



**THE EFFECT OF PSYCHOLOGICAL
EMPOWERMENT ON ORGANIZATIONAL TRUST
AND THE MEDIATING ROLE OF MOTIVATION**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Omar Zyadah Misbah Mohammed ALWASEEF titled “THE EFFECT OF PSYCHOLOGICAL EMPOWERMENT ON ORGANIZATIONAL TRUST AND THE MEDIATING ROLE OF MOTIVATION” is fully adequate in scope and in quality as a thesis for the degree of Doctor of Business Administration.

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DECLARATION

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

Name Surname : Omar Zyadah Misbah Mohammed ALWASEEF

Signature :

FOREWORD

My greetings, appreciation, and respect to everyone who helped me and contributed to the completion and completion of this work, especially my father and my mother, may God have mercy on them. I especially thank my wife and children who endured the hardships of educational conditions throughout our five-year settlement in Turkey.

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ABSTRACT

This study aims to determine the effect of psychological empowerment on organizational trust in the presence of a motivated mediator. For this purpose, research was conducted, He graduated over 350 faculty members and staff working at Gharyan University in Libya.

The questionnaire was distributed and delivered, and regression analysis, structural equation modeling software, and Bootstrap software were used to analyze the mediator in the Amos 25 program. To test hypotheses. As a result of the research, it has been determined that psychological empowerment and management have an impact on the organizational trust of employees and faculty members, as well as motivation and a mediating role.

Keywords: Psychological Empowerment; Organizational Trust; Motivation

ÖZ

Bu çalışma, motive olmuş bir aracının varlığında psikolojik güçlendirmenin örgütsel güven üzerindeki etkisini belirlemeyi amaçlamaktadır. Bu amaçla araştırma yapılmış olup, Libya'daki Gharyan Üniversitesi'nde görev yapan 350'nin üzerinde öğretim üyesi ve personeli mezun etmiştir.

Anket dağıtıldı ve teslim edildi ve aracıyı Amos 25 programında analiz etmek için regresyon analizi, yapısal eşitlik modelleme yazılımı ve Bootstrap yazılımı kullanıldı. Hipotezleri test etmek. Araştırma sonucunda psikolojik güçlendirmenin, Yönetimin çalışanların ve öğretim üyelerinin örgütsel güveni üzerinde etkisinin yanı sıra motivasyon ve aracılık rolünün de olduğu tespit edilmiştir.

Anahtar Kelimeler: Psikolojik Güçlendirme; Örgütsel Güven, Motivasyon

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ARŞİV KAYIT BİLGİLERİ

Tezin Adı	Libya'daki Gharyan Üniversitesi'nde Psikolojik Güçlendirmenin Örgütsel Güven Üzerindeki Etkisi ve Motivasyonun Aracılık Rolü
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ABBREVIATIONS

PE : Psychological Empowerment

OT : Organizational Trust

M : Motivation

SUBJECT OF THE RESEARCH

The effect of psychological empowerment on organization trust and the mediating role of motivation.

RESEARCH AIM AND OBJECTIVES

The research aim

This research aims to investigate the impact of psychological empowerment on organizational trust among employees and faculty members at Gharyan University in Libya, with a particular focus on the mediating role of motivation. The study seeks to clarify the relationships and interactions between these variables to better understand how psychological empowerment can enhance organizational trust and identify the mechanisms through which motivation influences this relationship.

The research objectives

Assess the Level of Psychological Empowerment: To measure the extent of psychological empowerment among the employees and faculty members at Gharyan University, considering the dimensions of meaning, competence, self-determination, and impact.

- To evaluate the level of organizational trust within Gharyan University, focusing on trust in the manager, trust in co-workers, and trust in the organization as a whole.
- To analyze how psychological empowerment directly affects organizational trust among employees and faculty members.
- To explore the extent to which motivation mediates the relationship between psychological empowerment and organizational trust, identifying whether motivation partially or fully mediates this relationship.
- To determine if there are significant differences in the levels of psychological empowerment, organizational trust, and motivation based on demographic factors such as gender, educational qualification, and years of experience.

- To suggest actionable strategies for Gharyan University management to enhance organizational trust through initiatives that promote psychological empowerment and motivation among staff.

PURPOSE AND THE IMPORTANCE OF THE RESEARCH

The purpose and importance of this research are to study the effect of psychological empowerment on organizational trust and the mediating role of motivation. Previous studies have shown that the association of psychological empowerment with organizational trust returns to the organization increased trust and high profitability, as well as with the presence of motivation being the important part that subordinates look up to. The variables of the study affect each other and thus affect the organizational process on performance and organizational behavior.

The research significance

The significance of this research lies in its comprehensive examination of the interplay between psychological empowerment, organizational trust, and motivation within the academic setting of Gharyan University in Libya. Organizational trust is a critical component for the effective functioning of any institution. Trust among employees and towards the organization itself fosters a positive work environment, enhances cooperation, and improves overall job satisfaction. By investigating how psychological empowerment influences organizational trust, this study aims to provide insights that could help Gharyan University enhance trust levels among its staff. Increased trust is linked to better communication, higher employee morale, and reduced turnover rates (Lee, Willis, & Tian, 2018). Motivation serves as a key driver for employee performance and engagement. This research explores the mediating role of motivation in the relationship between psychological empowerment and organizational trust. By understanding this mediation effect, the study could offer valuable strategies for leveraging motivation to boost both empowerment and trust. Enhanced motivation has been shown to lead to greater productivity, higher quality of work, and increased innovation within organizations (Abualoush et al., 2018). Psychological empowerment involves fostering a sense of meaning, competence, self-determination, and impact among employees. This empowerment can lead to higher

job satisfaction, improved performance, and a stronger commitment to the organization. By identifying the factors that contribute to psychological empowerment at Gharyan University, the research can guide the development of policies and practices that empower employees, thereby enhancing their overall job experience and organizational loyalty (Sharma & Bhati, 2017). Given that this study is set within the context of Gharyan University, it provides context-specific insights that are directly applicable to similar institutions in Libya and other developing countries. The unique socio-political and cultural context of Libya adds a layer of complexity that enriches the findings and offers a deeper understanding of the challenges and opportunities in fostering organizational trust and empowerment in such settings (Mangundjaya, 2014). This study contributes to the existing body of knowledge by filling gaps in the literature regarding the relationships between psychological empowerment, organizational trust, and motivation. It provides empirical evidence from a non-Western context, which is often underrepresented in academic research. By doing so, it enhances the generalizability of theories related to organizational behavior and human resource management (Libres & Mabasa, 2014). The findings of this research have practical implications for university administrators and policymakers. They can use the insights to design interventions and programs that foster a supportive and empowering work environment. Such interventions may include professional development programs, participatory decision-making processes, and recognition systems that acknowledge and reward empowered behaviors (Lee et al., 2018). The importance of the current study lies in the importance of the variables that it deals with, which have an impact. These variables represent an important and direct impact on the performance of employees, as well as what these variables represent in the development of institutions. And the positive effects they have on the feelings of employees, this study is also an important starting point in increasing efficiency subjectivity. Psychological empowerment contributes to activating the capabilities and skills of employees, and gives them the energy to work continuously. This study is considered a scientific addition in the field of educational, psychological and administrative studies, especially those related to the issue of psychological empowerment, organizational confidence and the mediator, which is incentives, which may increase the possibility of disclosing the problems and difficulties faced by the employee, which may negatively affect the effectiveness of his performance.

Moreover, psychological empowerment gives a positive attitude towards life. It is expected that this study will benefit the employees of Gharyan University in Libya especially department managers and department heads For the purpose of employing these results to develop their capabilities and abilities. It also benefits workers through its results, in the areas of administrative training by employing it in preparing educational programs.

RESEARCH PURPOSE

The primary purpose of this research is to examine the intricate relationships between psychological empowerment, organizational trust, and motivation within the academic environment of Gharyan University in Libya. This study aims to elucidate how psychological empowerment impacts organizational trust and to what extent motivation serves as a mediating factor in this relationship. Investigate the levels of psychological empowerment among the employees and faculty members at Gharyan University. This includes understanding how the dimensions of meaning, competence, self-determination, and impact are perceived and experienced within the university context (Sharma & Bhati, 2017). Assess the current state of organizational trust within Gharyan University, focusing on trust in managers, trust in co-workers, and overall trust in the institution. This evaluation seeks to identify the factors that influence trust and how it varies across different organizational levels (Libres & Mabasa, 2014). Explore the direct effects of psychological empowerment on organizational trust, aiming to establish whether empowered employees exhibit higher levels of trust towards their organization and peers (Lee, Willis, & Tian, 2018). Examine how motivation mediates the relationship between psychological empowerment and organizational trust. This involves understanding whether motivation enhances or diminishes the impact of psychological empowerment on trust, providing a nuanced view of this dynamic (Abualoush et al., 2018). Generate insights specific to the Libyan context, contributing to the broader understanding of organizational behavior in developing countries. This study aims to address the unique socio-political and cultural factors influencing psychological empowerment, trust, and motivation at Gharyan University (Mangundjaya, 2014). Based on the findings, propose strategic recommendations for university administrators and policymakers. These

recommendations will focus on fostering an environment that enhances psychological empowerment and trust through targeted motivational interventions, ultimately aiming to improve overall organizational effectiveness (Lee et al., 2018). The specific objective of this thesis is to know the importance of psychological empowerment of the masses and to find the overlapping effects between psychological empowerment and organizational trust in the presence of mediator incentives. The study aims to clarify the ambiguity and interactions between psychological empowerment and organizational trust in the presence of the incentive mediator.

RESEARCH PROBLEM STATEMENT

The effectiveness of academic institutions like Gharyan University in Libya significantly depends on the trust levels within the organization and the motivation of its employees. Organizational trust is a cornerstone for a productive and harmonious work environment, fostering collaboration, reducing conflicts, and enhancing overall institutional performance. However, achieving and maintaining high levels of organizational trust in educational institutions, particularly in contexts marked by political instability and socioeconomic challenges, remains a profound challenge (Lee, Willis, & Tian, 2018). Psychological empowerment, defined as the process of enhancing employees' belief in their abilities to perform their work roles effectively, has been identified as a crucial factor that can potentially elevate organizational trust (Sharma & Bhati, 2017). Psychological empowerment encompasses four key dimensions: meaning, competence, self-determination, and impact. Each of these dimensions can significantly influence how employees perceive their roles and their trust in the organization (Abualoush et al., 2018). However, the direct impact of psychological empowerment on organizational trust and the pathways through which it operates are not fully understood, particularly in the context of Libyan higher education. Moreover, motivation plays a critical role in mediating the relationship between psychological empowerment and organizational trust. Motivated employees are more likely to feel empowered and exhibit higher levels of trust toward their peers and the organization. Despite the theoretical importance of this mediation effect, empirical studies examining the triadic relationship between psychological empowerment, motivation, and organizational trust are sparse, especially in the Middle

Eastern and North African regions (Libres & Mabasa, 2014). The primary problem this research addresses is the lack of comprehensive understanding of how psychological empowerment affects organizational trust at Gharyan University and the mediating role that motivation plays in this relationship. Given the unique socio-political and cultural context of Libya, this research seeks to fill the gap by providing empirical evidence on these relationships within the setting of a Libyan university. The research on the effect of psychological empowerment on organizational trust and the mediating role of motivation at Gharyan University in Libya offers several significant contributions to the fields of organizational behavior, human resource management, and educational administration. The axes of this study are summarized in three variables: psychological empowerment and organizational trust and their influence on each other, and the third variable have a mediating role between them, which is motivation. Our study is also concerned with collecting information and data at Gharyan University in Libya, and our goal is to reach satisfactory results, in order to be flexible and solve problems facing employees and faculty members and also to increase performance and quality of education.

THE RESEARCH CONTRIBUTIONS

These contributions can be categorized into theoretical, empirical, and practical implications. This study enriches the theoretical framework surrounding psychological empowerment and organizational trust by integrating motivation as a critical mediating variable. While previous research has explored the direct relationships between these constructs, this study uniquely investigates how motivation acts as an intermediary, thereby providing a more nuanced understanding of the dynamics involved (Sharma & Bhati, 2017). By doing so, it extends existing theories on empowerment and trust, demonstrating that the impact of psychological empowerment on organizational trust is partially or fully mediated by motivation, which has been an under-explored area in the literature (Abualoush et al., 2018). This research fills a significant gap in the empirical literature by providing data and analysis specific to the Libyan higher education context. The socio-political environment of Libya presents unique challenges and opportunities that are not typically addressed in studies conducted in more stable regions. By focusing on Gharyan University, this study offers insights into how

psychological empowerment and organizational trust operate in a setting characterized by political instability and socio-economic challenges. This empirical evidence can enhance the generalizability of organizational behavior theories to different cultural and political contexts (Mangundjaya, 2014). The findings of this study have several practical implications for university administrators and policymakers. By demonstrating the positive effects of psychological empowerment on organizational trust and the critical role of motivation, this research provides actionable recommendations for enhancing these constructs within academic institutions. For instance, administrators at Gharyan University and similar institutions can develop and implement training programs aimed at increasing employees' sense of empowerment and motivation, which in turn could foster a more trusting and cooperative organizational climate (Lee, Willis, & Tian, 2018). Furthermore, this study suggests that interventions aimed at improving psychological empowerment should not only focus on enhancing employees' skills and competencies but also on creating an organizational culture that supports and values employee contributions. Such an approach can lead to higher levels of trust and organizational commitment, ultimately improving job satisfaction and reducing turnover rates (Libres & Mabasa, 2014). By situating the research within the unique context of a Libyan university, this study provides context-specific insights that can inform the development of tailored strategies for organizational development in similar settings. The findings highlight the importance of considering cultural, social, and political factors when designing and implementing empowerment and trust-building initiatives. This context-specific knowledge is invaluable for practitioners and researchers working in similar environments, offering a blueprint for addressing the unique challenges faced by organizations in developing countries (Mangundjaya, 2014).

RESEARCH MOTIVATIONAL ISSUES

The examination of motivational issues within the context of psychological empowerment and organizational trust is essential for understanding how these factors interact to influence employee behavior and organizational outcomes. This study focuses on Gharyan University in Libya, where motivational challenges are particularly pronounced due to unique socio-political and economic conditions. One of

the primary motivational issues at Gharyan University is the lack of intrinsic motivation among employees. Intrinsic motivation, which is driven by an interest or enjoyment in the task itself, is crucial for fostering a committed and engaged workforce. When employees do not find their work meaningful or aligned with their personal values, their intrinsic motivation diminishes, leading to lower levels of job satisfaction and organizational trust (Sharma & Bhati, 2017). This lack of intrinsic motivation can be attributed to a disconnect between the employees' roles and their personal and professional aspirations. Another significant issue is the insufficient implementation of empowerment initiatives. Psychological empowerment involves enabling employees to feel a sense of control over their work, fostering competence, self-determination, and impact. However, when institutions fail to provide adequate opportunities for empowerment, employees may feel undervalued and powerless. This can result in decreased motivation and weakened trust in the organization (Abualoush et al., 2018). At Gharyan University, the lack of structured empowerment programs may contribute to these feelings of disempowerment. The socio-political instability and economic challenges in Libya also play a critical role in affecting motivation. External stressors such as political unrest, economic instability, and limited resources can create a work environment that is perceived as insecure and unsupportive. These external factors can significantly impact employees' motivation levels, as they may feel uncertain about their future and their role within the organization (Mangundjaya, 2014). This external instability can exacerbate internal organizational issues, leading to a cycle of decreased motivation and trust. The absence of effective recognition and reward systems at Gharyan University further compounds motivational issues. Recognition and rewards are vital for reinforcing desirable behaviors and encouraging continuous improvement. When employees' efforts and achievements are not adequately acknowledged, their motivation to excel diminishes. This lack of recognition can lead to feelings of neglect and underappreciation, which negatively affects organizational trust and overall job satisfaction (Libres & Mabasa, 2014). The organizational culture and communication practices at Gharyan University may also contribute to motivational challenges. An organizational culture that does not prioritize transparency, open communication, and inclusivity can hinder employees' sense of belonging and trust. Effective communication is essential for ensuring that employees are aware of organizational goals, expectations, and changes. Without clear and

consistent communication, employees may feel disconnected from the organization, reducing their motivation and trust (Lee, Willis, & Tian, 2018).

METHOD OF THE RESEARCH

The research we conducted was descriptive, and its goal was to the effect of psychological empowerment on organizational trust with motivation as a mediator on Gharyan University employees. This research adopts the questionnaire method.

HYPOTHESIS OF THE RESEARCH

H1: Psychological Empowerment has a positive effect on organizational trust

H1.1: Meaning has a positive effect on trust in the manager

H1.2: Competence has a positive effect on trust in manager

H1.3: Self-Determination has a positive effect on trust in the manager

H1.4: Impact has a positive effect on trust in the manager

H1.5: Meaning has a positive effect on trust in co-workers

H1.6: Competence has a positive effect on trust in co-workers

H1.7: Self-determination has a positive effect on trust in co-workers

H1.8: Impact has a positive effect on trust in co-workers

H1.9: Meaning has a positive effect on trust in organization

H1. 10: Competence has a positive effect on trust in organization

H1.11: Self-Determination has a positive effect on trust in organization

H1.12: Impact has a positive effect on trust in organization

H2: Psychological Empowerment has a positive effect motivation

H2.1: Meaning has a positive effect on motivation

H2.2: Competence has a positive effect on motivation

H2.3: Self-Determination has a positive effect on motivation

H2.4: Impact has a positive effect on motivation

H3: Motivation has a positive effect on organizational trust

H3.1: motivation has a positive effect on trust in manager

H3.2: motivation has a positive effect on trust in co-workers

H3.3: motivation has a positive effect on trust in organization

H4: motivation has a mediating role in the effect of Psychological Empowerment on

Organizational trust

H4.1: motivation has a mediating role in the effect of Meaning on trust in manager

H4.2: motivation has a mediating role in the effect of Competence on trust in manager

H4.3: motivation has a mediating role in the effect of Self-Determination on trust in manager

H4.4: motivation has a mediating role in the effect of Impact on trust in manager

H4.5: motivation has a mediating role in the effect of Meaning Training on trust

in co-workers

H4.6: motivation has a mediating role in the effect of Competence on trust in coworkers

H4.7: motivation has a mediating role in the effect of Self-Determination on trust in co-workers

H4.8: motivation has a mediating role in the effect of Impact on trust in coworkers

H4.9: motivation has a mediating role in the effect of Meaning on trust in organization

H4.10: motivation has a mediating role in the effect of Competence on trust in organization

H4.11: motivation has a mediating role in the effect of Self-Determination on trust in organization

H4.12: motivation has a mediating role in the effect of Impact on trust in organization

POPULATION AND SAMPLE

This research deals with faculty and staff members in Libyan universities in terms of the impact of psychological empowerment on them and its relationship to organizational trust in the presence of a mediator, which are the motives. The place of study is at Gharyan University in Libya, and this university consists of about seven faculties, we will do statistical analysis by collecting questionnaires, and the sample will be about 400. The period is from 1/7/2021 to 1/12/2023 approx.

