1-A10) and EX (D1-D5) this entrance will (Reduce) the value of (R<sup>2</sup>)=(0.80) and this means (open-minded) and (Impact) explicated 80% of changes in EX.

Subsequently, explicated influence of intermedator axis (dogmatic-minded) (A11-A20) and EX. (D1-D5) which (Reduce) the value of Regression coefficient (R<sup>2</sup>)=(0.74) and this means (dogmatic-mind) and (Impact) explicated 74% of the changing in (EX.) in other hand, the value of  $\beta_3 = (-0.413)$  and  $\beta_4 = (-0.428)$  of (open-minded) and the value of  $\beta_3 = (-0.316)$  and  $\beta_4 = (-0.206)$  in (dogma-mind) which proved the partial intermediation of mediator variable (Impact) in relationship between managers' (open vs dogma-minded) and EX., and it is significant at 5% level. As a consequence, statistical analysis proved and accepted the third hypothesis (H3) Partially and collectively. Which means there is an intermediation role of

Psychological empowerment in the relationship between manager's-mind (open vs dogmatic) and emotional exhaustion on the third proposal hypothesis.

► **Testing Hypothesis (H4):**

Herein, this part will be checking the fourth hypothesis which interrelated with the moderate role of (mutual organizational trust) (C1-C12) on the relationship between manager's-mind (open vs dogma) (A1-A20) and emotional exhaustion (D1-D5). To determine the moderate role of mutual organizational

trust in the relationship between (open-dogmatic-minded) and emotional exhaustion, to test the previous hypothesis used the hierarchical regression analysis with the moderate variables, the first step is entering the independent variable manager's-minded (open vs dogma). then the entering the moderate variable (mutual organizational trust), and finally entering the interaction variable (interaction "open-mind" and mutual organizational trust). Thence, the following table display the results of this analytical.

► **Results of Hierarchical Regression Regarding Manager's (open-minded):**

Table (12): Results of hierarchical regression analysis in relation of manager's (open-minded)

Code of Variable	Emotional Exhaustion (The dependent variable D1-D5)													
	significant of the relationship						indication of the relationship				Hierarchical regression analysis			
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		F		T		R <sup>2</sup>	Δ R <sup>2</sup>	β	Sig. (P)
	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal. (F)	Sig. (P)	Cal. (T)	Sig. (P)	Co. R <sup>2</sup>	Co. Δ R <sup>2</sup>	Reg. Co. (β)	(P)
(A1-A10) ► (ind. Var. open-minded)	482.09	0.00	529.02	0.00	309.27	0.00	42.82	0.00	12.56	0.00	0.58	-	-0.82	0.01
(C1-C12) Δ (moderator variable) (ind. Var. open-minded)	378.38	0.00	402.19	0.00	264.51	0.00	69.35	0.00	8.72	0.00	0.76	Δ 0.18	-0.64	0.02
(A1-A10) Δ (C1-C12) Interaction of open-minded with organizational trust	582.63	0.00	654.07	0.00	426.92	0.00	178.24	0.00	19.64	0.00	0.88	Δ 0.12	-0.89	0.01

Source: Prepared Based upon Statistical results

Regarding to manager's (open-minded) statistical analytical and results which shown in (Table.12) that explicated the statistical hierarchical regression analysis, regression analysis and ratios and values of (Chi<sup>2</sup>) which can be explained by measuring through the lowest values of Pearson (PCC)-(Chi<sup>2</sup>)=(378.38) and likelihood-ratio (Chi<sup>2</sup>)=(402.19) which both > equivalent statistically values (27.04), (31.95) in order, and significant at level of sig.=(5%) at (df)=(17). While, the lowest value of liner by liner (Chi<sup>2</sup>)= (264.51) > its equivalent values (29.32) at sig.=(5%) and df (17). Thence, to examine type of relationship it determined through the lowest values of (F-test)= (42.82) and (T-test)=(8.72) both> its equivalent tabulated values (3.7 and 5 & 1.82) at sig.= (1% & 5%) and (df)= (1,329 & 329). In addition, the direction shows through (β)=(-0.82) which means (negative) relationship between (open-minded) and (emotional exhaustion), and sig. at (5%) level. Moreover, the first step displays the

strength of relationship which shown through the form as the lowest value of (R<sup>2</sup>)=(0.58) which means (open-minded) explains 58% of the changing in (emotional exhaustion). Thence, in the second step after entering the moderate variable, the two variables (open-minded and mutual organizational trust) contributed to the explained of 76% of the changes in the dependent variable (emotional exhaustion), where the value of (R<sup>2</sup>)=(0.76), which means that the moderate variable (mutual organizational trust) has contributed in the Explanation of 18% of the changes in (emotional exhaustion EX.). Thence, in the third step direction of (β)=(-0.89) i.e. independence variable (open-minded) and moderate variable (mutual organizational trust) have a (negative) relationship with (emotional exhaustion). In the context as a result of the interaction between the two variables (open-minded and mutual organizational trust), this interaction added 12% to (R<sup>2</sup>) to become 88% instead of 76% at the level of sig. (5%).