SCOPE AND LIMITATIONS

This research examines employees in Libyan universities in terms of the impact of psychological empowerment on organizational trust and motivation as a mediator. The duration of the study is based on the time period from 01.07.2021 to the date of completion of the research on 1.12.2023. Gharyan University is referred to as a place of study and its seven colleges branch out from it. The study sample and participants are considered one of the most important pillars in collecting data. The current time for Libyan universities is considered a difficult time due to the lack of security, political and social stability. Data was collected through a questionnaire in this research. This research examines employees in Libyan universities in terms of the impact of psychological empowerment on organizational trust and motivation as a mediator. The duration of the study is based on the time period from 01.07.2021 to the date of completion of the research on 1.12.2023. Gharyan University is referred to as a place of study and its seven colleges branching out from it. The study sample and participants are considered one of the most important pillars in collecting data. The

current time for Libyan universities is considered a difficult time due to the lack of security, political and social stability. Data was collected through a questionnaire in this research.

DIFFICULTIES

The difficulties are the lack of interest of the employees in the questionnaire, as well as the lack of understanding and lack of awareness of the employees about the research topic. This is due to the bad state of Libya of political division and internal and external conflict.

THESIS STRUCTURE

Introduction, Background of the Study, Statement of the Problem, Research Objectives, Research Questions, Significance of the Study, Scope and Limitations, Definition of Terms.

Chapter 1: Literature Review, The Concept of Psychological Empowerment, Definition and Dimensions, Theoretical Foundations, Previous Studies on Psychological Empowerment, Organizational Trust, Definition and Importance, Factors Influencing Organizational Trust, Relationship between Empowerment and Trust, Motivation as a Mediator, The Role of Motivation in Organizational Behavior, Theoretical Models of Motivation, Empirical Studies on Motivation as a Mediator, Summary of Literature Review, Gaps in Existing Research, Contribution of the Current Study

Chapter 2: Research Methodology, Research Design, Type of Study (Quantitative, Qualitative, or Mixed Methods), Justification for the Chosen Design, Population and Sample, Description of the Study Population, Sampling Techniques and Sample Size, Data Collection Methods, Instruments and Measures, Validity and Reliability of Instruments, Data Analysis Techniques, Statistical Methods and Software Used, Ethical Considerations

Chapter 3: Data Analysis and Results, Descriptive Statistics, Demographic Profile of Respondents, Summary of Key Variables, Inferential Statistics, Testing of

Hypotheses, Mediation Analysis, Interpretation of Results, Discussion of Significant Findings, Comparison with Previous Studies

Chapter 4: Discussion, Summary of Findings, Recap of Key Results, Implications of Findings, Theoretical Implications, Contribution to, Existing Theories, New Insights and Frameworks, Practical Implications, Recommendations for University Administration, Strategies for Enhancing Empowerment, Trust, and Motivation

Chapter 5: Conclusion and Recommendations, Conclusion, Summary of Research Problem, Methodology, and Key Findings, Overall Contributions of the Study, Recommendations, Policy and Practice Recommendations, Suggestions for Future Research

1. INTRODUCTION

In today's conditions where international competition is intense and globalization accelerates, businesses need management strategies that include personnel more than in the past. In this context, in the planning field where most of the activities are based on human labor; enterprises should give great importance to management practices based on personnel. Especially in public enterprises where production and consumption take place at the same time, high customer expectations and the need to solve problems without wasting time are among the situations that can be solved by empowering the personnel. Empowerment of the staff, which is effectively applied, will ensure that the personnel have the authority and the competence to solve the problems that may arise within the team spirit, the manager whom he undertakes the authority, his friend with the team spirit and the sense of belonging to the organization. In addition, empowerment is seen as an important prerequisite for improving trust in businesses in many studies. Empowerment includes practices and conditions in which the employee feels motivated, their confidence in knowledge increases, they believe they will control the work with their own initiative and they find their work meaningful. Employee empowerment will have high success in business execution and problem-solving, and its motivation will also increase. Empowerment, which is one of the reasons for trust, and empowerment, which is a tool used to motivate staff, constitute the starting point of the study. In this context, a study was conducted to determine the effect of psychological empowerment on organizational trust and motivation of employees.

In the first part of the study; the concepts of strength and empowerment, a comparison of empowerment with the relevant concepts, basic elements of empowerment, its sub-dimensions, the features that should be found in employees at all levels for empowerment, the personnel empowerment process, its reasons and benefits, the obstacles encountered in implementation and the negative aspects of the implementation, costs, our application area is hotel businesses. Empowerment of personnel from businesses is included. In the second part; Concepts related to trust and organizational trust, organizational trust sub-dimensions, organizational trust models, and their benefits are discussed. In the third part, the concept of motivation and its importance are discussed in general terms, and motivation theories and tools used to

increase the motivation of employees are explained. In addition, studies on other variables that we want to measure the effect of personnel empowerment are included. In the fourth and last part, there is an application and analysis part of the study. The demographic characteristics of the employees and the significant differences between the variables were revealed together with their comments. In accordance with the purpose of the research, the effect of psychological empowerment dimensions on organizational trust dimensions and employee motivation is determined in this section.

1.1. Background of the Study

Alajmi's (2017) study investigates the relationship between the psychological empowerment of employees and organizational trust within Kuwaiti industrial companies. It focuses on two dimensions of organizational trust; namely, trust in supervisors and trust in the organization. A total of 450 questionnaires were submitted to industrial companies in the Subhan Industrial Area, of which 350 were completed. The results indicate that a significant positive correlation exists between the psychological empowerment of the employees of these companies and organizational trust. The findings indicate that trust in the supervisor and in the organization explains 21.8% and 13.1%, respectively, of the variation in psychological empowerment. Trust in the supervisor correlates significantly and positively with all dimensions of psychological empowerment whereas trust in the organization correlates significantly and positively with only three dimensions of psychological empowerment; namely, meaning, competence, and self-determination. The study concludes by explaining the limitations involved and suggests future research directions to enhance psychological empowerment and trust in industrial companies in Kuwait.

Libres and Mabasa's (2014) research attempts to explore the essential part of the organization, which involves the workforce and the systems that an institution has substantially contributed to the overall ambiance created by the University. Overall, it can be surmised that as the level of empowerment increases, the level of organizational trust also increases. Likewise, when the level of organizational trust increases, the level of employee satisfaction also increases. Hence; when there is well-established service support in an organization, employees tend to show dependability that lessen their desire to leave the organization.

Sharma and Bhati's (2017) article aims to investigate the role of organizational empowerment and motivation factors in enhancing the employees' commitment as measured by affective, continuous, and normative commitment in the automotive industry in India. Data analyzed using linear regression analysis showed a positive relationship between organizational factors of empowerment & motivation and employees' commitment.

Tutar et al. (2011) study aims to investigate the effects of perceived employee empowerment on achievement motivation and performance of employees. For this purpose, the data gathered from employees of public and private banks operating in Ankara have been analyzed, applying statistical techniques and methods. The analysis of the research data has revealed that perceived employee empowerment had a positive impact on the achievement motivation and contextual performance of employees. The research data has also indicated that employee empowerment is an important predictor variable to achievement motivation and contextual performance of employees.

Shaheen study (2017) aimed to reveal the effectiveness of counseling programs Short-term development of psychological empowerment.

The sample was graduate students, and it consisted of (20) male and female students from master's and doctoral students, and the researcher prepared a scale of Psychological empowerment, and the results revealed that there are statistically significant differences between the means Rank the scores of the experimental group and the averages of the scores of the same group in The pre and post measurements on the psychological empowerment scale, with its dimensions, the post measurement. There were statistically significant differences in the averages of the group's scores And the average scores of the control group in the post-measurement in favor of the group experimental, while there were no statistically significant differences between the average ranks of the experimental group, averages, rank the scores of the same group in the two-dimensional measures The tracer on the psychological empowerment scale with its dimensions.

The study (Cyboran 2005) aimed to identify the effects of thinking on Self-perception of empowerment in the work environment; the sample consisted of a group of workers in a company in the United States. Two groups (experimental and control) were designed. The experimental group was subjected to training for three months.

Immediately before and after the daily work period, both groups completed the Psychological Empowerment Scale Spreitzer, the results showed that the participants who were exposed to the training activities enjoyed A high level of psychological empowerment even during unstable periods in the organization, unlike The control group, as the results showed that the counseling programs support the awareness of empowerment For individuals who already possess a high level of psychological empowerment.

Flaherty et.al., (2017) aimed to explore the impact of psychological empowerment .In developing the self-image and self-behavior of a sample of graduate students. A program to promote a sense of psychological empowerment was developed by seven graduate students specializing in chemistry with experience in an Irish university as a means of improving their view of self-image and positive self-behavior . By conducting interviews and using questionnaires, the results of this study concluded that the level of psychological empowerment among students' Postgraduate studies contribute significantly and positively to improving their perceived self-image And subjective behaviors, which are influenced by a number of training and personal factors.

Zimmerman et al., (2018) aimed to evaluate the effectiveness of the Empowerment program Youth (YES), which aims to apply the theory of empowerment (YES) to the post- School for Middle School Students, YES (an effective educational curriculum designed to help Young people gain confidence in themselves, think critically about their community, and work with adults to bring about positive social change. Two experimental and control groups were designed To test the hypothesis that the curricula will enhance youth empowerment and increase outcomes Positive developmental, work to reduce behavioral problems included our sample work (367) young men from (13)middle and urban schools. Demographic characteristics were adjusted. The results showed that the students who received more components of the curriculum (YES) enjoyed. Have higher levels of psychological empowerment and positive social behaviors than students who have not subjected to systematic interference. The results supported both the empowerment theory and the program's effectiveness.

1.2. Analysis of Previous Studies

By analyzing previous studies, it is clear that they aimed to study the effect of psychological empowerment on Improving some psychological variables such as: self-compassion and marital satisfaction (Flaherty et al., 2010-2017).

Irfan, (2021) has examined the relationship between work integration and empowerment, psychological and job satisfaction among teachers, and how to identify the impact of gender variables, the number of years of experience, and the interaction among them to integrate into the work of teachers. The study also aimed to describe the quantitative description of the relative contribution of psychological empowerment and job satisfaction in anticipating work integration among teachers and to determine the impact of gender and number variables. Years of experience and educational qualification in the predictive ability of psychological empowerment and job satisfaction through integration into the work of teachers. The study sample consisted of (310) male and female teachers in Egyptian public schools. The results showed the following:

There are statistically significant differences between high and Low Psychological Empowerment for Teachers to Integrate into Work Psychological Empowerment. There are statistically significant differences between high and low satisfaction with employing teachers to integrate into work to achieve high job satisfaction. As well as the absence of an impact of the gender variable on the work integration of teachers, while there were significant differences due to the variable number of years of experience, as well as an effect of interaction between gender and number of years of experience.

Psychological empowerment and job satisfaction also contribute to teachers, then predicting work integration for teachers. While the study (Turnipseed & VandeWaa, 2020) examines the relationships between the dimensions of psychological empowerment (merit, influence, meaning and independence) and the dimensions of organizational citizenship behavior (conscience, sportsmanship, altruism and obedience). The study was conducted on a sample of (137) nurses in the hospital General average size. The results showed the existence of differential relationships between each dimension of psychological empowerment and dimensions of organizational citizenship behavior. Merit as one of the dimensions of psychological

empowerment. Qalyubi, (2020), it aimed to reveal the relationship of creative cognitive methods to psychological empowerment among faculty members at King Abdulaziz University in Jeddah in the light of some demographic variables. The study sample consisted of 81 male-female university professors from faculty members from various departments of King Abdulaziz University in Jeddah. The results revealed between the creative cognitive methods on the existence of a statistically significant correlation and psychological empowerment among university professors. The results also revealed a significant difference in psychological empowerment with respect to the variable (gender, marital status, specialization) and the absence of a difference regarding the variable age, experience, and explained Results: There are significant differences between the creative cognitive thinking style in the direction of the (renovative) style in the study sample, the professors of King Abdulaziz University in Jeddah.

According to Abualoush and et al., (2018) also aimed to examine and test the mediating role to enable workers in the relationship between (knowledge management and information systems) to perform. The study was conducted on (287) individuals in pharmaceutical companies in the Arab Republic of Egypt, Jordan. There is a positive and moral impact of empowerment (knowledge management and information systems) on empowering workers, and there is an impact on employee performance. The study also found that there is no correlation between (giving knowledge and information systems) and employee performance. In addition, empowerment mediates the positive relationship between (knowledge management and information systems) and employee performance.

1.3. Commenting on Previous Research and Studies

The majority of previous research and studies contributed significantly to setting the general framework of the current study, as well as reaching the study problem, crystallizing the research gap, and defining the standards used in the study.

Most of the previous research and studies were conducted in foreign environments that differ from the working conditions in Egypt, thus showing the importance of applying the study in the Egyptian environment. There is also a

difference in the sectors of application and therefore the difference in the results achieved, as the studies were not applied to the petroleum sector.

- Studying the relationship between psychological empowerment and organizational learning in the Karaj Governorate Education Institution.

The study is based on the interpretation of the relationship between the psychological empowerment variable and the organizational learning variable, and it was applied to (326) administrative employees in an educational organization in Al-Kharj governorate, the researchers concluded that there is a strong relationship between the dimensions of psychological empowerment (meaning, choice, effectiveness and impact) and expected organizational learning, while there is no significant relationship between the dimension of trust with co-workers as a fifth dimension For psychological empowerment and organizational learning in this organization (Ghaffari et al., 2014).

How to apply the Huber model to the effect of psychological empowerment of subordinates on organizational learning. The study aimed to measure the impact of the psychological empowerment of workers on the organizational learning variable, based on the model presented by the researcher Huber, and the study was applied to 45 workers who were randomly selected from two gas distribution companies in Lorestan province. In Iran, the study concluded that psychological empowerment has a significant effect on organizational learning (Mirzaifar, 2014). The relationship between organizational learning and employee empowerment in organizations. The study is based on measuring the relationship between organizational learning and psychological empowerment at the Islamic Azad University in Obhur, and the sample was 147 employees in this university. The results showed a statistically significant relationship between the dimensions of psychological empowerment separately and organizational learning (Madani et al., 2014).

- Survey of the relationship between psychological empowerment of subordinates and organizational learning in institutions.

The study indicated measuring the relationship between psychological empowerment and organizational learning among teachers, workers and administrators at the University of Tehran, Iran. The research sample amounted to 131 teachers chosen by the stratification method. The study concluded that there are no statistical

differences between male and female workers in relation to the variables of psychological empowerment and organizational learning, and there are no differences in Statistics between teachers and principals regarding the variables of psychological empowerment and organizational learning at the university (Allahyari et al., 2011).

- Empowerment: an essential feature of a learning organization.

The study focused on measuring the impact of empowerment on the learning organization by answering the following questions:

- What is the role of empowerment in improving organizational learning capabilities?
- Is empowerment a basic requirement for learning organizations?

The sample was taken from 213 executive managers in educational organizations in the country of India. The researchers used the qualitative and quantitative approach and concluded that the dimension of decision-making is the dimension of moral effect in the process of making decisions, Organizational learning, and neither of the dimensions of individual assessment and power-sharing have an impact on organizational learning and, consequently, on the learning organization (Mishra and Bhaskar, 2010).

- The impact of psychological empowerment on subordinates in developing and reforming a learning organization.

The researchers determined the goal of the research in examining the role of psychological empowerment in its four dimensions defined by the researcher Spritzer (meaning, influence, effectiveness, and choice) in addition to a fifth dimension, which is the trust of workers with co-workers in the development of the learning organization. The researchers also used four dimensions of the learning organization, which they called the characteristics of the learning organization, which are organizational culture. It was applied to (250) randomly selected workers in an Iranian oil company, and they found a strong relationship to psychological empowerment with its five dimensions in the development of the educated organization (Davijan et al., 2015),

- What is the role and importance of psychological empowerment factors in the development and creativity of faculty members at Baqiyatullah Medical University in Iran.

The study focused on measuring the role of psychological empowerment in the creativity of workers, and it was applied to workers in five colleges at Baqiyatullah University of Medical Sciences in Iran, and the sample was (322) workers. The results showed that there was a statistically significant effect between the creativity of the workers and the dimensions of psychological empowerment (Hosseiny et al., 2015),

- This study is concerned with psychological empowerment and commitment and their relationships to each other for physical education teachers in Khuzestan, Iran.

The previous study focused on measuring the relationship between psychological empowerment and professional commitment and was applied to physical education teachers in the province of Khuzestan in Iran, and the sample size was (230) male and female teachers, and the results showed that there is a positive ethical relationship between psychological empowerment and professional inspiration among physical education teachers (Aghaei and Savari, 2014) .

- This study is concerned with psychological empowerment and the organizational work environment in commitment to change and its results.

The study aimed to clarify the role of psychological empowerment and the employee's impressions of the external environment. The study was applied to some financial institutions located in Indonesia. However, the sample size (539 workers) and the study showed a significant impact with significant moral significance between organizational commitment to change and workers' expectations about the external environment. For the organization, there is also a significantly important influence of all dimensions of psychological empowerment in organizational commitment to organizational change for employees (Mangundjaya, 2014).

- Psychological Empowerment and Job Satisfaction in Jordanian Hospitals

The previous study aimed to measure the impact of psychological empowerment on workers' satisfaction with work, and the study was applied to

Jordanian hospitals, here the size of the research sample was (554). The study showed that Jordanian hospitals have a high degree of psychological empowerment and high job satisfaction, and that 56% of job satisfaction is due to the effective empowerment strategy in these hospitals (Saif and Saleh. 2013).

- The effect of psychological empowerment on citizenship behavior in public banks. It aimed to study the effect of psychological empowerment on organizational citizenship behavior among workers in government banks.

The study dealt with the dimensions presented by the researcher (Grives, 2003) for psychological empowerment, which are (leadership style, incentive system, work design and work environment), and the study was applied to the sectors of government banks in Niger. The sample size was 92, and the study concluded that psychological empowerment had a significant effect on organizational citizenship behavior in government banks (Suri and Garg. 2013).

1.4. Commenting on Previous Studies

- Psychological empowerment is an important entry point for the advancement of the organization.
- Psychological empowerment provides high levels of organizational and professional commitment and contributes to enhancing citizenship behavior.
- The impact of job empowerment on confidence, innovation, and performance. The sample size of this study in Tunisia is (248) companies affiliated with the information and communications sector, where this study found the positive impact of empowering subordinates in both trust, job performance, and innovation (Berraies ,2014) where this study attempted to search for the relationship between building trust, development, and improvement for the school from the point of view of teachers and principals, through trust in the relationship between teachers and principals and trust in the relationship between teachers themselves, were the study included (16) schools in the city of Oroigan in the United States of America, and the study sample consisted of (716) teachers and (126) principals. The results of the study indicated that principals' perceptions of organizational trust are higher than teachers'

perceptions and that teachers' awareness of principals' role in improving and developing schools was positive (Jennfire, 2005).

The relationship between principals and teachers by discovering the links between empowerment and interpersonal trust. The study aimed to identify the relationships between principals and teachers by discovering the links between empowerment and trust between individuals. The questionnaire was developed as a tool to measure the psychological support perceived by teachers and the level of personal confidence in the school principal. The study was applied to (100) sample of teachers in an elementary school. In urban areas in Chicago, the results showed, The study found that the high level of trust in the principal has a strong correlation with the high level of teachers' awareness of the existence of a supportive school climate for work, and with meaningful work done, as well as with teachers' sense of independence and ability to influence the work climate (Moye et al., 2005).

1.5. Study of Andraos and Maayah (Managing with trust and Empowerment)

This study aimed to identify the degree of exercise of trust and empowerment among academic leaders in Jordanian universities, its importance lies in the fact that the issue of employee trust in management is a prerequisite for the success of the empowerment process (Andraos and Maayah, 2008). The study population consisted of a sample of 468 academic leaders from all academic leaders in official Jordanian universities, represented by university presidents, deans, and heads of departments, from (2005) to (2006) shows the distribution of the members of these universities in the study population according to the university study variables (gender, college, administrative location, experience in administrative work and universities from which he graduated. Among these results are the following:

All of the trust clauses came within a high degree of investigation, especially that trust that enhances empowering individuals to assume responsibility and delegate powers to them.

The field of opportunities for creativity and self-realization appears in the first place, the field of administrative policies and leadership behavior in the second place,

then the field of information accuracy and availability in the third place, and finally, the field of organizational values prevails in the fourth stage within the degree of the high practice of each of them for the concept of trust.

All paragraphs on the concept of empowerment except for the paragraph (empowerment is an essential part of the culture of the university in which I work) have all been achieved, while the excluded paragraph came within the degree of medium practice.

According to Linda; Arnason Susanna Johnsen based on the role and perception of organizational trust. The objective of this article is to study the phenomenon of trust and how the employee obtains administrative positions; the descriptive analytical approach is limited to information collected from five individuals working in a large Swedish company operating in the financial sector. And I found these results:

The general perception of the company in the case of the company is high and has an important role.

Monitor and control systems are rarely used because the organization depends on trust, where it is said that openness and participation are the key words.

It was observed that there is communication, openness and effectiveness in the decision-making process and this indicates a high level of trust.

The authors found two new components (response and tension) that can be added to the components of trust, which were collected from five components (competence, values of association, interest, consistency, and openness), thus forming a new model for measuring trust. (Linda Arnason et al., 2012).

As announced by Simbolon et al., (2018) to examine the work environment, incentives, and trust in employee integration, the study was conducted on (394) employees in Jakarta, Indonesia, The study reached several results, the most important of which are:

The work environment has a direct positive impact on employee integration.

Incentives and organizational trust have a direct positive impact on employee integration.

This is in addition to a positive relationship between Work environment and organizational trust.

According to Ugwu et al., (2014) the relationship between organizational trust, integration, and psychological empowerment, As well as test the mediating role of psychological empowerment in the relationship between psychological empowerment and integration, the study was conducted on a sample of 715 individuals working in seven commercial banks and four production companies in Nigeria. The results showed that organizational trust and psychological empowerment predicted work integration, it was also found that there is a mediating effect of empowerment in the relationship between trust and integration.

As a declared by William & Wilkins , (2000) the use of the (Kanter) model to examine the effects of organizational trust and enable it to perform its role on two types of organizational commitment, the study sample consisted of (412) nurses working in Canadian hospitals, The study reached a set of results, the most important of which were the authority delegated to the nurse increases, the organizational trust will increase, and thus emotional commitment will increase. As documented by study of mika, (2019) aimed to identify organizational trust as an enabling tool for the exchange of organizational knowledge. The study found: a measure of organizational trust and this measure is divided into a measure of personal trust and a measure of non-personal trust.

As announced by a study of Issa, (2018) the effect of compatibility between organizational trust and organizational learning. The results of the study concluded: There is a statistically significant relationship between organizational trust and knowledge sharing and between organizational trust and organizational learning and its impact on increasing employee productivity. Mahfuz Judeh (2016) with the title: The effect of organizational trust on the performance of subordinates and the role of mediator of employee engagement. The purpose of the study is to evaluate the effect of organizational trust on job performance in addition to the role of a mediator involving employees in the relationship between organizational trust and organizational performance. The data was collected through a questionnaire consisting of (262) employees working in the field of industry electrical. A Structural equation modeling was used, and the results were there is a relationship between job performance and the

involvement of subordinates, where employee participation takes place through the interaction between organizational trust and job performance. Improving job performance requires building a healthy and good culture of organizational trust among subordinates.

According to Abdullah, (2017) has attempted to identify the degree of organizational trust in its various dimensions, trust in the direct supervisor and trust in co-workers, trust in senior management among faculty members and their assistants at the University of BENI SUEF, as well as determining their degree job involvement, as well as aiming to create the effects of personal and functional variables on their degree of job involvement, And revealing the relationship between organizational trust in its various dimensions on the one hand, and job involvement on the other hand. The study was conducted on 334 faculty members and their assistants at BENI SUEF University. The results revealed a high degree of organizational trust in its various dimensions among faculty members and their assistants, as well as a high degree of job involvement, as it was found that there was an effect of personal and functional variables on the degree of organizational trust and job involvement. Finally, it was found that there is a significant statistically significant relationship between organizational trust in its various dimensions and job involvement.

As announced by Harold, (2004) incentive Motivation and work place performance of the basis of this study is to determine the importance of motivation in raising the performance of employees in their jobs. This study also aimed to determine how to increase job performance through motivation and to find out which type of motivation is most effective. The study population consisted of business organizations in North America, The study sample consisted of organizations in the USA. The results of the study showed that incentives increase and improve job performance significantly and that financial incentives increase and improve performance by 44%. The results of the study also showed that incentives increase employees' interest in work and it is possible to attract skilled and competent employees. This study also showed that long-term incentives improve performance by 44%, while short programs effective for six months contribute to improving performance by 33%, and that good management of incentive programs contributes to improving performance significantly.

As declared by Gелlette, (2012) the foundations of this study are based on the importance of applying the incentive system to the sales departments in American companies, and American marketing companies were the study sample. The results showed that applying incentive systems to the marketing and sales departments is the most important. Applying incentiveess increases their performance by 27%. Applying financial incentives to sales employees increases their performance by 45%. The most effective type of incentive is financial incentive, with a rate of 92%.

In the same way, a study of Benites, (2013) Motivation Matters: Incentives programs Improve employee performance . The importance of this study is the application of the motivation system to the performance of American workers and how motivation affects increasing production. The sample was 2000 workers distributed on a questionnaire that measures how the motivation system is applied to motivation and performance. The results were that 80% of employees believed that the higher their motivation to work, the greater the quality of their performance at work. Furthermore, 98% of employees believe that motivation has a significant impact on the quantity and quality of work completed. Therefore, 75% of the sample believe that moral incentives, the most important of which are recognition and respect for employees, have a significant impact on their motivation and improve performance levels.

1.6. Case Study

This study was conducted at Gharyan University in Libya, as this university includes seven colleges, and the target was all employees, including faculty members.

1.6.1. Assumptions of the Research

The idea of our research topic arose because it is an important and useful topic for people at all levels, and given that the topic of psychological empowerment and its impact on organizational confidence is considered new to our society and faces some difficulties, we tried to collect and analyze information until we reached satisfactory results.

2. THEORETICAL FRAMEWORK

2.1. Psychological Empowerment

2.1.1. Introduction

Psychological empowerment has emerged as a significant construct in organizational behavior, reflecting the extent to which employees feel a sense of control, competence, and meaningfulness in their work. This concept is rooted in the idea that when employees perceive themselves as empowered, they are more likely to exhibit higher levels of engagement, motivation, and trust within the organization (Spreitzer, 1995). The present study delves into the intricate dynamics of psychological empowerment at Gharyan University in Libya, examining its impact on organizational trust and exploring the mediating role of motivation in this relationship. Organizational trust is a critical factor that influences various outcomes, including employee performance, job satisfaction, and organizational commitment (Dirks & Ferrin, 2002). Trust within an organization fosters a collaborative environment, enhancing communication and reducing the fear of exploitation. Psychological empowerment, characterized by self-determination, competence, impact, and meaning, is posited to enhance organizational trust by fostering a sense of autonomy and control among employees (Seibert, Wang, & Courtright, 2011). Moreover, motivation is a pivotal mediator in the relationship between psychological empowerment and organizational trust. Motivational theories suggest that empowered employees are intrinsically motivated, which in turn, strengthens their trust in the organization (Deci & Ryan, 2000). This study hypothesizes that psychological empowerment not only directly influences organizational trust but also does so indirectly through the enhancement of intrinsic motivation. The context of Gharyan University provides a unique setting for this investigation, given the socio-political and economic challenges in Libya. Understanding the role of psychological empowerment in such a setting can offer valuable insights into how educational institutions can foster a more trustworthy and motivated workforce, despite external adversities. This research contributes to the broader literature by providing empirical evidence from a non-Western context, highlighting the universal applicability of psychological empowerment in enhancing organizational outcomes. The term empowerment has different cultural, social and

political meanings, and is not easily translated into all languages as it has several terms, including self-power, control and control, self-power, self- reliance, personal choice, struggle for one's rights, independence, decision-making, freedom At all levels, this is for example, not limited. Empowerment” is a term that has been defined and clarified by a variety of institutions, from the World Bank to many of the more radical NGOs and some share some definitions, while other institutions such as the United Nations Development Program and Save the Children leave the term undefined (Scrutton and Luttrell, 2007). Given the importance of psychological empowerment, interest in psychological empowerment and employee engagement has increased significantly during the past decade among all levels and categories of practitioners and academics. However, we want and hope that psychological empowerment is grounded in relation to organizational trust because this occurs through emotional contagion between supervisor and employee.

Thus, we believe that trust between related parties as a significant predictor of employee psychological empowerment, Subordinates' confidence is indicators of organizational outcomes at all levels, such as job performance, citizenship and job satisfaction (Dirks & Ferrin, 2002), intentions to quit (Brower, Lester, Korgaard & Dineen, 2009), interpersonal facilitation (Kim, Wang & Chen, 2016).

This study contributes to the literature in several ways:

- First, through the effect of psychological empowerment on organizational trust in the presence of the mediator of motivation, we contribute to advancing our understanding of organizational trust, psychological empowerment, and motivation, Personal trust is an important component of the workplace and that sets the right climate for managers and employees.
- Second, we assess psychological empowerment, organizational confidence, as well as mediator of motivation.
- Third, the Western understanding of trust may be different from the East. Thus, collecting data from a sample of Libyan universities, this study contribute to bridging the gap in the literature.

2.1.2. Definitions and Concepts

2.1.2.1. Some definitions from the Holy Quran

- (Have they not seen how many a century We destroyed in the earth unless We empowered you? Surah Al-An'am, verse 6).
- (Likewise, this research empowered Yusuf on earth, and let us know him from the interpretation of hadiths) Surah Yusuf verse 21).
- (And this research have empowered you in the earth, and We have made for you in it little sustenance, Little are you grateful) Surah Al-A'raf verse 10).
- (And thus this research empowered Joseph on earth) Surah Yusuf, verse 56).
- (Indeed, this research empowered him on the earth and gave him a means of everything) Surah Al-Kahf, verse 84).
- (Those who, if this research empowered them in the land, establish prayer and pay zakat, and enjoin what is right and forbid what is wrong, and God is the end of matters) Surah Al-Hajj verse 41).

2.1.2.2. Various Definitions of Some Researchers

- Tengland, (2008) has defined psychological empowerment as the individual's ability to control his life, which can be seen in six indicators:
- Health: the ability of people to control the surrounding conditions that affect their mental and physical health.
- Home: How does a person choose where to live?
- Work: how to choose a job and income level.
- Values: What are the values that an individual believes in and their importance in his life?
- Leisure time: It includes its quantity, content, and how to invest it.
- Close relationships: how to choose friends and form a family.
- As for Zimmerman, he defined psychological empowerment as the individual's perceptions and beliefs about his self-efficacy, in order to control and control his life capabilities, and how he understands the reality of his environment, which allows him to respond appropriately to the reality of this environment and Performing the roles given to them, and that psychological empowerment

includes competence based on a positive self-concept on the one hand, and an analytical understanding of the social and political environment, and on developing personal and social resources for positive social action on the other hand (Zimmerman,2000).

- And Spritzer sees that psychological empowerment is in the individual's knowledge of his actual skills that allow him to succeed in performing his job, Positive towards life and especially work (Spritzer, 1995).
- Psychological empowerment is a source of strength and energy that works to liberate man from the restrictions of others, through which he can make decisions and achieve his goals, and the ability to coexist with the requirements of the situation, control surrounding events and a sense of value (Blanchard, 2001).
- Empowerment is basically motivating individuals to experience a feeling of empowerment. Whereas scholars have focused on the empowerment discussion on management practices that address what the organization can and should do to remove obstacles work and “release hidden resources”. (Carlzon, 1987).
- The goal of psychological empowerment is to focus on the experience and information of employees, and with emphasis on, the intrinsic motivation of the business (Thomas & Velthouse, 1990).
- The concept of psychological empowerment is rooted in the understanding that reality is community-based and in turn, a structural view based on empowerment programs as an objective reality fails to explain the biases inherent in cognition (Jones, 1990).
- Another aspect of empowerment is the feeling of being "able" to perform and work efficiently called self-efficacy. Feelings of self-efficacy are rooted in people feeling that they are able to perform tasks highly skillfully and successfully, and are considered task specific (Gest, 1987).
- The final dimension of empowerment is for employees to find the purpose of their work, or believe in and care about what they do. A person who is capable and capable sees that the goals associated with his activity or work derive from that. These three dimensions, personal impact, self-efficacy, and meaning, are the critical equation components of the empowered factor. These dimensions

were defined and corrected by both (Spreitzer, 1995) and service contexts (Fulford & Enz, 1995).

- While researchers have used the term empowerment, the definition and the three specific dimensions provide a structured psychological, motivation-based approach to building in line with the nuanced conception presented by Spreitzer (1992, 1995, and 1996), we note that empowerment is limited in the field of work.
- Psychological empowerment differs in public and private institutions (Gautam & Bhandari, 2017).
- The psychological empowerment trend is achieved through the employees' perception that the work environment allows them to use their ideas and initiatives to perform jobs that differ between the public sector and the private sector. In the public sector, it is necessary to exchange rewards and ideas to improve business outcomes, Bowen and Lawler cited in Fernandez and Moldogaziev (2011) ,That psychological empowerment can fail because its purpose and focus is on strength and not on rewards, ideas and mental knowledge (Fernandez and Moldogaziev2011) .
- Perceived high-performance management and support, whether at the political or social level or at the level of work characteristics at all levels, are closely related to psychological empowerment (Seibert, Wang & Courtwright, 2011).
- It is possible that organizations that empower subordinates psychologically have each been rated according to their degree, either by a higher level than themselves or their colleagues, as being creative, adept, and good (Allan, Sara & Amy, 2018).
- Psychological empowerment can have positive psychological effects on performance, organizational citizenship behavior, and creativity and innovation at all individual and collective levels (Lee, Willis & Tian, 2018).
- When subordinates feel positive psychological strength, they become motivated to take on additional challenges and responsibility in work at all levels, Psychological empowerment is important and positive for competitive advantage (Gautam & Bhandari, 2017).

- Empowerment of subordinates positively affects the three dimensions of competitive advantage including responsiveness, innovation and efficiency of organizations in the service sector (Kahreh, Ahmadi, Al Hashemi, 2011).
- There is a lack of clarity, hesitation, and skepticism among practitioners and academics that enabling practices lead to greater satisfaction and commitment, but not necessarily better performing employees and studies based on analysis of this topic (Dewettinck, Singh & Buyens, 2003).
- There is a burnout process in which specific empowering behaviors increase the stress generated by the work of followers, which in turn reduces the positive empowerment of subordinates and leaders (Cheong et al., 2016).
- Subordinates' feeling of empowerment is closely related to subordinates' performance and organizational behavior) Allan, (Sara and Amy, 2018).
- Empowerment is controlling the issues that matter to the organization) Rappaport, (1987).
- On the other hand, the Oxford English Dictionary (1998) explains This English dictionary defines empowerment as giving a person the power to do any work, and this power is given to empower this person.
- Swiss development agency Empowerment is liberating the deprived from exercising their rights and participating in business by making decisions.
- The activities of the Swiss Agency for Development and Cooperation have been redesigned to raise awareness and empower needy and poor people to enhance identity, self-esteem, self-confidence and problem solving (SDC, 2004).
- Zimmerman defines empowerment as the freedom of individuals to take absolute action to reach their goals (Zimmerman, 1995).

2.1.3. Management Theories Related to Empowerment

2.1.3.1. The X-Y Theory: McGregor

Theory X assumes that workers are lazy and hate work, and that workers must have direct supervision. Y theory assumes that management has a positive view of workers, that managers trust workers and that decisions are shared among them, that

managers encourage workers, and that the degree of satisfaction is high (Stewart. 2010), "theory X and Y revisited", Oxford Leadership Journal, Vol (10), No (3), p 5.).

2.1.3.2. Contribution of theory to psychological empowerment

Theory Y refers to psychological empowerment because it encourages workers to innovate and be creative, and this corresponds to the model presented by Conger and Kanungo, which aims to encourage and motivate. Matching with the Velthouse & Thomas model also occurs by enhancing trust between workers and involving workers in decisions.

Two-Factor Theory:

Frederick Herzberg developed the two-factor theory known as the motivational hygiene theory in short, Herzberg's theory states that:

- The absence of a first set of factors leads to dissatisfaction although they are not motivational factors. These are referred to as exogenous because they come from a person's external environment.
- The second group of factors is important because it provides satisfaction to the workers and is called motivating factors or internal factors. Summary of the theory Managers should emphasize ensuring adequate hygiene factors to avoid employee dissatisfaction. Also, managers must ensure that work is encouraging, motivating, and rewarding so that employees are motivated to work and perform with great productivity and benefit the organization based on the Two Factor Theory (Herzberg's Motivation-Hygiene, 2015).

2.1.3.3. Contribution of theory to psychological empowerment

This theory focuses on enhancing positive feelings that raise levels of satisfaction among workers through participation in decisions and providing appropriate and comfortable conditions for work.

- Systems Theory

This theory is based on the parts of the system that are related to each other, and these parts are:

- One of the most important things is to address the individual's motivations, assumptions, and tendencies.
- The organizational structure and its related positions.
- Informal organization, especially patterns of intergroup relationships.
- Work technology must be designed with the psychological makeup of humans (Bertalanffy. L, (1968) .

2.1.3.4. Contribution of the Theory to the Concept of Psychological Empowerment

This theory contributed to the transfer of the worker's view of comprehensiveness and achievement of goals. The researchers, Tymon & Thomas, emphasized the need to separate between the individual worker and his needs and the work that the administration must provide, such as a good environment, and ways and methods to achieve this.

McClelland's Needs Theory Needs Theory explains the motivation process by detailing what needs are and how they should be addressed. McClelland is an American psychologist who developed the achievement theory of motivation which revolves around three important aspects, namely, achievement, power, and Affiliation. The need for power means to control the behavior of others, Individuals who feel this need achieve satisfaction by influencing the behavior of others, and it is clear to managers. The need for Affiliation: the individual's feeling that he lives within a group and exchanges feelings with them, and the individual fulfills the need for satisfaction by building relationships with others So that he gives great value to friendship and the feelings of others towards him. Achievement Need: The need to reach goals.(Moore et al., 2012). This research note that the three needs in this theory overlap with the four dimensions of psychological Empowerment, We notice that the dimension of the effect is given to satisfy the need of the force. Likewise, meaning and choice satisfy the need for belonging, the dimension of efficiency gives the need for achievement.

- Alderfer Theory developed Maslow's theory and addressed criticisms of Maslow's theory.

This theory is based on:

- The need to belong.
- The need to survive.
- The need for growth and progress.

Caulton, (2012), this theory is consistent with Maslow's theory that the individual moves on a hierarchy from bottom to Top, It is the unsatisfied needs that motivate the individual, and the satisfied needs are less important. This theory differs from Maslow's theory that the individual moves from top to bottom hierarchically. That is, in the event that the individual fails to satisfy the needs of growth, the needs of association emerge with a motive force that makes the individual redirect his efforts to satisfy the needs of the lower level.