### ► Results of Hierarchical Regression Regarding (dogmatism-closed-minded):

Table (13): Results of hierarchical regression analysis regarding to (dogmatism-closed-minded)

Code of Variable	Emotional Exhaustion (dependent variable D1-D5)													
	significant of relationship						indication of relationship				Hierarchical regression analysis			
	Pearson (Chi) <sup>2</sup>		Likelihood Ratio (Chi) <sup>2</sup>		Linear by Linear (Chi) <sup>2</sup>		F		T		R <sup>2</sup>	Δ R <sup>2</sup>	β	Sig. (P)
	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal.(v)	Sig. (P)	Cal. (F)	Sig. (P)	Cal. (T)	Sig. (P)	Co. R <sup>2</sup>	Co. Δ R <sup>2</sup>	Reg. Co. (β)	(P)
(A11-A20) ► (ind. Var. open-minded)	498.77	0.00	634.78	0.00	298.16	0.00	54.61	0.00	16.47	0.00	0.64	-	+0.75	0.04
(C1-C12) Δ (moderator variable) (ind. Var. open-minded)	412.61	0.00	519.01	0.00	247.10	0.00	86.22	0.00	12.28	0.00	0.75	Δ 0.11	+0.56	0.01
(A1-A10) Δ (C1-C12) Interaction of open- minded with organizational trust	528.32	0.00	690.16	0.00	461.83	0.00	210.09	0.00	22.91	0.00	0.82	Δ 0.07	+0.47	0.01

Source: Based upon Statistical results

Regarding to (dogmatic-minded) results of statistical analytical which shown in (Table.13) that interpret the hierarchical regression, regression analysis and values of ( $Chi^2$ ) which can be measuring by the lowest values of (PCC)-( $Chi^2$ )=(412.61) & likelihood-value ( $Chi^2$ )=(519.01) which both > its equivalent values (27.04), (31.95), at  $sig.= (5\%)$  at ( $df$ )=(17). While, the minimum value of liner ( $Chi^2$ ) = (247.10) > its parallel values (29.32) at  $sig.= (5\%)$  and  $df$  (17). Moreover, the lowest values of ( $F$ -test)= (54.61) and ( $T$ -test) = (12.28) > their equal values (3.7 and 5 & 1.82) at  $sig.= (1\% \& 5\%)$  and ( $df$ )= (1,329 & 329). In addition, the direction shown from ( $\beta$ ) values equal (+0.75) which means (positive) relation between (dogmatic-minded) and (emotional exhaustion), at  $sig. (5\%)$ . Moreover, the first stage shows strength of the relationship which determined from the minimum value of ( $R^2$ )=(0.64) which means (dogmatic-minded) explains 64% of changing in (emotional exhaustion). Then, in the second stage after entering the moderator variable, the two variables (dogmatic-minded and mutual trust) participate in the explained of 75% of the changes in the dependent variable (emotional exhaustion), where the value of ( $R^2$ )=(0.75), which means that the moderate variable (mutual organizational trust) has contributed in the Explanation of 11% of the changes in (emotional exhaustion). Thence, in the third stage direction of ( $\beta$ )= (+0.47) i.e. independence variable (dogmatic-minded) have a (positive) relation with "EX." But when the moderate variable (mutual organizational trust) have (negative) relation so when entering as interaction reduces ( $\beta$ ) value by (-0.28) of emotional exhaustion. in addition, the interaction between (dogmatic-minded and mutual trust), this interaction added 7% to ( $R^2$ ) to become 82% instead of 75% which significant at the level of (5%). Based on the above statistical analytical it proved the fourth hypothesis. which means that the mutual organizational trust moderates the relationship between the manager's-mind (open vs dogmatic) and (emotional exhaustion) in investigated public schools.