2.1.3.5. Contribution of the theory to the concept of psychological empowerment

This theory is considered important, and this is evident in terms of satisfying the needs of growth and progress for employees, in order to increase their skills and abilities at work. This theory is also based on the introduction of Thomas and Velthouse, From a dimension the continuity that corresponds to the feeling of the working individual of development and progress for the better.

Z Theory which has been presented by William Ochi & Richard Tanner:

Its beginning in the eighties of the last century was based on several principles:

- Trust: Management is what is implanted among employees, increases their motivation, and raises productivity.
- Skills: They are formed as a result of accumulated experiences. Experience and confidence increase productivity.
- Love and friendship: friendship and love reduce conflicts increase the degree of cooperation and participation in decisions and achieve goals to raise productivity and quality.

This theory assumes the availability of positive relationships as a good and cohesive team work, experience and self-confidence; it is one of the most important principles of psychological empowerment. The researcher notes a strong link between

the principle of trust and the dimension of influence that all researchers in the field of psychological empowerment emphasized.

2.1.4. Dimensions of Psychological Empowerment

Empowerment from the point of view of (Spreitzer, 1995; 2006; 2007) and (Conger and Kanungo 1988), psychological empowerment consists of four points. It is the worker's feeling that the work he is doing is worth attention and that it has value, interest and agreement (Carol et al. 1989). Here, people must have meaning for the work they are doing that has a value that does not contradict his beliefs. The meaning it is the value of the action goal, in relation to the ideals or standards of the individual (Thomas & Velthouse, 1990). Meaning includes compatibility between work role requirements and behaviors (Brief & Nord, 1990; Hackman & Oldham, 1980). It is the subjective ability to do actions, in other words, the ability of people to perform actions with high efficiency. Rather, it starts from perception and judgment and ends with belief and self-concept (Bandura .1989), People's belief that they do things with great skill (Spreitzer, 1995). Competence, or self-efficacy, is an individual's belief in his or her capability to perform activities with skill (Gist, 1987). Self-determination is a people feel freedom and independence, but this freedom must be under the instructions and controls of organizations. Self-determination is the feeling that an individual has a choice in initiating and organizing actions and that he is involved in the process Productivity (Deci et al., 1989). Self-determination reflects autonomy in the initiation and continuation of work behaviors and processes; Examples are making decisions about work methods, speed, and effort (Bell & Staw. 1989; Spector, 1986).

Impact is the degree to which a person influences business outcomes and business processes. Impact is the degree to which an individual can influence the strategic, managerial or operational results of a business (Ashforth 1989). Moreover, the effect is different from the control position; while influence is influenced by the context of the action, locus of internal control is a universal personality trait that persists across situations (Wolfe & Robertshaw, 1982).

2.1.5. Psychological Empowerment

This thesis focuses on Psychological Empowerment (PE) is activated as an individual's cognitive state characterized by a sense of control, competence, and goal-accepting thinking. Thus, PE is a multi-faceted construct that reflects the different dimensions of psychological empowerment and is seen as positive for perceptions of personal control, a nuanced understanding of the social and political environment, which is firmly rooted in the framework of social work and capacity building.

2.1.6. Empowerment Aims

Empowerment in organizational contexts, particularly psychological empowerment, has gained substantial attention in contemporary management research. Psychological empowerment refers to a cognitive state characterized by a sense of control over one's work, competence, meaningfulness, and impact (Thomas & Velthouse, 1990). The aims of empowerment initiatives often revolve around enhancing employee motivation, fostering trust within the organization, and ultimately improving overall organizational performance. This study seeks to examine the effects of psychological empowerment on organizational trust and explore the mediating role of motivation at Gharyan University in Libya. The concept of empowerment aims to create a more dynamic and responsive workforce by promoting a sense of ownership and accountability among employees. Empowered employees are generally more engaged, proactive, and committed to their organization's goals (Spreitzer, 2008). These outcomes are crucial in academic institutions like Gharyan University, where the educational environment requires high levels of collaboration, trust, and motivation to achieve academic excellence and operational efficiency. Organizational trust is a foundational element that influences various organizational outcomes, including cooperation, knowledge sharing, and employee satisfaction (Costa, Fulmer, & Anderson, 2018). Trust within an organization reduces uncertainty and enhances interpersonal relationships, thereby contributing to a more cohesive and productive work environment. Psychological empowerment is posited to positively impact organizational trust by fostering an environment where employees feel valued and confident in their roles (Mishra & Spreitzer, 2021). Furthermore, the role of motivation as a mediator in this relationship is critical. Motivation, particularly intrinsic

motivation, drives employees to perform tasks with a sense of enjoyment and fulfillment rather than external rewards (Ryan & Deci, 2020). Empowered employees, who perceive their work as meaningful and impactful, are likely to experience higher levels of intrinsic motivation, which in turn, strengthens their trust in the organization. In the context of Gharyan University, examining these dynamics provides valuable insights into how empowerment strategies can be tailored to enhance organizational trust and motivation, even in challenging socio-economic environments. This study contributes to the broader literature by providing empirical evidence from a non-Western setting, thereby expanding the understanding of psychological empowerment and its implications across different cultural contexts.

Empowerment goals according to researchers' opinions:

- Developing and developing access to and control over resources in order to reach sound decisions and positive results.
- Develop the ability to independently determine what the individual wants and act with the individual according to his freedom.
- Developing and developing the ability to trust in the personal abilities of the individual to give him confidence.
- Identifying the level of both psychological empowerment and life guidance for the sample members studying.
- Verify the existence of a correlation between psychological empowerment and organizational confidence in the presence of a mediator, which are incentives.
- Detection of differences in the level of both psychological empowerment and organizational confidence in the presence of the mediator, which is the incentives of the study sample members according to the variables: (gender, experience, supervisory authority).

The study aims to find out the following:

- Attitudes of workers towards their sense of psychological empowerment.
- The effect of psychological empowerment on trust.
- The extent to which there are differences in the respondents' answers towards the effect of psychological empowerment on confidence due to demographic factors (gender, educational qualification, experience).

- Presenting a set of proposals to contribute to raising the level of interest in psychological empowerment and trust.
- Determining the extent of the research sample's awareness of psychological empowerment.
- To test the relationship between psychological empowerment, trust, and motivation Mediator.

2.1.7. Why Psychological Empowerment?

Psychological empowerment has become a focal point in organizational studies due to its profound impact on both individual and organizational outcomes. Defined as a motivational construct manifested in four cognitions: meaning, competence, self-determination, and impact, psychological empowerment represents an individual's orientation to their work role that encompasses a sense of autonomy and purpose (Spreitzer, 1995). This research investigates the implications of psychological empowerment within the context of Gharyan University in Libya, particularly its effect on organizational trust and the mediating role of motivation. The relevance of psychological empowerment lies in its potential to foster an environment where employees feel a deeper connection to their work and organization. Empowered individuals are more likely to exhibit enhanced intrinsic motivation, which is critical in driving performance and engagement (Ryan & Deci, 2020). By instilling a sense of meaning and competence, psychological empowerment not only improves individual satisfaction but also contributes to the overall trust within the organization. Trust, a pivotal element in organizational dynamics, is essential for effective collaboration, reduced conflict, and enhanced organizational commitment (Dirks & Ferrin, 2002). Moreover, the unique context of Gharyan University, situated in a country facing socio-political and economic challenges, provides a compelling backdrop for studying psychological empowerment. In such environments, fostering a sense of psychological empowerment can be particularly transformative, offering employees a sense of stability and purpose amidst external uncertainties (Hamed & Al-Ghazali, 2020). This is crucial in educational institutions where the commitment and motivation of staff directly influence the quality of education and institutional resilience. Furthermore, the mediating role of motivation in the relationship between psychological empowerment

and organizational trust is an area that warrants exploration. Empowered employees often experience higher levels of intrinsic motivation, characterized by a genuine interest and enjoyment in their tasks, as opposed to being driven solely by external rewards (Deci & Ryan, 2000). This intrinsic motivation can enhance trust in the organization by fostering a work environment where employees feel valued and integral to the organization's success. In summary, psychological empowerment is a multifaceted construct that significantly impacts organizational trust and motivation. By examining its effects within Gharyan University, this research aims to provide valuable insights into how empowerment can be leveraged to enhance organizational effectiveness, particularly in challenging socio-economic contexts. The findings are expected to contribute to the broader understanding of empowerment in diverse cultural settings, highlighting its universal applicability and benefits.

- It is necessary to promote development because everyone sees that patriotism and commitment to development are important.
- Without empowerment, we may see the wrong behavior of individuals and therefore business-related policies are hampered.
- Policies related to people must be formulated so that the result is positive and so that there is no failure to achieve results due to the psychological structure of people.

2.1.8. Benefits and Barriers to Empowerment

Psychological empowerment within organizations has garnered significant attention due to its potential to enhance employee motivation, performance, and organizational trust. The positive outcomes associated with psychological empowerment are well-documented in the literature, highlighting its importance in creating a thriving workplace. However, the implementation of empowerment initiatives is not without challenges. This section examines the benefits of psychological empowerment and the barriers that may impede its effectiveness, particularly within the context of Gharyan University in Libya.

2.1.8.1. The Benefits of Empowerment

Psychological empowerment offers numerous benefits that can transform both individual and organizational outcomes. One of the primary advantages is the enhancement of intrinsic motivation. Empowered employees are more likely to find their work meaningful and fulfilling, which increases their intrinsic motivation and drives higher levels of performance (Ryan & Deci, 2020). This intrinsic motivation is crucial in academic settings like Gharyan University, where the quality of teaching and administrative support directly impacts student outcomes and institutional reputation. Another significant benefit of psychological empowerment is its positive effect on organizational trust. Empowered employees feel a greater sense of control and competence in their roles, which fosters trust in their colleagues and the organization as a whole (Spreitzer, 2008). This trust is essential for creating a collaborative and supportive work environment, reducing workplace conflicts, and enhancing overall organizational cohesion (Dirks & Ferrin, 2002). Moreover, psychological empowerment can lead to improved job satisfaction and organizational commitment. When employees perceive that they have the autonomy and resources to perform their tasks effectively, they are more likely to be satisfied with their jobs and committed to the organization's goals (Seibert, Wang, & Courtright, 2011). This is particularly relevant in the context of Gharyan University, where fostering a committed and motivated workforce is vital for navigating the socio-political challenges faced by the institution.

- Empowerment can instill confidence at all levels of an organization.
- Encourage and motivate employees to perform their jobs.
- Keeping employees in their institutions.
- Achieving a competitive advantage.
- Commitment, openness and creativity) Dr. Preethi S Rawat IJSSH (2012).
- Psychological empowerment grants self-determination and decision-making and enhances the spirit of participation and good relations between subordinates (Deci, vallerand and Ryan,1991).

2.1.8.2. Barriers to Empowerment

Despite its benefits, several barriers can hinder the effective implementation of psychological empowerment in organizations. One of the primary barriers is resistance to change. Employees and managers may be accustomed to traditional hierarchical structures and may resist shifts towards more autonomous and decentralized approaches (Fernandez & Moldogaziev, 2015). This resistance can stem from a fear of losing control or uncertainty about new roles and responsibilities. Another significant barrier is the lack of adequate training and support. For psychological empowerment to be effective, employees need to be equipped with the necessary skills and resources to take on more autonomous roles (Mathieu, Gilson, & Ruddy, 2006). Without proper training and continuous support, empowerment initiatives may fail to achieve their intended outcomes. Additionally, organizational culture plays a crucial role in the success of empowerment efforts. A culture that does not support openness, trust, and collaboration can stifle empowerment initiatives. In the context of Gharyan University, where external socio-political challenges already pose significant hurdles, fostering an empowering organizational culture can be particularly challenging (Hamed & Al-Ghazali, 2020). Transparency and information provision:

It is necessary for institutions to provide subordinates with information and training so that they are ready to be empowered and thus contribute to the implementation of work plans and increase productivity (Conner; 1997).

- Fear and risks:

Namely, managers are reluctant and afraid to use the implementation of empowerment and instead of being a superior subordinate, they also fear losing control and losing their jobs and employees may not be able to the same extent to use the authority to make decisions and assume accountability and high job participation (Johnson; 1994).

- Downsizing:

Institutions implement empowerment at a time when there is a deficit and an economic slowdown Downsizing occurs due to economic slowdown, introduction of new technology, restructuring etc.

Sometimes empowerment and downsizing may occur simultaneously and we believe that empowerment and downsizing may lead to a flat organizational structure and thus reduce the power, efficiency and prestige of subordinates (Adler; 1993).

- Lack of clarity:

Because managers do not understand how to implement empowerment and also do not understand the true meaning of empowerment and do not give employees complete freedom and how to use this freedom (Elizabeth George,2013).

- Negligence in the use of force:

The authority granted to employees may be exploited by employees for personal gain, and the authority granted at that time may be abused for personal purposes, thus reducing the performance of employees (Elizabeth George ,2013).

- Mutual trust:

Subordinates may resist empowerment because they believe that empowerment is a technique for exploiting employees, Empowerment can be seen as manipulating subordinates and obtaining positive results using the method of democracy, and in some cases they feel that empowerment only benefits the organization and therefore they do not accept empowerment (Elizabeth George,2013).

The benefits of psychological empowerment are clear, ranging from enhanced motivation and job satisfaction to increased organizational trust and commitment. However, overcoming the barriers to empowerment requires careful planning and a supportive organizational culture. By addressing these challenges, institutions like Gharyan University can leverage psychological empowerment to foster a motivated, committed, and trustful workforce, thereby enhancing their overall effectiveness and resilience in challenging environments.

2.1.9. Models Empowerment Psychological

Conger & Kanungo, (1988) have considered this model that would delegate authority and share it. In This model, the researchers define psychological empowerment as (the motivational structure of workers' self-efficacy by identifying the conditions that promote feelings of weakness through informal organizational

practices and means by providing sufficient information about workers' self-efficacy). Diagnosing the conditions of the organization responsible for the feelings of helplessness among the workers, such as dictatorship, negativity, bad communications, failure, lack of appropriate authority, unclear goals, etc. Providing information on self-efficacy such as verbal persuasion and emotional counseling. As a result of receiving this information, subordinates will feel psychologically empowered. Change in behavior through subordinates' insistence on achieving the given goals (Tay et al., 2010).

Thomas & Velthouse, (1990) has announced that advance the work of Kanungo & Conger by focusing on the power of organizational practices to motivate workers. In general, according to this model, psychological empowerment is the confidence of subordinates in their sense of the value of the work, and it is necessary to give and direct the values and ideas of subordinates to achieve the goals of the organization (Odeh. Kh, 2010). There are four factors that determine psychological empowerment according to this model (Choong et al., 2011). Freedom of choice is the degree of freedom of the worker to carry out his duties with the organization. Self-efficacy which is the set of acquired experiences and skills. Meaning of work that the worker realizes that the tasks he performs have meaning and value for him, others and the organization. Impact: it is the worker's belief that he has an influence in making decisions related to his work.

The Third model has been announced by Gretchen Spreitzer, (1992) is defined as (a motivational system based on four dimensions, which in turn works to direct the behavior of workers towards their work, in the sense of sharing power with workers at all levels of management, so that workers obtain self-experience in carrying out their work (Spreitzer, 1995). According to this model, we will explain the four dimensions which are meaning is the individual's awareness of the value of the goal required of him, so that the person's beliefs and behaviors must correspond to the requirements of the role he plays in the organization. (Deng and Doll, 2010). Competence is the worker's sense of self-efficacy in performing the tasks given to him; this is done by enhancing the feeling of the individual through reverse feeding and encouragement that reflects self-efficacy. Choice is behaviors that an individual chooses to accomplish the required work of him, in the sense of the individual feeling that he has the freedom to perform the required work. Impact is the degree of an individual's

strategic influence in administrative work or operating results, by completing the work required of him.

The Fourth model according to ALITZER, (1993) has linked psychological empowerment and total quality management in the organization and considered psychological empowerment necessary to improve performance, and he defined it as the continuous improvement that workers make to change the organization's situation for the better (Altizer, 1993). Review the level of authority of the employees sense that there is no need to monitor the workers because they are trained, educated, and have positivity at work. Delegation remains management should give employees the opportunity to solve problems and not ignore employees. Encouraging creativity means that management creates a spirit of creativity and innovation among employees and motivates them. Incentives remain material or moral incentives are important to increase productivity.

THOMAS and TYMON , (1993) has presented the fifth model which has developed in (1990) and defined psychological empowerment as the feeling of workers that they are empowered when they perform the tasks given to them (Al Sada, 2003). The two scholars identified psychological empowerment from the following dimensions (Thomas and Tymon, 1993) which have been explained as below:

- Choice: the worker's feeling of freedom when choosing his actions and thus carrying out the tasks entrusted to him.
- Efficiency: the individual's feeling that he is able to get things done.
- Meaning: a feeling that the work he is doing is important.
- Continuity: the individual's feeling that he is developing and progressing for the better.

2.1.10. Methods, Characteristics, Tools, Reasons, Results and Levels of Empowerment

2.1.10.1. Methods of Empowerment

The methods differ according to the curricula, but (Melhem, 2006:40-4) sees that the methods of empowerment are:

- Leadership style.
- The method of empowering individuals.
- Team Empowerment Style.
- TQM and Empowerment Phase.
- The multi-dimensional approach to empowerment.

2.1.10.2. Characteristics of Empowerment

Employee Empowerment Features:

Among the most important of these characteristics, as mentioned by Melhem, are the following (Melhem, 2006:7)

- Awareness and a sense of the entire work framework that the employee is doing,
- Feeling in control, feeling and being in control at work,
- Responsibility for and participation in the results, And (Grham& Roger,1998,) add a set of characteristics associated with empowerment:
 - a. Encouraging initiative, commitment, and creativity,
 - b. Facilitating the decision-making process,
 - c. Fast and flexible response to customer requirements.

2.1.10.3. Tools of Empowerment

Employee Empowerment Tools and Techniques to empower workers, and (Al Kubaisi, 143-146: 2004) considers that one of the most important. Empowerment tools and techniques that have been addressed in the scientific literature are as follows:

- Availability of information: not to monopolize the information in order to facilitate the process of making decisions.
- Knowledge: Providing workers with knowledge to reach high results,
- Powers: This is achieved by authorizing the transfer of the powers of the heads and managers to the lower levels so that they are more able to act, and that the accountability process is carried out on all actions.
- Rewards: Give material and moral rewards,

- Self-reinforcement: involving employees in all the work of the organization,
- Deepening Commitment: Commitment is one of the best ways to generate human energy and revitalize the mind Humanitarian and the establishment of an empowered organization.

2.1.10.4. Reasons of Empowerment

Reasons for empowering employees as a group of these reasons can be mentioned (Effendi, 2003:17), which are as follows:

- The organization's need for market requirements.
- Reducing organizational structures.
- Focusing the attention of senior management on strategic issues.
- Development of individuals to maintain the development of competition.
- The importance of rapid decision-making.
- To increase the creativity of individuals.
- To achieve job satisfaction, motivation and organizational affiliation.
- To increase productivity by reducing production costs and some administrative levels.

2.1.10.5. Results of Empowerment

Psychological Empowerment Results as below:

- Job satisfaction: The researchers found that individuals who have psychological empowerment have a good level of job satisfaction because they are interested in work and are motivated and have loyalty (Deci & Ryan, 1985).
- Organizational commitment: because job commitment requires matching between work requirements and individual needs and values (Spreitzer,1995).
- Collaboration and innovation: Since psychological empowerment is positively related to innovation, it was found that supervisors who have a good level of psychological empowerment are seen as innovative and inspiring(Spreitzer , 1995Sinha et al ., 2016).

- Work turnover: It was found that individuals who have psychological empowerment reduce work turnover because they feel job commitment and job loyalty (Blau, 1964).

2.1.10.6. Levels of Empowerment

Employee Empowerment Levels which are managers must work on revitalizing the organization from the bottom up, but this process of building constitutes fears and pressures on the workers, so the workers must be relieved by providing a high level of openness because change takes time, Figure No. (1) Shows the different levels of empowerment (Effendi, 344 :33). It is noted from the figure that empowerment is gradual at its successive levels, starting with a lack of authority and ending with absolute empowerment. The researcher pastor (1996) identified six stages (Al-Mobaideen, 2001:484).

- The first level: the administrative employee makes decisions,
- Level Two: The manager asks the team for any suggestions,
- Level 3: The manager and staff discuss suggestions,
- Level 4: Relationships continue to be built and decisions become final.
- Level Five: Employees practice self-management by making decisions.

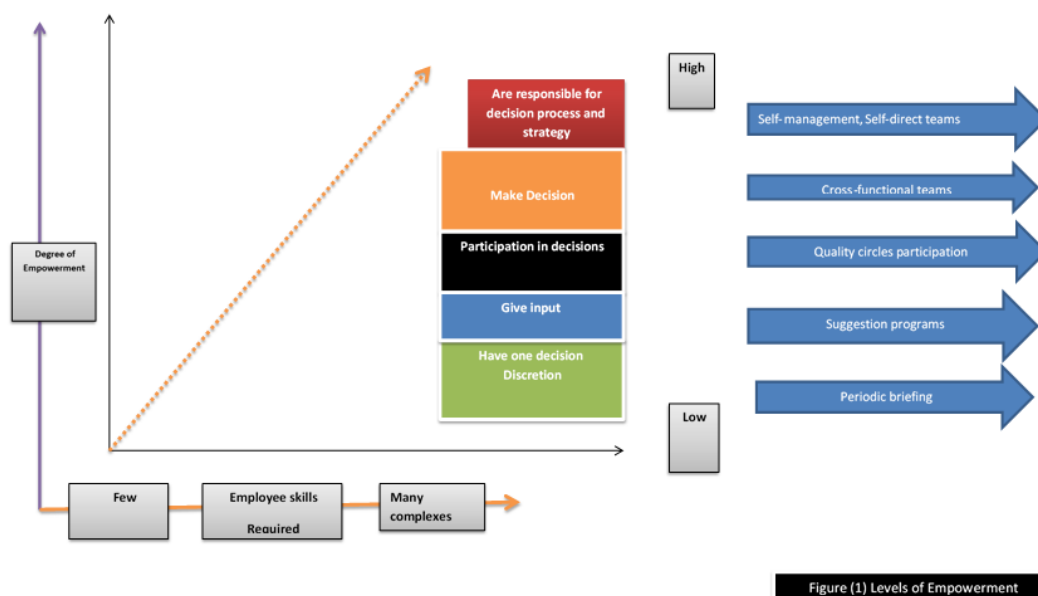


Figure 1: Levels of Empowerment

2.2. Introduction

2.2.1. Introduction

Organizational trust is necessary and important because it achieves positive outcomes for the organization. We have seen and touched this in many organizations; organizations that do not have organizational trust will fail and will not have a presence and place among organizations in the future. Organizational trust makes employees able to take responsibility, as well as makes subordinates cooperative with each other, facilitates opportunities to face risks, problems, and crises, and creates solutions to problems facing the organization. Also, one of the benefits of organizational trust is the improvement of social and a personal relationship, which leads to job satisfaction, creativity, and innovation at work. Hence, this research shows that organizational trust is important in our research, as it is one of the variables. Organizational trust is a modern administrative concept. It is one of the main pillars for achieving organizational effectiveness, in addition to its importance in increasing the chances of success and positive outcomes. Organizational trust is one of the best features of a healthy organizational climate, as it leads to encouraging dialogue and providing opinion to solve problems, as well as developing the spirit of teamwork. The lack of organizational trust negatively affects teamwork, as complaints increase, organizational conflict increases, subordinates avoid taking responsibility, communication weakens, and the organization collapses (Yilmaz, 2008). Therefore, this study is based on the relationship between psychological empowerment and organizational trust, and the role and importance of organizational trust in this relationship as one of the variables.

2.2.2. Some Concepts and Definitions of Organizational Trust

Organizational trust is a multifaceted construct that has been extensively studied in the fields of organizational behavior and management. It fundamentally pertains to the confidence that employees have in the reliability, integrity, and competence of their organization and its leaders (Mayer et al., 1995). Trust within an organization is crucial as it underpins effective teamwork, facilitates open

communication, and enhances overall organizational performance. This section explores various definitions of organizational trust, contextualized within the framework of psychological empowerment, motivation, and their effects at Gharyan University in Libya. One widely accepted definition of organizational trust is proposed by Mayer, Davis, and Schoorman (1995), who define it as "the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party" (p. 712). This definition emphasizes the relational aspect of trust and the inherent risk involved in trusting relationships within an organization. Dirks and Ferrin (2002) extend this definition by focusing on the outcomes of trust in organizational settings. They describe organizational trust as "the extent to which one is willing to ascribe good intentions to and have confidence in the words and actions of other people" (p. 611). This perspective highlights the role of trust in fostering cooperative behaviors and reducing interpersonal and intergroup conflicts within the workplace. In the context of psychological empowerment, organizational trust can also be viewed through the lens of perceived organizational support. Eisenberger et al. (2020) define it as "employees' perception concerning the degree to which the organization values their contributions and cares about their well-being" (p. 55). This definition underscores the reciprocal nature of trust, where employees' trust in the organization is influenced by their perceptions of organizational support and recognition. In academic settings like Gharyan University, where the socio-political environment can impact organizational dynamics, trust takes on additional layers of complexity. Hamed and Al-Ghazali (2020) suggest that in such contexts, organizational trust encompasses not only the traditional elements of reliability and integrity but also the ability of the organization to provide stability and support amid external uncertainties. Organizational trust is also conceptualized as a component of social capital within organizations. Nahapiet and Ghoshal (1998) define it as "the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit" (p. 243). This definition reflects the collective dimension of trust, where the network of trusting relationships contributes to the overall social capital and functioning of the organization. In summary, organizational trust is a critical construct that influences various organizational outcomes. Its definitions range from relational

and outcome-focused perspectives to those emphasizing perceived organizational support and social capital. Understanding these definitions within the context of Gharyan University can provide valuable insights into how psychological empowerment and motivation interact to enhance trust in an academic setting.

- It is the expected behaviors of people, and it is the mutual belief between individuals and groups in the expected behaviors, These behaviors depend on the person's biography and history, and that these behaviors are positive and expected (Robbins & Judge, 2007).
- This scientist and founder believe that when subordinates feel the manager's trust, they have job satisfaction, loyalty, and morale, and this is reflected in their positive performance (Graham et al, 2006).
- Trust is the probability that people will do right and useful things not harmful, In other words, it makes us cooperate with each other (Gambetta, 1988).
- Trust is a relationship between two parties, such as the state in society. Trust in society is the first entity and expectation is the other entity that will act in a beneficial and positive manner (Zhou et al, 2005).
- Trust alone is a difficult and complex issue (Weber, 2002).
- That trust is intertwined with high productivity, and that the traditional method of management that relies on mistrust in workers leads at the same time to mistrust on the part of supervisors in the organization itself, explaining the difficulty of transforming the group from low levels of confidence to higher levels, He indicated that cases with low levels of confidence tend to spiral downward (Graham, 2006).
- Even if leaders display high trust, the key factor in shifting from a low-trust environment to a high-trust environment is cooperative relationships and supportive behavior toward mistrustful people (Deseler, 2003).
- It is the harmony and interdependence between the workers, provided that this interdependence is based on honesty, loyalty and beliefs, It is an essential component of intergroup communication (Okpogpa, 2011).
- Organizational trust is the feeling of acceptance and satisfaction when a person interacts with others Such as colleagues, direct manager and senior

management, and full dependence on them without any hesitation.(jelil.ladebo,2006).

- Individual confidence is a stage or degree in which a person is ready and willing to act on someone else's decisions and at the same time intends and believes that the decisions he makes are correct (McAllister 1995).

To sum up, through our study of some concepts of organizational trust, we conclude that organizational trust is the expectations, and perceptions of individuals and groups that make promises, agreements, and decisions that can be relied upon, they will be adhered to in a way that contributes to raising the level of belonging, loyalty, and responsibility and achieving the desired results and common interests.

2.2.3. Organizational Trust Theories

With technological progress and high levels of competition between Japanese and American organizations, theories emerged to create trust, to build reputation, quality, and respect and to attract customers. Among the best of these theories to achieve effectiveness and success is the theory of total quality and the theory of(Z).

Z theory (Ouchi, 1981) has explains how American organizations face the Japanese challenges, and this theory emphasizes the human aspect of workers, it has been observed that the problem of workers' productivity will not be solved through material incentives; Rather, it is necessary that there be a spirit of the group (Islam and Kalumuthu, 2020); (George and Humphrey, 2020); (Bergquist, 2021); (Jing and Hernandez, 2023); (ERKUT, 2021). There were three lessons in this theory as follows:

- Trust: productivity and mutual trust must be shared.
- Skill: Japanese practices are characterized by accuracy and mastery, and this comes from experience and long experience in the job.
- Affection: It is supporting others, caring for them, and avoiding selfishness.

Theory (X) and Theory(Y) (Douglas, 1960) has been stemmed from the managers' view of working individuals, as some managers view the worker as lazy, who hates responsibility by nature and is not initiative, while other managers look at the worker on the basis that he is efficient, able to work and willing and does not hate

responsibility, but is enthusiastic about leadership (Emmanuel, 2021); (Senarathne, 2020); (Galani and Galanakis, 2022); (Grigorov, 2020); (Cappelli, 2020); (Sabonete et al., 2021); (Sumanasena and Mohamed, 2022); (Kovalenko, 2020); (Abane et al., 2022); (Trifu, 2020). As for (Y) theory, managers look at the worker with an optimistic and humanistic view, as they see the need to liberate the individual worker from direct control and give him the freedom to direct his activities and take responsibility, as it requires the adoption of the principle of decentralization and the delegation of powers to subordinates and the participation of individuals in decision-making, hence the process of trust between individuals and in the institution as a whole This is the core of Theory Y philosophy (Emmanuel, 2021); (Senarathne, 2020); (Galani and Galanakis, 2022); (Grigorov, 2020); (Cappelli, 2020); (Sabonete et al., 2021); (Sumanasena and Mohamed, 2022); (Kovalenko, 2020); (Abane et al., 2022); (Trifu, 2020).

Deming's theory, (1974) emphasized the importance of the emerging information flow in the organizational environment , given the importance of mutual trust in improving relations, exchanging information, opinions and creative ideas and its ability to achieve cooperation to achieve common goals (Nguyen et al., 2023); (Ha et al., 2023); (Adeoye, 2023); (Dharejo et al., 2023); (Tolib G'olib o'g, 2023); (Due, 2023); (Gruessner, 2023).

According to Tannenbaum's theory, (1986) the first to develop this model to search for interactions and psychological factors that affect the talent and psychological aspects of subordinates and the confidence of workers in each other as well as their trust in the leader. Because the leader cares about the subordinates and shares their suggestions, decisions, and opinions, from here trust will be established between them (Tannenbaum, 2023); (Tannenbaum et al., 2023); (Dai, 2023); (Chopin and Dupont, 2024); (Iso-Ahola, 2024); (Rathore, 2023); (Garrett et al., 2023).

2.2.4. Importance of Organizational Trust

Organizational trust is the main focus from the viewpoint of subordinates in the leadership merit model, along with honesty, ability to perform, inspiration and future vision (Kouzes & Posner,1990). Giving members of the organization trust, freedom, and resources that support their work, judgments, and decisions comes. Through

delegation of authority, when a group is given delegated power, the relationships of the members of that group with their leaders change and become a partnership relationship in power and in setting the goals and policies of the organization (Dawani et al., 1984). Trust is very important in social and organizational life. The basics of trust started from the very beginning of human childhood. A continuous and consistent relationship between mother and her child begins to provide the seed of trust and then develops self-esteem with the children, temperament, democratic and supportive attitudes of the parents as well as the attitudes of the close environment and teachers in the school along with the attitudes of the parents (Eldeleklioglu, 2004). Subordinates develop a sense of confidence when they see that the organizational process and results are treated fairly and humanely ,when employees trust their employers, they act voluntarily and willingly regardless of the rules and necessities of daily business (Ozkalp and Kirel, 2003). Lack of trust in institutions may lead to conflict. It is necessary to understand the issue of trust because in these ambiguous circumstances, the issue of trust is a difficult subject. However, we try in this study to deal with the issue of psychological empowerment and its impact on organizational trust and in the presence of a mediator, incentives, and we analyze organizational trust with its inputs, processes and outputs.

2.2.5. Dimensions of Organizational Trust

2.2.5.1. Trust in Supervisors

These positive and trust expectations of subordinates are represented in the direction of their supervisor to work in accordance with the relationships, Mutual trust between the two parties and trust is a major characteristic associated with leadership, since honesty and integrity a basic and inevitable features of leadership. Individuals follow what they see as dishonest or exploit it (Pillai,1999). This researcher sees organizational trust linked to leadership, through honesty and integrity, so individuals trust the leader and tend to implement the leader's orders, Because they know that this leadership will not frustrate them, but will guarantee their rights (Robbins. 2003). Trust in supervisors is a fundamental aspect of organizational behavior that significantly influences employee performance, job satisfaction, and overall organizational effectiveness. In any workplace, the relationship between supervisors

and their subordinates is critical, as it sets the tone for communication, collaboration, and productivity. This paper delves into the nuances of trust in supervisors, exploring its antecedents, consequences, and the mechanisms through which it shapes organizational dynamics. Trust in supervisors is often defined as the willingness of subordinates to be vulnerable to their supervisors, based on the belief that their supervisors are competent, fair, and act in their best interests (Burke et al., 2018). This trust is multi-dimensional, encompassing aspects such as competence, integrity, and benevolence (Dirks & Ferrin, 2002). Several factors contribute to the development of trust in supervisors. Key among them are leadership style, communication, and organizational culture. Transformational leadership, characterized by inspirational motivation, intellectual stimulation, and individualized consideration, has been shown to significantly enhance trust in supervisors (Braun et al., 2018). Effective communication, which includes transparency, consistency, and active listening, also plays a crucial role in building and maintaining trust (Men, 2020). The presence of trust in supervisors has far-reaching implications for organizational outcomes. Employees who trust their supervisors are more likely to exhibit higher levels of job satisfaction, organizational commitment, and performance (Ng & Feldman, 2015). Trust also reduces turnover intentions and enhances the willingness to go beyond the call of duty, often referred to as organizational citizenship behavior (OCB) (Podsakoff et al., 2018). Moreover, trust in supervisors can buffer the negative effects of workplace stress and uncertainty, contributing to better mental health and well-being among employees (Sverke et al., 2019). In times of organizational change, trust in leadership is particularly crucial, as it can facilitate smoother transitions and greater acceptance of new initiatives (Dirks, 2021). Trust in supervisors develops through a dynamic process involving repeated interactions and experiences. Initial trust can be influenced by organizational reputation and the perceived fairness of selection processes (Colquitt et al., 2019). Over time, this trust is either strengthened or weakened by supervisors' behaviors and decisions. Critical incidents, such as handling of conflicts, crisis management, and recognition of employee achievements, serve as pivotal moments that significantly impact trust levels (Schaubroeck et al., 2018). Supervisors who consistently demonstrate competence, fairness, and genuine concern for their subordinates' welfare are more likely to cultivate a high-trust environment. Despite the clear benefits of trust in supervisors, developing and maintaining this trust

can be challenging. Factors such as organizational politics, resource constraints, and external economic pressures can undermine trust-building efforts. Furthermore, cultural differences can influence perceptions of trustworthiness and the importance of various trust dimensions (Huang et al., 2020).

2.2.5.2. Trust in Co-Workers

It means those mutual cooperative relations and the positive attitude among working individuals in terms of mutual dependence and sharing of ideas, information and open communication between all parties, in a way that contributes to achieving common goals and objectives, Trust among co-workers has become an important issue in today's organizations, which rely heavily on work groups or teams, who have integrative skills and are committed to questioning with a common purpose (Dirks, Ferrin,2002). It is the positive attitudes and positive relations between subordinates, the exchange of information and effective communication between them that leads to positive outcomes and benefits for all (Gupta & Becerra ,2003). Trust in co-workers is a critical element of organizational effectiveness and employee satisfaction. It influences collaboration, communication, and overall workplace harmony. Understanding the factors that contribute to trust among colleagues, as well as its impacts on organizational outcomes, is essential for fostering a productive work environment. This paper explores the dynamics of trust in co-workers, examining its antecedents and consequences, with references from recent research. Trust in co-workers refers to the belief in the reliability, competence, and integrity of one's colleagues (Mayer, Davis, & Schoorman, 1995). This trust is built over time through consistent and positive interactions. It encompasses both cognitive trust, based on the belief in a colleague's abilities and reliability, and affective trust, rooted in emotional bonds and mutual care (McAllister, 1995). Several factors contribute to the development of trust among co-workers. Key among them are communication, shared values, and perceived fairness. Open and honest communication is fundamental to building trust. When colleagues share information transparently and listen actively, trust is fostered (Baczyk, 2020). Regular and meaningful interactions help in understanding each other's strengths and weaknesses, further enhancing trust. Alignment in values and organizational goals among co-workers strengthens trust.

When employees perceive that their colleagues share similar professional values and objectives, they are more likely to trust each other (Van den Bosch & Taris, 2018). The perception of fairness in processes and decision-making within the organization significantly influences trust. When employees believe that their colleagues are treated fairly and equitably, trust is more likely to flourish (Colquitt et al., 2019). The presence of trust among co-workers leads to numerous positive organizational outcomes, including enhanced collaboration, higher job satisfaction, and improved performance. Trust facilitates better teamwork and cooperation. Colleagues who trust each other are more willing to share knowledge and resources, leading to more effective collaboration (Costa, Fulmer, & Anderson, 2018). Employees who trust their co-workers report higher levels of job satisfaction. This trust creates a supportive work environment where individuals feel valued and respected (Dirks & Ferrin, 2002). Trust among colleagues can lead to increased productivity and performance. When employees trust each other, they are more likely to engage in behaviors that contribute to the organization's success, such as taking initiative and going beyond their formal job responsibilities (Schoorman, Mayer, & Davis, 2007). Building and maintaining trust among co-workers is not without challenges. Factors such as organizational change, cultural differences, and remote work can complicate trust dynamics. Changes such as mergers, restructuring, or shifts in leadership can disrupt established trust relationships. It is crucial for organizations to manage change effectively and maintain transparent communication to preserve trust (Furst & Cable, 2008). In increasingly globalized workplaces, cultural differences can impact trust. Understanding and respecting diverse cultural norms and communication styles are essential for building trust in multicultural teams (Huang et al., 2020). The rise of remote work poses new challenges for trust-building. Physical distance and reliance on digital communication can hinder the development of trust. Organizations need to foster virtual team-building activities and ensure regular, meaningful communication to overcome these challenges (Gibson & Gibbs, 2006).