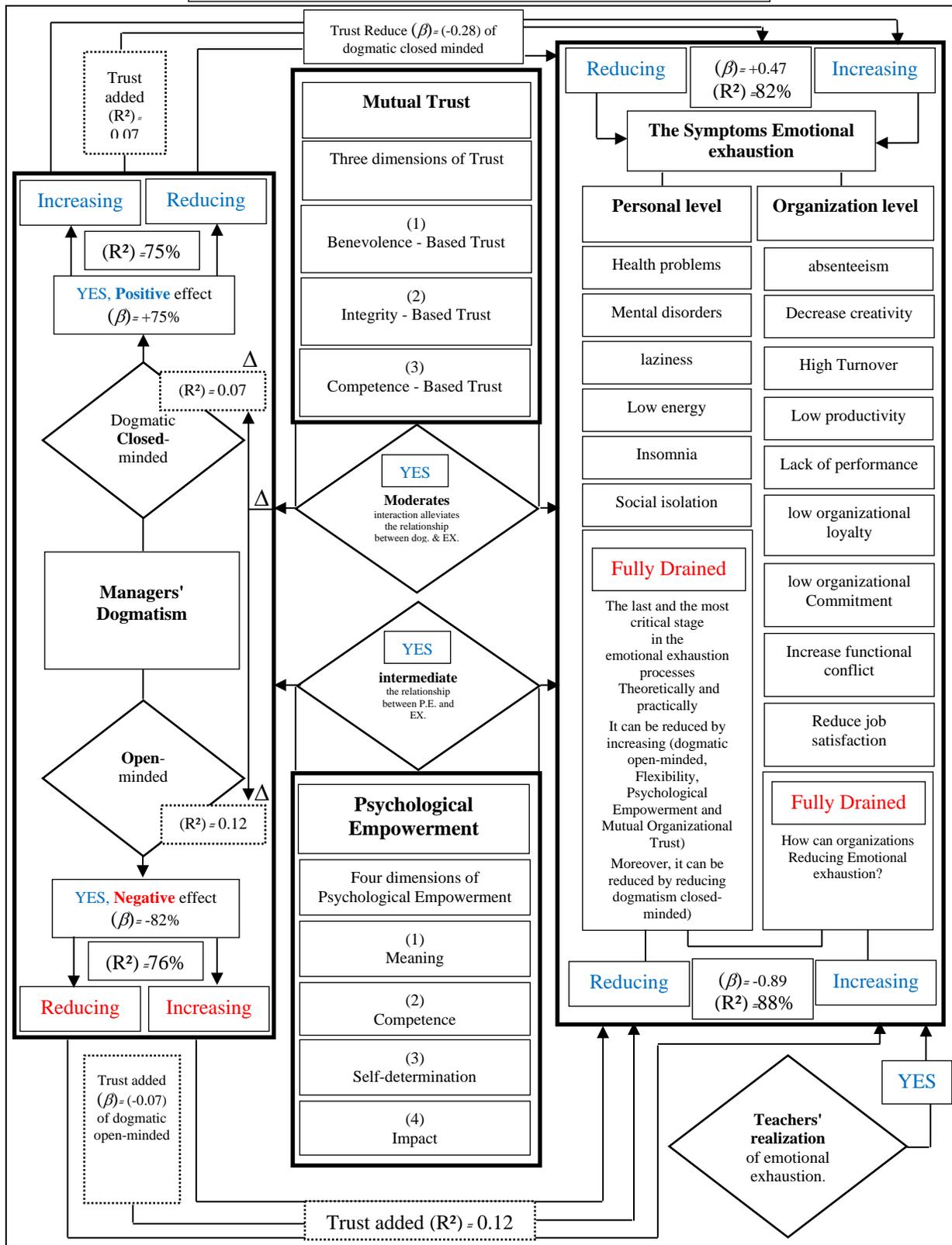
### 10. Results:

- There is a (positive) relationship between managers' (dogmatic-minded) and teachers' emotional exhaustion,

which means an increasing of the degree of (dogmatic-minded) increase the emotional exhaustion of the teachers in the researched schools.

- There is a (negative) relation between managers' (open-minded) and (teachers' emotional exhaustion). which means any increase of managers' open-minded (decrease) the level of teachers' emotional exhaustion.
- There was a significant perception of teachers about emotional exhaustion in researched government public schools. There were four dimensions which measures Psychological empowerment (Meaning, Self-determination, Impact and Competence) mediates partially and wholly the relationship between manager's mind (openness vs dogmatism) and emotional exhaustion.
- The three dimensions (Benevolence, Integrity and Competence) of mutual organizational trust were moderates relation between managers' (open vs dogmatic-minded) and emotional exhaustion.
- Results shows that managers' (open-minded) as an independence variable and (mutual organizational trust) as a moderate variable have a (negative) relation with (emotional exhaustion).
- Results display that managers' (dogmatic-minded) as independence variable has a (positive) relation with (emotional exhaustion). But (mutual organizational trust) as moderate variable has a (negative) relation with emotional exhaustion. Then, when entering as interaction alleviate the relationship between dogmatic (close-minded) and emotional exhaustion.
- (Figure.3) reviews, a recommendation to turning the managerial decisions and practices for utilizing a four-dimensional model which may help practically setting a measure for the effecting of these dimensions on teachers' performance and increasing the degree of psychological empowerment and mutual trust and managers' (open-minded) and decreasing managers' dogmatism (close-mind) all these dimensions have the effect of (reducing) teachers' emotional exhaustion as follows:

Figure (3): The Four-dimensional model to Reduce Emotional Exhaustion



Source: Firstly, prepared for this research

**11. Recommendations and implementation's mechanism:**

- ▶ **Schools' management should consider a periodical review emotional exhaustion:**
  - ▶ Review teachers' status to discover the symptoms emotional exhaustion
  - ▶ Determine the teachers who suffering from emotional exhaustion.
  - ▶ Avoiding emotional exhaustion's symptoms by (reducing) manager's mind-dogmatism, increasing flexibility of managers' mind-openness, and increasing Psychological Empowerment through increasing mutual organizational trust.
- ▶ **Managers of the educational departments should avoid the dogmatism-closed-minded and Turning their thinking and their practices towards increasing the degree of democracy to reduce the emotional exhaustion of teachers in the researched schools:**
  - ▶ Commitment to democracy thinking.
  - ▶ Provide freedom and Support teachers in expressing their opinion and listening to them in educational issues.
  - ▶ Planning and conducting monthly or annual workshops that help reduce the gap between managers and teachers.
- ▶ **Supporting flexibility and participatory management:**
  - ▶ Granting Teachers more independent to make their decisions and set their actions.
  - ▶ Decrease dogmatic rigidity and increased flexibility.
  - ▶ Supporting participatory management and management by objectives (MBO).
  - ▶ Teachers' participation in setting plans and objectives.
- ▶ **Attention to reduce emotional exhaustion for teachers to ensure increasing the effectiveness of the educational process:**
  - ▶ Follow up the health problems and status of teachers through the health record and solving their problems.
  - ▶ Increase interactive and participatory activities for teachers to avoid social isolation and pathological individualist introvert.
- ▶ **Enhancing the mutual organizational trust:**
  - ▶ Public faith and trust and acceptance of teachers of various categories and quality.
  - ▶ Trust colleagues, direct boss, or certain groups such as senior management.
  - ▶ Rely on teachers based on their behavior as expected.
  - ▶ Excessive interest in monitoring and following their behavior
  - ▶ Increase the trust based on Benevolence.

- ▶ Enhancing the trust based on Integrity
- ▶ Advancement trust based on Competence
- ▶ **Activation of Psychological Empowerment of Teachers:**
  - ▶ The perspicacity of the educational departments to pay attention to the distinguished administrative staff, trained, prepared and qualified for Psychological empowerment.
  - ▶ Schools should attract, selecting and recruiting distinct and experienced elements in the educational field, which helps in developing their skills and capabilities.
  - ▶ Enhancing Psychological Empowerment through understanding "Meaning".
  - ▶ Focus on "impact" as one of the psychological empowerment factors for teachers.
  - ▶ Observance "competency" as an important axis of psychological empowerment which assists in the selection and development of teachers.
- ▶ **Giving teachers Self-determination:**
  - ▶ Granting Teachers more independent to make their decisions and set their actions. Choose ways of carrying out their work.
- ▶ **Care for innovation and creativity:**
  - ▶ Manager should encourage teachers to solving their problems by themselves.
  - ▶ Innovate new methods and solutions to implementation the educational tasks and managerial processes.
  - ▶ Encourage teachers to seek logical solutions to the problems they face
- ▶ **Teachers have a vision and are agents of change:**
  - ▶ Enhancing teachers to have self-confidence and ability to responsible of their works' risk.
  - ▶ Leaders should Interest in to turning towards Psychological empowerment.
  - ▶ Stay away from doing business in the traditional routine way, and constant attempts to find creative solutions.
  - ▶ Continuous improvement and ability to develop innovative methods.

**12. Future Research-Relevant Topics:**

- ▶ The role of dogma in distributive justice and interactional justice.
- ▶ Impact of mutual organizational trust in decision making effectiveness.
- ▶ Utilizing Psychological Empowerment and mutual organizational trust to tuning organizational climate.
- ▶ Avoiding risks of dogmatism in strategic planning decisions.

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