2.2.5.3. Trust in the Management of the Organization

The main dilemma facing organizations whose costs are high and which may lead to their lives is the loss of confidence in the management of the organization by

the employees, because technology alone cannot manage the affairs of the organization (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023); (Zanabazar et al., 2023); (Karikumpu et al., 2024), The working individuals will remain of great importance in the work, development and innovation (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023); (Zanabazar et al., 2023). If organizations are to succeed in achieving their goals, and managing them efficiently and with high morale, there must be mutual trust, for lack of trust makes workers worthless (Karikumpu et al., 2024). Lack of trust makes individuals prefer their own interests, Personal over the interests of the organization and then low loyalty (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023). No one can manufacture trust or assume its existence, as it is an element of social capital that can be developed and invested, Trust exists, grows and strengthens for itself (Rutkowska and Kaminska, 2025); (Alexius and Vähämäki, 2024). At the same time, it is one of the shares of organizational social capital, as well as standards and networks of work, although these shares are not owned by a particular individual and individuals are not entitled to own them, they enhance the capabilities of individuals within the social structure of the organization. (Prushaks & Cohen, 2001); (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023). There are those who consider organizational confidence as a source of competitive advantage, as it contributes to the formation of intellectual capital in business organizations, Which results in a high conviction among the employees of organizational commitment (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023); (Alexius and Vähämäki, 2024), high flexibility in work and collective organization, which constitutes a competitive advantage for the organization (Leana & vanBuren, 1999).

2.2.6. Rules of Organizational Trust

Organizations should focus on organizational trust between employees and managers and reduce the concept of control and control, and this concept has many rules that must be observed in order to build strong institutions, which researcher (Handy, 1995) referred to as follows:

- Do not over-trust others: It is not wise for a person to trust people he does not know well, people whom he did not notice in their behavior over the days and who do not share the same goals with him.

- Limited trust: In practice, trust without boundaries means unrealistic trust.

Trust with limits in organizations means trust in the ability of workers and their commitment to achieving and defending goals to the point of sacrificing in order to reach them. Trust-dependent organizations re-design their work in proportion to the climate of mutual trust, and oversight will be after implementation when evaluating the results (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023).

2.2.6.1. Trust Requires the Ability to Learn and Adapt

If the organizational structure determines the extent of the independence and stability of groups, then the necessary conditions represent the ability to change as well, and accordingly, if one of the groups is unable to adapt to change when circumstances require it, it must leave the organization permanently.

2.2.6.2. Trust Requires Persistence

If management fails to select employees who have the ability to adapt and self-renew, and it is proven that trust does not exist, not because the employees have such bad intentions, but because of their poor ability to live with expectations, or the inability to rely on them to accomplish the required (Karikumpu et al., 2024); (Ismail and Abd El-Gawad, 2023). It is in everyone's interest that these people get out of the organization, because trust here is incompatible with any promise that the work is for life, and it requires management to act mercilessly by giving up their services. Trust is a foundational element in both personal and organizational relationships, significantly influencing cooperation, communication, and performance. While trust can be easily undermined, its establishment and maintenance require persistent effort and strategic actions. This paper explores the concept that trust requires persistence, delving into the mechanisms through which trust is built and sustained over time, and the implications for organizational behavior and leadership. Trust is defined as the willingness to be vulnerable to another party based on the expectation of positive intentions or behaviors (Mayer, Davis, & Schoorman, 1995). It encompasses dimensions such as reliability, integrity, and benevolence, which are critical for fostering effective interpersonal and organizational relationships (Colquitt et al., 2019). Demonstrating consistent behavior

over time is crucial for building trust. When individuals or organizations act reliably and predictably, it reinforces others' confidence in their intentions and actions (Schoorman, Mayer, & Davis, 2007). Persistent efforts in maintaining open, honest, and transparent communication help build and sustain trust. Effective communication reduces uncertainties and misunderstandings, fostering a trustful environment (Men, 2020). Keeping commitments and fulfilling promises consistently is vital for trust development. When parties observe that their counterparts are committed to their words and actions, trust is strengthened (Fulmer & Gelfand, 2012). Consistently showcasing competence and delivering high-quality results over time contributes to trust. Competence indicates reliability and capability, essential for trustworthiness (Burke et al., 2018). Providing regular feedback and acknowledging efforts reinforces trust. It shows a commitment to continuous improvement and respect for contributions (Dirks & Ferrin, 2002). Addressing conflicts or breaches of trust promptly and effectively is critical. Ignoring issues can lead to trust erosion, while timely intervention can restore and even strengthen trust (Korsgaard, Brower, & Lester, 2015). Organizations and individuals must be adaptable and responsive to change while maintaining trust. This involves being transparent about changes and involving stakeholders in the process (Furst & Cable, 2008). Changes such as mergers, restructurings, or leadership transitions can disrupt trust. Persistent communication and engagement are essential to navigate these changes (Gillespie & Dietz, 2009). In multicultural environments, varying perceptions of trust and communication styles can pose challenges. Persistence in understanding and respecting cultural differences is necessary for building trust (Huang et al., 2020). The increasing reliance on digital communication and remote work can challenge traditional trust-building mechanisms. Persistent efforts in virtual team-building and maintaining regular, meaningful interactions are crucial (Gibson & Gibbs, 2006).

2.2.6.3. Trust Need for Organizational Integration

The trusted groups for a long time can find solutions to their own problems, and these units are organizations within organizations and in order for everyone to work, the goals of small organizations must meet the goals of large organizations. Trust is a critical component for the successful integration of organizational processes

and cultures. It underpins effective collaboration, enhances communication, and supports the alignment of goals and strategies across different units within an organization. This paper examines the essential role of trust in organizational integration, exploring how trust facilitates the seamless merging of various organizational elements and the challenges associated with building and maintaining trust in dynamic business environments. Organizational integration involves the coordination and unification of different departments, teams, and processes to achieve a common set of objectives. Trust plays a pivotal role in this integration by fostering cooperation and reducing friction between different organizational entities (Fulmer & Ostroff, 2017). Trust can be conceptualized as the confidence in the reliability, integrity, and competence of organizational members, which is crucial for effective integration (Mayer, Davis, & Schoorman, 1995). Trust enhances open and honest communication, which is essential for identifying and resolving conflicts, sharing information, and making informed decisions. When employees trust their colleagues and leaders, they are more likely to communicate openly, thereby facilitating smoother integration processes (Dirks & de Jong, 2022). Trust encourages collaboration by creating a safe environment where employees feel valued and respected. This leads to higher levels of engagement and cooperation, which are necessary for integrating different functions and achieving organizational synergy (Korsgaard et al., 2018). Trust helps align the goals and strategies of various organizational units by fostering a shared vision and mutual understanding. When trust is present, employees are more likely to work towards common objectives, ensuring that different parts of the organization move in the same direction (Gillespie et al., 2020). In global organizations, cultural differences can create misunderstandings and hinder trust-building efforts. Leaders must be aware of and sensitive to these differences to foster an inclusive environment where trust can flourish (Huang & van de Vliert, 2019). Changes such as mergers, acquisitions, and restructurings can disrupt established trust relationships. Managing these transitions effectively is crucial for maintaining trust and ensuring successful integration (Vaara et al., 2019). The rise of remote work poses new challenges for trust-building, as physical distance and reliance on digital communication can impede the development of strong interpersonal relationships. Organizations need to adopt strategies that promote virtual team cohesion and trust (Bartsch et al., 2020). Ensuring that communication is transparent and consistent helps

build trust. Leaders should regularly update employees on organizational changes, decisions, and strategies to reduce uncertainty and build confidence (Men & Bowen, 2018). Leaders should demonstrate inclusive behavior by valuing diverse perspectives, fostering an open dialogue, and involving employees in decision-making processes. This inclusiveness can significantly enhance trust (Hasson et al., 2020). Ensuring that organizational practices and policies are perceived as fair and just is critical for building trust. This includes fair treatment of employees, equitable resource distribution, and unbiased decision-making processes (Colquitt et al., 2019).

2.2.6.4. Trust Need to Contact

Joint commitment and loyalty requires personal contact to be true and authentic. High level technology must be balanced with a high level of communication in order to build organizations with high trust, Therefore, organizations need to hold more personal meetings, which are not only opportunities to get acquainted and meet leaders, but also to promote the goals of the organization and to reconsider the organizational strategies. Trust is often defined as the willingness to be vulnerable based on positive expectations of the intentions or behaviors of others (Mayer, Davis, & Schoorman, 1995). In an organizational context, communication plays a crucial role in shaping these expectations and fostering a trustful environment. Transparent communication is fundamental to building trust. When leaders and employees communicate openly about organizational goals, challenges, and changes, it reduces uncertainty and builds a foundation of trust (Men & Stacks, 2018). Transparency ensures that all members are on the same page, which is crucial for trust-building. Regular and consistent communication helps in establishing reliability. When organizational messages are consistent and dependable, it reinforces trust among employees (Baptiste, 2019). Consistency in communication practices demonstrates that the organization is stable and reliable. Providing and receiving feedback is an essential aspect of communication that builds trust. Constructive feedback helps in addressing issues promptly and effectively, fostering an environment of mutual respect and continuous improvement (Bambacas & Patrickson, 2008). Excessive communication can lead to information overload, where employees feel overwhelmed by the volume of messages. This can erode trust as important information may get lost in the clutter

(Eppler & Mengis, 2018). Inaccurate or misleading information can quickly erode trust. Organizations must ensure that communication is accurate and timely to prevent the spread of rumors and misinformation (Kim & Kreps, 2020). In the era of remote work, technological barriers can hinder effective communication. Issues such as poor internet connectivity, lack of face-to-face interaction, and digital fatigue can pose significant challenges (Bartsch et al., 2020). Defining clear and efficient communication channels helps in managing the flow of information. Organizations should ensure that employees know where and how to access important information (Men & Bowen, 2018). Encouraging two-way communication fosters an inclusive environment where employees feel heard and valued. This can be achieved through regular meetings, open forums, and feedback surveys (Tsai & Men, 2018). Using technology effectively can enhance communication while mitigating its challenges. Video conferencing, collaboration tools, and instant messaging can facilitate real-time communication and help maintain personal connections (Leonardi & Treem, 2020).

2.2.6.5. Trust Requires Pluralism in Leaders

It is difficult to manage independent units in trust-dependent organizations even at their best, and therefore they need pluralism in leaders.

Pluralism in leadership is the practice of incorporating diverse perspectives, skills, and experiences within leadership teams. It involves recognizing and valuing differences in race, gender, culture, professional background, and thought processes (Homan et al., 2020). This approach not only reflects societal diversity but also harnesses the strengths that such diversity brings to organizational decision-making and innovation. **Enhanced Empathy and Understanding:** Leaders who embody pluralism are more likely to understand and empathize with a broader range of employee experiences and concerns. This empathetic approach fosters a more inclusive environment where employees feel valued and understood, thereby increasing trust (Shore et al., 2018). **Credibility and Fairness:** Pluralistic leadership enhances the perceived credibility and fairness of leadership decisions. When diverse perspectives are included in decision-making processes, the outcomes are more likely to be seen as fair and representative of the entire organization (van Knippenberg, 2017). This perception of fairness is crucial for building and sustaining trust. Organizations led by

pluralistic leadership teams are generally more resilient and adaptable. The diverse viewpoints and problem-solving approaches within such teams enable organizations to navigate challenges more effectively, maintaining trust even during periods of change or uncertainty (Denison et al., 2021). Organizations may face resistance from individuals accustomed to traditional leadership structures. Overcoming this resistance requires strong commitment from top leadership and clear communication about the benefits of pluralism (Thomas, 2018). Effectively integrating diverse perspectives into cohesive decision-making can be complex. Leaders must develop skills in conflict resolution, active listening, and collaborative problem-solving to manage these dynamics successfully (Jehn & Bezrukova, 2019). Organizations need to invest in training and development programs that promote pluralistic leadership skills. These programs should focus on enhancing cultural competence, emotional intelligence, and inclusive leadership practices (Ayman & Korabik, 2020). Research and case studies demonstrate the positive impact of pluralistic leadership on trust and organizational performance. For instance, a study by Denison et al. (2021) found that organizations with diverse leadership teams reported higher levels of employee trust and engagement. Similarly, Shore et al. (2018) highlighted how inclusive leadership practices in multinational companies led to better decision-making and increased organizational loyalty. Trust requires pluralism in leaders as it fosters an inclusive, fair, and adaptable organizational environment. By embracing diverse perspectives and backgrounds, leaders can enhance empathy, credibility, and resilience, all of which are essential for building and maintaining trust. Despite the challenges, the strategic implementation of pluralistic leadership practices can lead to significant organizational benefits, including increased trust and improved performance.

2.2.6.6. Organizational Trust Contradiction

(Lewis Barnes) came up with this rule that trust is easy to break if we go to it in unexpected ways, and at the same time easy to build and maintain if we don't fall victim to narrow, superficial thinking. Organizational trust is a multifaceted concept that plays a crucial role in the functioning and success of any organization. However, the development and maintenance of trust within organizations can be fraught with contradictions. These contradictions arise from the dynamic interplay between various

organizational elements such as leadership practices, cultural diversity, and systemic structures. This paper delves into the contradictions inherent in organizational trust, exploring how these complexities can be navigated to foster a trustful environment. Organizational trust is the collective perception of employees regarding the trustworthiness of their leaders and the organization as a whole. It involves the belief that the organization will act in the employees' best interests, characterized by reliability, fairness, and competence (Mayer, Davis, & Schoorman, 1995). Trust is essential for fostering employee engagement, collaboration, and overall organizational effectiveness (Colquitt et al., 2019). Organizations often face the challenge of balancing transparency with the need for confidentiality. While transparency is essential for building trust, certain information must remain confidential to protect privacy and competitive advantage (Roberts, 2020). This contradiction can lead to skepticism among employees if not managed carefully. Trust thrives on consistency in actions and decisions. However, the dynamic nature of modern business environments requires flexibility and adaptability. Organizations must navigate this contradiction by being consistent in their values and principles while remaining flexible in their strategies and operations (Burke et al., 2018). Empowering employees fosters trust by showing that the organization values their contributions and autonomy. However, too much empowerment without adequate oversight can lead to issues of accountability and control. Balancing empowerment with appropriate levels of control is crucial for maintaining trust (Hassan et al., 2020). Innovation is necessary for organizational growth and competitiveness, but it can also introduce uncertainty and risk. Stability, on the other hand, provides a sense of security and predictability. Organizations must manage this contradiction by fostering a culture that encourages innovation while ensuring that stability is not compromised (Schoorman et al., 2007). Establishing clear and open lines of communication helps mitigate the transparency vs. confidentiality contradiction. Regular updates, transparent decision-making processes, and clear explanations for confidentiality can build trust (Men, 2020). Leaders should emphasize core organizational values that remain consistent even as strategies and operations evolve. This approach helps balance consistency with the need for flexibility (Denison et al., 2021). Providing employees with the autonomy to make decisions while maintaining clear guidelines and accountability structures can balance empowerment with control. This ensures that trust is built without sacrificing oversight

(Avolio et al., 2018). Encouraging innovation within a framework that provides stability can help organizations navigate the innovation vs. stability contradiction. This involves setting clear goals, providing resources, and maintaining a stable organizational foundation (Edmondson, 2019). Research and practical examples illustrate how organizations have successfully navigated trust contradictions. For instance, a study by Edmondson (2019) highlighted how organizations that foster "psychological safety" enable employees to take risks and innovate while maintaining trust and stability. Similarly, Avolio et al. (2018) demonstrated that transformational leadership practices can balance empowerment and control, leading to higher levels of organizational trust. Organizational trust is inherently complex and fraught with contradictions. By understanding and strategically navigating these contradictions, organizations can build and sustain a trustful environment that supports employee engagement, innovation, and overall effectiveness. Clear communication, values-driven leadership, balanced empowerment, and managed innovation are key strategies for addressing the multifaceted nature of organizational trust.

2.2.7. Advantages of Organizational Trust

Gad Al-Rub (2010) believes that reaching high levels of organizational confidence as a goal in professional life achieves many advantages for the organization, including the following:

- Building organizational trust in professional life means increasing reliance on self-evaluation and self-discipline. Minimizes government interference through laws, rules and legislation.
- Organizational trust leads to greater obedience and independence and builds a strong foundation based on trust.
- When encouraging confidence in the professional organization; the bonds between professionals increase, which strengthens the ethical culture, which is required by the culture of trust, and benefits the profession, the organization and society.

2.2.8. Benefits of Organizational Trust

Al-Yacoub (2004) indicated a number of benefits to the organizational trust of the organization and its employees, including:

- It leads to an increase and improvement of personal relationships.
- It leads to job satisfaction and excellence in the production or application of new ideas.
- It reduces the problem of leaving work.
- Trust and social capital are closely related. Social capital is the ability of individuals to work together to achieve common goals in groups and institutions.
- They affect public health.
- The loss of confidence in the work environment can lead to an increase in stress levels at work, affecting the work environment, Productivity levels, innovation and excellence, and a slowdown in the decision-making process.

2.2.9. Basic Elements of Trust

The basic elements of trust:

The researchers (Butler& Cantrell,1984) identified the basic elements of trust with five elements:

- Integrity: It is the dominant feature of honor, honesty and honesty on the part of a trusted individual.
- Personal ability: It is the technical knowledge and skill between people, which is necessary for the performance of the job.
- Consistency: is dependence, good opinion, or good judgment in situations.
- Loyalty: is the desire to protect, support, support and encourage others.
- Openness: It includes the desire to freely exchange ideas and information with others.

2.2.10. Characteristics of Organizational Trust

Mishra, (1998)identified four dimensions of trust, namely concern, reliability, competence and openness, and these terms are defined by the American Psychological Association (APA) as follows:

- Ability: is defined directly as the competence in an activity or job due to individual skill or training or any other qualifications.
- Benevolence: defined as the desire or desire to do good or accomplish charitable work, or acts that do not harm others.
- Integrity: Expresses honesty or truthfulness, such as a sense of justice or that actions match words.

2.2.11. Types of Organizational Trust

According to researcher Das and Teng, organizational trust is divided into several divisions, including (Das and Teng,2001):

- Deterrence trust: It is the degree of weak and fragile conviction based on hostility between members of the organization in the event of lack of trust, Where the fear behind that existing trust is the shadow of profit and loss accounts to evaluate the behavior and behavior in the organization.
- Cognitive trust: It is the degree of conviction based on previous information and experiences, so that trust is achieved based on experience and acquired knowledge.
- Affective trust: It is the degree of conviction based on a feeling of emotion among the members of the organization so that the members are identical and equal in their behavior and intentions.
- Contractual trust
- It is the degree of expectation carried by the individual or group that the work promised orally or in writing can be relied upon ,that there is an implicit initial interaction that includes the pledge from one of the parties and the other party is obligated to fulfill or not in this pledge.
- Disclosure trust:

- It means the expectation that a person in the communication process, when he shows his feelings and values, will listen to him with respect and attention and will not use these phrases to harm him.

2.2.12. Models of Organizational Trust

- Model Zand

The Zand model of trust is based on transforming the inner state of an individual's feelings of trust or lack of trust To a behavior of trust is distrust through information, influence and control. Zand hypothesized this model to predict problem-solving behavior in groups with high and low levels of trust. Increased trust leads to increased exchange of accurate and comprehensive information in a timely manner. Model Zand, proposed by Dale Zand (1972), offers a distinctive perspective on the development and management of trust in organizations. Zand's model is based on the dynamics of information sharing, influence, and control within managerial interactions. According to Zand, trust is significantly influenced by the extent and quality of information sharing between parties. Open and honest communication fosters trust, as it reduces uncertainties and builds confidence in the intentions and capabilities of others (Zand, 1972).

Zand's model emphasizes the role of influence in trust dynamics. When managers use their influence responsibly and ethically, they build trust. Conversely, manipulative or coercive use of influence can undermine trust. The model also highlights the importance of control mechanisms in trust development. Effective control systems that are perceived as fair and just contribute to trust, while overly rigid or punitive controls can erode it. Zand's model is particularly relevant in understanding the cyclical nature of trust in managerial contexts. It underscores that trust is not static but evolves through continuous interactions and experiences (Zand, 2020). Organizations should foster a culture of transparency where information is freely and accurately shared. This practice not only builds trust but also improves decision-making and reduces the potential for conflicts (Roberts, 2020). Leaders should be trained and encouraged to exhibit ethical behaviors consistently. Ethical leadership builds trust by aligning leaders' actions with the values and expectations of

their employees (Hassan et al., 2020). Implementing fair and transparent control mechanisms is crucial. These systems should be designed to support, rather than constrain, employees, thereby fostering a trustful environment (Schoorman et al., 2007). Encouraging regular feedback and open dialogue helps in maintaining trust. It ensures that issues are addressed promptly and that employees feel heard and valued (Men, 2020). For this reason, problem-solving groups that achieve a high level of trust will have:

- Exchange of relevant ideas so that feelings and goals are clearer.
- Accurately search for alternative paths for business and have a positive impact on solutions.
- Increasing the individual's willingness to control his behavior and his confidence in the reliability of others leads to an increase in his feeling of satisfaction and motivation in solving problems.

As for the individual who does not trust others, he hides the relevant information and changes the facts and ideas he believes in, He does not trust the opinions and suggestions of others and feels rejected by them. In the case of social doubt, levels of trust decrease and the possibility of avoiding problems increases, which impedes the process of finding appropriate solutions to them, and therefore it, may be a major problem. As for individuals who trust each other, they will provide clear and accurate information and contribute to solving problems and less suspicion and less offense to others Thus, the chances of solving problems are greater.

- MODEL MAYER et al., (1995).

It contains three levels:

- The first level: depends on the trustee's rules of trust to take risks in the circumstances in which he is with those he trusted.
- Level Two: Includes Features of trusted.
- The third level: is the ability of the trust giver to grant trust,

This model distinguishes between trust and behaviors that are granted by the trust , If the trusted person violates the trust given to him due to a lack of ability, lack of integrity, and lack of cooperation, the trustee will stop giving him the trust in the future. The integrative model of organizational trust proposed by Mayer, Davis, and

Schoorman (1995) is a seminal framework that has significantly advanced our understanding of trust in organizational settings. This model delineates the key components and dynamics that underpin trust between parties in an organization. By identifying ability, benevolence, and integrity as critical dimensions, the model provides a comprehensive approach to studying and fostering trust within organizations. This paper examines the Mayer et al. (1995) model, its components, and its implications for contemporary organizational practices. The integrative model of organizational trust developed by Mayer, Davis, and Schoorman (1995) posits that trust is a function of three primary factors: ability, benevolence, and integrity. These factors collectively influence the willingness of a trustor to be vulnerable to the actions of a trustee. Ability refers to the skills, competencies, and characteristics that enable a trustee to have influence within a specific domain (Mayer et al., 1995). This dimension recognizes that trust is context-specific; an individual may be trusted in one area based on their expertise but not necessarily in another. Benevolence is the extent to which a trustee is perceived to want to do good for the trustor, aside from an egocentric profit motive. It reflects the trustor's belief that the trustee has a genuine concern for their welfare (Mayer et al., 1995). This dimension is critical in fostering emotional bonds and goodwill within organizational relationships. Integrity involves the trustor's perception that the trustee adheres to a set of principles that the trustor finds acceptable. It includes honesty, consistency of actions, and fairness (Mayer et al., 1995). Integrity forms the ethical foundation of trust, ensuring that the trustee's actions align with the trustor's values and expectations. The Mayer et al. (1995) model provides a robust framework for assessing and building trust within organizations. Understanding and leveraging the components of ability, benevolence, and integrity can lead to more effective management practices and organizational strategies. Organizations can enhance trust by ensuring that leaders and employees have the necessary skills and competencies for their roles. Continuous professional development and training programs can help in maintaining high levels of ability, thereby fostering trust (Colquitt et al., 2019). To cultivate benevolence, organizations should promote a culture of empathy and support. This can be achieved through practices such as mentorship programs, employee wellness initiatives, and policies that emphasize work-life balance. Leaders should demonstrate genuine care for their employees' well-being to build strong, trust-based relationships (Ng & Chua, 2020).

Integrity can be maintained by enforcing ethical standards and ensuring transparency in decision-making processes. Organizations should have clear codes of conduct and ethical guidelines that are consistently upheld. Leaders must act as role models, displaying honesty and fairness in all their interactions (Hassan et al., 2020).

2.2.13. Sources of Organizational Trust

Organizational trust is a cornerstone of effective workplace dynamics, fostering cooperation, enhancing communication, and contributing to overall organizational performance. Understanding the sources of organizational trust is essential for leaders and managers aiming to build and sustain a trustful environment. This paper explores the various sources of organizational trust, drawing on recent research to identify key factors that contribute to trust within organizations.

Leadership behavior is one of the most significant sources of organizational trust. Leaders who demonstrate consistency, integrity, and transparency in their actions are more likely to be trusted by their employees. Ethical leadership, which encompasses fair treatment, honesty, and moral integrity, has been shown to directly influence the level of trust within an organization (Hassan et al., 2020). When leaders act as role models and adhere to ethical standards, they set a precedent for trustworthy behavior throughout the organization. Effective communication is another critical source of organizational trust. Open, honest, and frequent communication helps to reduce uncertainty and build confidence among employees. Transparency in communication, especially during times of change or crisis, can significantly bolster trust. For instance, when leaders provide clear and consistent information about organizational decisions and changes, it enhances employees' perception of reliability and trustworthiness (Men, 2020). Organizational culture plays a pivotal role in shaping trust. A culture that promotes inclusivity, collaboration, and mutual respect fosters a high level of trust among employees. Cultural elements such as shared values, norms, and practices that emphasize trustworthiness contribute to creating a trustful environment. Studies have shown that a positive organizational culture, where employees feel valued and supported, is directly linked to higher levels of trust (Huang et al., 2020). Perceptions of fairness and justice within organizational processes are crucial for building trust. Procedural justice, which refers to the fairness of the

processes used to make decisions, and distributive justice, which concerns the fairness of the outcomes, both contribute to trust. When employees perceive that decisions are made fairly and that their contributions are recognized and rewarded appropriately, trust in the organization is strengthened (Colquitt et al., 2019). Interpersonal relationships among employees also serve as a source of organizational trust. Trust is built through everyday interactions and the development of positive relationships at work. Colleagues who consistently demonstrate reliability, competence, and concern for one another contribute to a trustful organizational climate. Team cohesion and strong interpersonal bonds enhance trust and facilitate better collaboration (Costa et al., 2018). Understanding the sources of organizational trust provides valuable insights for leaders and managers aiming to cultivate a trustful environment. Here are some practical implications: Encourage leaders to act ethically and transparently. Leadership development programs should focus on ethical decision-making and integrity. Foster open and transparent communication channels. Regular updates, town hall meetings, and feedback mechanisms can help maintain trust. Develop and maintain an organizational culture that values trust. This can be achieved through team-building activities, recognition programs, and inclusive policies. Implement fair and transparent processes for decision-making and rewards. Regularly review policies and practices to ensure they are perceived as just by employees. Encourage teamwork and the development of positive relationships among employees. Create opportunities for social interaction and team bonding. There are three stages to the development of trust, and its idea is based on the assumption that trust is a series of social expectations that each individual shares within an economic exchange as follows (Hosmer, 1995):

2.2.14. Process Based Trust

It is related to the current or past exchanges between the parties concerned with the trust relationship, as foundations for future interactions that can be achieved by repeating the exchange and gaining the good reputation achieved from it, based on the expectations of a particular party in the relationship, that the behavior of the other concerned parties will be less or similar, Past exchanges and dealings are a record of their past behavior (Rademakers ,2000).

2.2.15. Characteristics Based Trust

It is related to the individual, his cultural and moral background, and the established norms and traditions of behavior he believes in, Social organization through social control within groups, it creates a kind of social similarity between the parties to the exchange, The points of similarity in relationships in relationships may be clear((Watson,2005). And the second source is building trust, clear and crystallized (kim,et al,2004).

2.2.16. Institutional Based Trust

We see this clear in the formal social structures and official rules in society such as the legal system, official rules, This source also describes the set of shared expectations derived from those formal social structures, which will be the membership of professionals in associations or dispute resolution mechanisms, and legal systems, and bureaucracy as well as the law (Watson,2005,p12).

2.3. Motivation

The organization works hard to reach its goals by employing all available efforts and capabilities, and the individual remains the focus of success and progress, on whom many rely in the competition and success of organizations. It is known that every human being has multiple needs that push him to take a certain behavior in order to satisfy them and reach a state of satisfaction and stability. Since the efficiency of the facility's individuals controls the efficiency of the facility as a whole, attention must be paid to creating a mechanism that urges human resources to work and direct their behavior in the facility. There is no doubt that Motivation is the greatest motivation and driver for this effort. Motivation is one of the most important determinants of work behavior. Therefore, one of the first concerns of human resources management was motivating workers, which has a direct relationship with worker productivity, and this is reflected as a whole on the organization's profitability (Michaël Aguilar,2016). Motivation is a fundamental aspect of organizational behavior and performance. It drives individuals to achieve goals, enhances productivity, and fosters job satisfaction. Understanding the underlying mechanisms and factors that influence motivation is

crucial for organizations seeking to optimize employee performance and engagement. This paper explores the concept of motivation, its key theories, and practical applications in organizational settings. Motivation is defined as the process that initiates, guides, and sustains goal-oriented behaviors (Ryan & Deci, 2000). It involves the biological, emotional, social, and cognitive forces that activate behavior. Motivation can be intrinsic, driven by internal rewards such as personal satisfaction, or extrinsic, driven by external rewards such as money, praise, or recognition (Deci & Ryan, 2008). Several theories provide a framework for understanding motivation in organizational contexts. Among the most influential are Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Self-Determination Theory. Abraham Maslow's theory posits that human needs are arranged in a hierarchy, from basic physiological needs to higher-level psychological needs such as self-actualization. According to Maslow, individuals are motivated to fulfill basic needs before moving on to higher-level needs (Maslow, 1943). This theory highlights the importance of addressing a broad range of needs to keep employees motivated. Frederick Herzberg proposed that job satisfaction and dissatisfaction arise from two different sets of factors. Motivators, such as achievement and recognition, lead to job satisfaction, while hygiene factors, such as salary and working conditions, prevent job dissatisfaction but do not lead to satisfaction (Herzberg, 1966). This theory emphasizes the need for organizations to enhance motivators while maintaining adequate hygiene factors. Edward Deci and Richard Ryan's SDT focuses on intrinsic motivation and the role of autonomy, competence, and relatedness in fostering motivation. According to SDT, fulfilling these psychological needs leads to higher motivation and well-being (Deci & Ryan, 2008). This theory suggests that organizations should create environments that support autonomy, competence, and relatedness to enhance intrinsic motivation. Setting clear, achievable goals is a powerful motivator. Goals provide direction, focus effort, and promote persistence. Organizations can enhance motivation by involving employees in the goal-setting process and ensuring that goals are specific, measurable, achievable, relevant, and time-bound (SMART) (Locke & Latham, 2019). Regular feedback and recognition are essential for maintaining motivation. Positive feedback reinforces desired behaviors and enhances self-efficacy, while constructive feedback helps individuals improve and grow (Steelman & Rutkowski, 2004). Recognition programs that celebrate achievements can also boost morale and motivation. Designing jobs that

are meaningful and provide opportunities for growth can enhance motivation. The Job Characteristics Model (Hackman & Oldham, 1976) suggests that jobs should include variety, significance, autonomy, and feedback to increase motivation and job satisfaction. Organizations can redesign jobs to make them more engaging and fulfilling. Supporting work-life balance is crucial for sustaining motivation. Organizations can implement policies such as flexible working hours, remote work options, and wellness programs to help employees balance work and personal life (Kossek et al., 2011). A healthy work-life balance reduces burnout and enhances overall motivation.

2.3.1. Evolution of Motivations

Interest in incentives is not new. In the past, the scientific management movement paid great attention to the issue of incentives. In the late nineteenth century, a new system for raising wages based on the piece produced was developed by the American engineer Frederick Taylor. Thus, the piece rate system is one of the oldest. Incentive systems: This system proposes two rates of production wages By piece, the first is high if the worker is able to finish the piece on time, and the second is low if the production of the piece takes longer than the time specified for it(Yves Duron et Zwi Segal,2015).

After that, (Guent), one of Taylor's students, came and replaced the low rate of piece wages with a guaranteed wage for the worker. Even if the worker was unable to achieve the required production, he received a guaranteed wage.

As for Emerson, he developed a system based on two principles that determines the worker's wage according to his degree of productive efficiency, which is calculated weekly.

There is no doubt that Taylor and his students adopted a system of wages and rewards based on production, provided that it is not at the expense of quality and efficiency, or its burden on the work, but this does not mean that there were no other systems of incentives. We find other systems based on the time saved by the worker. During the production process. It is currently observed that the idea of types of

incentives has varied and varied due to the different objectives of the institution and the diversity and multiplicity of needs for human resources.

2.3.2. Motivation Concepts

- The set of tools and means that the organization seeks to provide to its employees, whether financial or moral, individual or collective, positive or negative, with the aim of satisfying human needs and desires on the one hand and achieving the desired effectiveness on the other hand, by taking into account the surrounding environmental conditions((Dr. Abdel Hamid Al-Maghrabi, 2004).
- It is possible to modify human behavior by changing the consequences of its behavior so that the focus is on environmental or external factors and ignoring human needs as motivators (Skinner,1953).
- Motivation is the need or incentive that incites a person to perform an action or behavior. The Oxford Dictionary defines motivation as a reason or reasons to act in a certain way, a desire or willingness to do something, or enthusiasm for something. Motivation includes the biological, emotional, social, and cognitive force that activates behavior. In terms of practical use of the term, "motivation" is often used to describe why a person does something. It is the driving force behind human actions. Motivation cannot be observed directly, because it is not possible to observe it. Motivational processes can only be inferred from analyzing repetitive behaviors that are determined by the environment and what is inherited, and they can be followed through their influence on personality, beliefs, knowledge, abilities and skills, Motivation: It is a group of influences that motivate the worker and persuade him to exert greater effort while reducing errors that weaken productivity (Kanfer, 1990).
- Incentives are defined as the set of factors that prompt an individual to choose the appropriate action to achieve a goal. This definition indicates that the individual wants to achieve a specific goal, so he needs someone to push him to choose an appropriate action or behavior that will lead to achieving the goal, so the individual is motivated by a set of factors that will motivate him towards achieving the desired goal (Alain Meignant,2000).

2.3.3. Theories of Motivation

Most theories of motivation appeared in the mid-to-late twentieth century.

- The cognitive or content theories.

The content or idea of these theories is based on the feeling that exists within humans and how to activate this feeling, whether positive or negative.

- The content theories of motivation:
 - a) Maslow's need hierarchy motivation theory.
 - b) Alderfer's ER-G model.
 - c) Herzberg's two factors theory.
 - d) McClelland's learned needs theory.

- The process theories:

The idea of these theories is based on how to analyze and describe human feelings, whether positive or negative.

- Expectancy theory.
- Equity theory.
- Goal setting theory.

2.3.4. Achievement Theory

This theory was founded by David McClelland. The basic concepts of this theory indicate that a person's latent internal energy remains static until the motive or factor that moves it comes. This motive or stimulus is usually expressed as the motive, which is considered a translation of a specific goal, as achieving this goal by the individual leads to Satisfying the need and then forming motivation. This theory believes that the individual has four main needs:

The need for power: Those who have this need find themselves searching for opportunities to gain status and power, and they rush after tasks that provide them with opportunities to gain power.

The need for achievement: Those who have this need find themselves looking for opportunities to solve challenging problems, progress, and excel.

The need to Affiliation: Those who have this need find in the organization an opportunity to form new friendships and to rush after tasks that require frequent interaction with co-workers.

2.3.5. Theory X and Theory Y

The basis of this theory is that some managers view the worker as lazy, who naturally hates responsibility, and is not Initiative, while other managers view the worker as skilled, efficient, capable, and willing to work, who does not hate responsibility, but is enthusiastic about leadership. Douglas MacGregor, the founder of this theory, believes that the first category of managers (X) views the worker in a pessimistic, dark, and inhumane light. As for the managers (Y) who represent the second category, they look at the worker from an optimistic and humane perspective, as they see the necessity of liberating the individual worker from direct control and giving him the freedom to direct his activities and bear responsibility, which requires adopting the principle of decentralization, delegating powers to subordinates, and the participation of individuals in decision-making. One of the criticisms directed at this theory is that it ignored the existence of a middle region between (X and Y), since not all individuals necessarily belong to either (X) or (Y). This theory also ignored the effective leadership style, as an effective leader can change his leadership style in accordance with the nature of the problem he faces.

Theory X is based on a pessimistic view of human nature. It assumes that employees inherently dislike work, lack ambition, avoid responsibility, and prefer to be directed. Managers who subscribe to Theory X believe that strict supervision, control, and external incentives are necessary to motivate employees.

Key characteristics of Theory X: Managers rely on coercion, tight control, and supervision to ensure compliance and productivity. This often leads to a rigid hierarchical structure where decision-making is centralized (McGregor, 1960).

Extrinsic Motivation: Employees are motivated primarily through financial rewards, punishments, and other external factors. This approach tends to neglect the

importance of intrinsic motivation and job satisfaction (Bolman & Deal, 2017). Managers assume that employees lack the necessary skills and drive to work independently, necessitating close oversight and guidance (Ouchi, 1981).

Recent research has highlighted the limitations of Theory X, particularly in knowledge-based and creative industries where autonomy and intrinsic motivation are crucial for innovation and performance (Deci & Ryan, 2018). Excessive control can stifle creativity, reduce job satisfaction, and increase turnover rates (Cerasoli et al., 2014).

Theory Y In contrast, Theory Y offers an optimistic view of human nature. It posits that work can be as natural as play if the conditions are favorable. Employees are seen as self-motivated, ambitious, and capable of self-direction.

Key characteristics of Theory Y: Managers adopt a democratic approach, encouraging employee participation in decision-making processes. This fosters a sense of ownership and accountability (McGregor, 1960). Emphasis is placed on job satisfaction, personal growth, and intrinsic rewards. Employees are motivated by opportunities for achievement, recognition, and the inherent enjoyment of their work (Gagné & Deci, 2005). Managers trust that employees possess the skills and motivation to take on responsibility and perform well when given the right support and opportunities (Schein, 2010). Recent studies have supported the effectiveness of Theory Y in enhancing employee engagement, job satisfaction, and organizational performance. Environments that promote autonomy, competence, and relatedness align well with Theory Y principles, leading to higher levels of intrinsic motivation (Ryan & Deci, 2020). The application of Theory X and Theory Y principles has significant implications for modern management practices. Organizations need to assess their workforce and industry context to determine the most appropriate approach. While some degree of control is necessary to ensure consistency and compliance, overly rigid controls can be counterproductive. Balancing control with autonomy allows employees to exercise creativity and take initiative (Pink, 2011). A culture that emphasizes trust, support, and open communication aligns with Theory Y principles and enhances employee engagement. Providing opportunities for professional development and recognizing achievements can further motivate employees (Edmondson, 2019). Managers should be flexible in adapting their styles to the needs of their teams. In

dynamic and innovative industries, a Theory Y approach may be more effective, while in highly regulated environments, elements of Theory X might still be necessary (Amabile, 2018).

2.3.6. Z Theory

Ouchi developed another perspective on motivation, Theory Z assumes that good management is the one that contains and embraces employees at all levels and deals with them as if they were one family.

This theory focuses on the following:

- Company philosophy and culture
- Long-term employee development
- Encourage employees to participate in decision-making
- Caring for employees, their happiness and well-being
- Empowering employees
- Individual responsibility so that the organization recognizes individual contributions.

2.3.7. Two-Factor Theory

Herzberg and his colleagues conducted a field study on satisfaction as a basis for individuals' behavior. It centered on knowing the motivations and satisfaction of needs among some engineers and accountants, by focusing on studying two factors: motivation factors and the hygiene factors. This theory was called the two-factor theory, and these factors are as follows:

2.3.7.1. Motivation Factors

The factors associated with the work itself represent, when they exist; they achieve a high degree of satisfaction (Tan et al., 2024); (Heidari et al., 2024); (Chaudhary et al., 2024); (Nielsen et al., 2024); (Sajjad et al., 2024); (Huang et al., 2024). Herzberg called them motivational factors, which are: the feeling of accomplishment, self-awareness of the value of the work accomplished the nature of

the work itself, the responsibility of the individual, opportunities for advancement in the work, and growth and development (Tan et al., 2024); (Heidari et al., 2024); (Chaudhary et al., 2024); (Nielsen et al., 2024); (Sajjad et al., 2024); (Huang et al., 2024); (Tai and Zhao, 2024); (Jiang et al., 2024); (Ahn and Kim, 2024); (Yamamoto et al., 2024).

2.3.7.2. Hygiene Factors

The factors, whose absence leads to a state of dissatisfaction, while their presence does not motivate individuals, but rather prevents them from a state of dissatisfaction, are: the style of supervision, company policies, and relationships with supervisors, physical working conditions, and salaries paid, personal life, and relationships between subordinates. , social status and job security, The Hygiene factors are related to the work environment, which prevents individuals from achieving dissatisfaction when they are available. They mask dissatisfaction but do not achieve satisfaction in and of themselves. As for the motivating factors, they are those through which the individual feels the degree of satisfaction he has achieved because they contribute to. Increase his drive towards work. Thus, Herzberg concluded that there are two groups of factors influencing the behavior of the individual worker:

The first is: Motivating factors: These are the factors present in the work environment that motivate workers and achieve their satisfaction with the work that it provides for them.

The Second: Hygiene factors: These are factors present in the environment surrounding work, the external work environment. They have been called Hygiene factors because their presence at work prevents the individual's dissatisfaction with his work, but they alone are not considered a strong incentive to increase his effort and improve his performance, while their absence it causes some dissatisfaction among employees (Herzberg,1968).

2.3.8. Abraham Maslow's Theory

During the (1940s), the psychologist Abraham Maslow developed his theory of work motivation through the concept of human needs and their structure in terms of

priority in the need to satisfy them. Maslow's theory of needs is considered one of the most common motivations (Asha, 2024); (Sahruneza and Kurniawan, 2024), as human behavior is fundamentally affected by the needs that are satisfied. Maslow arranged needs in the form of a pyramid from bottom to top as follows:

- Physiological needs

They are all biological, physical and basic needs, such as the need for food, water, air, sex and gender. These needs come at the bottom of the pyramid and form the basic base for it as they are the main needs to ensure the survival of the human element and its continuity in life.

- Security needs

It expresses the individual's needs for security and reassurance, avoiding material, moral and psychological risks, and maintaining a secure future.

- Social needs

When an individual can satisfy his physiological needs and achieve a certain level of security, reassurance, and assurance, he aspires to satisfy his social needs, which are represented by his feeling of belonging to others and acceptance by others. Therefore, the feeling of friendliness, intimacy, love, the exchange of human and social feelings, the formation of relationships and friends, the expression of harmony and interaction, and the formation of a family are all social forms that the individual aspires to achieve ways to satisfy.

- Esteem needs

The need for appreciation is self-pride, respect and independence of the individual, through support, respect and appreciation from others so that the individual has a distinguished social status among them.

- Self-actualization needs

It means the individual's desire to become more distinguished than other individuals, and to be viewed from a creative and constructive perspective through his abilities, talents, and ideas, so that he seeks to be referred to as distinguished among his colleagues. Distinguished and intelligent individuals set ambitious but achievable

goals for themselves, and when they reach them, they feel self-actualized through them.

2.3.9. Vroom Vector Expectancy Theory

Its basis is choice behavior. The theory shows that individuals evaluate different strategies for behavior, such as working hard every day versus working hard for a period of three days out of the seven workdays (Amali et al., 2023); (Aziz and Niazi, 2023); (Idris et al., 2023). Then they choose a specific strategy that they believe will lead to them obtaining work-related incentives that they give greater value to. If the worker believes that working hard every day If this behavior leads to an increase in salary, expectancy theory predicts that the individual will choose this behavior (Amali et al., 2023); (Aziz and Niazi, 2023); (Idris et al., 2023). The basis of expectancy theory is the perceived relationships between effort and performance and the incentive received in exchange for performance.

This theory is based on three foundations

Valence: meaning that we focus on the goal, in other words, the perceived satisfaction and the final result. The greater the valence, the greater the motivation (Amali et al., 2023); (Aziz and Niazi, 2023); (Idris et al., 2023).

Expectation: Belief in the abundance of effort and perseverance to achieve better performance. Therefore, the greater the expectation, the greater the motivation (Amali et al., 2023); (Aziz and Niazi, 2023).

Instrumentality: It is the belief in effort and perseverance that will result in the desired goals (Amali et al., 2023); (Aziz and Niazi, 2023); (Idris et al., 2023).

2.3.10. Theory of Justice for J.Stacey Adams

It states that individuals feel injustice between the amount of incentives they receive and the amount of efforts they make, so they volunteer to alleviate that injustice (Eboh, 2021); (Siğircikoğlu, 2023); (ATNAF, 2021). The development of the theory at its foundation and its testing was linked to the name of Adams, who defined inequality as occurring when a person feels that the ratio of the return from his

job to the job inputs is not equal now compared to the results and inputs of another reference person (Eboh, 2021); (Siğircikoğlu, 2023). This reference person may be a member of the group to which this person belongs, a member of another, or from outside the organization. In justice theory, input refers to factors such as: effort, skills, knowledge, and task performance Which the individual brings or employs in his workers, while the return or results refer to those rewards that result from accomplishing tasks such as salary, promotion, recognition, and a sense of accomplishment and status (Eboh, 2021); (Siğircikoğlu, 2023); (ATNAF, 2021),The most important pillar of this theory in terms of its concept is that people who feel justice have increased motivation and vice versa, There are two forms of justice:

- Distributive justice: according to effort and work, meaning workers are rewarded according to their contribution to others.
- Procedural justice: which concerns employees' expectations about the fairness of the organization's procedures in areas such as performance appraisal and promotion (Eboh, 2021); (Siğircikoğlu, 2023); (ATNAF, 2021).

2.4. Types of Organizational Incentives

2.4.1. Financial Incentives

- Salaries.
- Annual bonuses.
- Rewards.
- Shared profits.

2.4.2. Moral Incentives

It is everything related to the psychological and mental aspects of the worker, and it depends on arousing and motivating workers with methods based on respect for the human element, it takes various forms, including:

- Decision making.
- Certificates of thanks and appreciation.
- Training.

- Honoring parties.

2.4.3. Types of Motivation

2.4.3.1. Intrinsic Motivation

They are the motivations that arise from within the individual and arise with a behavior only because the individual sees that he is achieving himself and not in order to obtain a reward or money, as the behavior itself is his own reward for personal satisfaction. There are several motivating factors that can affect an individual's intrinsic motivation:

Autonomy: A person can only have intrinsic motivation when he feels that he has independence by choice, as the decision to participate must be a free choice without restriction in psychology, self-determination is an important matter that refers to the ability of every person to make choices and manage his own life according to the theory of self-determination.

Competence: One of the biggest intrinsic motivators is a feeling of competence. When a person completes or masters a difficult task when he learns a new skill, he feels accomplished and is more likely to do it again and engages in new challenges that are difficult enough to be interesting.

Relatedness: Another factor that can influence intrinsic motivation is relatedness, which refers to the extent to which one feels connected, safe, respected, and cared for(Deci,et al.,1985).

2.4.3.2. Extrinsic Motivation

It is what motivates an individual to complete a task or exhibit behavior for reasons that do not stem from within the individual and are expected, such as avoiding punishment, obtaining a reward, social recognition, or praise.(Deci,et al.,1985).

2.4.4. Motivation Obstacles

- Fear of the organization.

- Lack of clarity of goals in organizations.
- Lack of follow-up by employees, so we cannot distinguish the good from the bad.
- Lack of training.
- Administrative errors such as multiple and overlapping decisions.
- Multiple policies in the company.
- Multiple leaders and conflicting orders.
- Constant and continuous criticism.
- Injustice between employees.

2.4.5. Motivation Components

Based on the researcher (Hockenbury.et al.,2010)

2.4.6. Activation

It involves the decision to initiate a behavior.

2.4.6.1. Persistence

It is the constant effort toward a goal despite the presence of obstacles. An example of persistence is taking more psychology courses in order to obtain a degree, which requires a significant investment of time, energy, and resources.

2.4.6.2. Intensity

It can be seen through the focus and vitality that leads to the pursuit of a goal.

2.4.7. Motivating Factors

In determining the dimensions that make up the motivational factors variable, we relied on the(study by Ghanbahadur,2014), which are:

- Recognition and praise of achievement: It means the tangible results achieved by the employee and his ability to solve the problems and obstacles he faces effectively.
- Opportunities for advancement and development: This term is only used when there is an actual change in a person's status or status in the organization.
- The nature of the job itself: It means that the job or its component tasks are either a source of good or bad feelings.
- Recognition: It means recognition or notices in which the employee receives praise or blame, and this may be the source of this praise or blame anyone at work (a supervisor, manager, colleague, etc.).
- Personal growth: It means the individual's ability to move upward within the organization in which he works, in addition to developing his skills Personal, artistic and professional.

2.4.7.1. Hygiene Factors

In determining the dimensions that make up the Hygiene factors variable, we relied on the study by Rohit and Ghanbahadur, 2014), which are:

- Company Policy

It is a documented set of general instructions, developed after analyzing all internal and external factors It can affect an organization's goals, operations, and plans. It is established and determined by the Board of Directors The way the company responds to known and knowable situations and circumstances. It also determines the development and implementation of the strategy, directs and controls the plans, decisions and actions taken by the company's employees to achieve its goals, and includes employee affairs policies in the first place (Rohit and Ghanbahadur, 2014).

- Relationship with Peers.

It is the verbal interaction that occurs continuously in the work environment as a result of the relationship between the employee and his friends at work, and by the relationship we mean here whether it is due to work or personal relationships (Rohit and Ghanbahadur, 2014).

- Work Security

Work security is about safe working conditions that enhance the well-being of employees. It is not just about mechanisms protecting employees from occupational hazards, diseases and injuries; it is also related to stress and overexertion the job. It extends to violence at work and preventing harassment in its various forms (Rohit and Ghanbahadur, 2014).

- Relationship with Supervisor

It is a verbal interaction that occurs continuously in the work environment as a result of the relationship between supervisory employees; by relationship here we mean whether it is due to work or personal relationships (Rohit and Ghanbahadur, 2014).

- Money

It includes all the financial benefits that the employee receives (Rohit and Ghanbahadur, 2014).

- Working Conditions

It includes the physical conditions at work, the amount of effort required to complete the work, and the facilities available to do this work (Rohit and Ghanbahadur, 2014).

2.4.8. Methods of motivating employees

Based on the classification of (Abdel Hamid and Al-Maghrabi, 2004) There is no behavior without a motive behind it, so those motives must be stimulated through encouragement and excitement through specific tools and means that individuals love and desire, which are called incentives. Hence the difference between motives and incentives:

- Motives: represent the latent energies of the individual and push him to adopt a certain behavior, that is, the internal force that works within the individual and pushes him to search for something specific that will facilitate him in setting his goals and facilitate the process of adapting to the conditions of the external environment.

- As for the incentive: it is the external stimulus that stimulates and activates in the individual's soul the motives to perform a specific action, and the link between the motivation and the stimulus is as close as the one between the stimulus and the response.

Many approaches can be followed to classify the incentives that organizations give to their employees, and among these classifications are:

- Financial and moral incentives.
- Individual incentives and group incentives.
- Direct and indirect incentives.
- Monetary incentives and non-monetary incentives.
- Traditional incentives and innovative incentives.
- Positive incentives and negative incentives.

2.4.9. Individual incentives

2.4.9.1. Individual Cash Incentives

- Wages and salaries

Wage is the direct and specific monetary compensation that an individual receives in exchange for his work for a specific period of time (VARGAS-MORENO and GONZÁLEZ-FLORES, 2024); (Pan and Zhong, 2024); (Merrill-Francis et al., 2024); (Cazcarra, 2024); (Shackell et al., 2024). Wage represents the basic entity of incentives in most jobs in most societies, while this research acknowledges that its systems and methods of estimating it differ from one organization to another and in the same organization from another sector (VARGAS-MORENO and GONZÁLEZ-FLORES, 2024); (Pan and Zhong, 2024); (Merrill-Francis et al., 2024). The wage is estimated based on the nature of the work performed, its importance, and the nature of the labor market, the recency or seniority of the person entitled to it, and the legal rules and regulations that regulate it (VARGAS-MORENO and GONZÁLEZ-FLORES, 2024); (Pan and Zhong, 2024). The importance of pay appears to be one of the important types of incentives due to its impact on many other types of incentives, such as bonuses, in addition to its basic role in satisfying individuals' physiological needs,

and considering it the essential element expressing the organization's appreciation for the effort expended at work (VARGAS-MORENO and GONZÁLEZ-FLORES, 2024).

- Piecework

Piece pay represents one of the individual methods of incentives granted to the worker for each piece of production and is calculated on a daily or weekly basis by calculating the number of units produced (Munn, 2024).

- Bonus

Organizations grant rewards to their senior employees at various administrative levels, especially the higher ones, based on the ideas, opinions, activities, and actions they provide that affect the overall performance of the organization or their own performance so that it results in achieving profits and increasing sales quantities (Munn, 2024).

- Merit Raises

Bonuses represent a specific increase in wages or salary given to individuals after evaluating their performance. These bonuses are usually determined by the direct supervisor of subordinates (Basnet, 2024); (Clarke et al., 2024). Bonuses can be used as a motivational tool for several different purposes. Bonuses may be given for efficiency when the wage or salary is increased as a result of an increase in the individual's productivity (Basnet, 2024); (Clarke et al., 2024). A seniority bonus may also be granted when the individual spends a full year in his job, which is added to his work history in the organization. There are also exceptional bonuses that are granted to an individual when his performance distinguishes himself from others and provides work, thought, or innovation that benefits the organization (Basnet, 2024).

- Commissions

The seller usually receives a fixed salary in addition to the commission. The fixed salary satisfies his basic needs and secures his livelihood, while the commission motivates him and pushes him to develop his selling efforts (Beyrer et al., 2024); (Acuto et al., 2024). One of the advantages of this method is that it is variable according to the volume of sales and does not represent a burden on the organization.

However, one of its most important disadvantages is that the salesman focuses on completing deals regardless of what may happen, such as neglecting after-sales services, or increasing returns, or searching for new customers and strengthening relationships with them, or seeking to achieve balance between sales areas (Beyrer et al., 2024); (Acuto et al., 2024).

- Pay –for – knowledge & pay – for – skills compensation

Organizations seek to modify, develop and advance beliefs, traditions, values and administrative systems, by motivating individuals to acquire new knowledge and information, develop their skills and modify their attitudes in accordance with and keeping pace with contemporary requirements (Shiyyab, 2024); (Armstrong et al., 2024); (Candana et al., 2024).

The advantages of this method are:

- Increasing and diversifying skills leads to excellence and ingenuity in performing jobs and produces a greater degree of flexibility among employees in effective behavior and performance (Shiyyab, 2024); (Armstrong et al., 2024); (Candana et al., 2024).
- Increasing employees' knowledge will enable them to reduce the total number required to perform activities and tasks, in addition to achieving better results (Shiyyab, 2024).
- Motivation in this regard means achieving higher levels of work satisfaction and thus decreasing turnover rates and lower absenteeism rates (Shiyyab, 2024); (Armstrong et al., 2024); (Candana et al., 2024).

2.4.9.2. Individual Non-Monetary Incentives

Incentives usually mean money, but include performance incentives in many other non-monetary forms, including medals, badges, medals, cups, certificates, exemption from attendance and departure time obligations, vacations, and other non-monetary incentives. In contemporary organizational settings, employee motivation and satisfaction are critical to achieving high levels of performance and retention. While monetary incentives have traditionally been used to motivate employees, non-monetary incentives are gaining recognition for their effectiveness in fostering long-

term engagement and job satisfaction. This paper explores various individual non-monetary incentives, their theoretical underpinnings, and their practical applications in enhancing employee motivation. Non-monetary incentives are grounded in theories of intrinsic motivation, which emphasize internal rewards derived from the nature of the work itself rather than external monetary rewards. Self-Determination Theory (SDT), proposed by Deci and Ryan (2000), is particularly relevant in this context. SDT posits that intrinsic motivation is driven by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. When these needs are met, individuals are more likely to experience enhanced motivation and job satisfaction (Deci & Ryan, 2000). Recognition and Praise: Recognizing and praising employees for their efforts and achievements can significantly boost their morale and motivation. Public acknowledgment, such as employee of the month awards or shout-outs in team meetings, reinforces positive behavior and demonstrates that the organization values its employees (Brun & Dugas, 2008). Providing opportunities for professional growth, such as training programs, workshops, and conferences, helps employees enhance their skills and advance their careers. This not only improves job performance but also fulfills the need for competence, thereby increasing intrinsic motivation (Aguinis & Kraiger, 2009). Offering flexible work schedules, remote work options, and job-sharing arrangements can improve work-life balance and enhance job satisfaction. Flexibility in work arrangements meets the need for autonomy, allowing employees to have greater control over their work environment and schedule (Kossek et al., 2011).

Providing clear pathways for career advancement and offering additional responsibilities can motivate employees by meeting their needs for growth and self-actualization. When employees see opportunities for progression, they are more likely to be engaged and committed to their roles (Gagné & Deci, 2005). Implementing wellness programs that promote physical and mental health can improve overall employee well-being. These programs can include gym memberships, mental health days, mindfulness sessions, and health screenings. Supporting employee wellness demonstrates that the organization cares about its employees' holistic well-being (Berry et al., 2010). Ensuring that employees find their work meaningful and aligned with their personal values can significantly enhance motivation. Job design that incorporates task variety, significance, and autonomy can make work more engaging and fulfilling (Hackman & Oldham, 1976). Integrating individual non-monetary

incentives into organizational practices requires thoughtful planning and implementation. Here are some strategies for effectively leveraging non-monetary incentives: Recognize that different employees are motivated by different incentives. Customizing non-monetary rewards to meet individual preferences can enhance their effectiveness (Gerhart & Fang, 2015). Create a culture where recognition and appreciation are part of daily interactions. Encourage managers and peers to acknowledge each other's contributions regularly (Cameron & Pierce, 2002). Invest in continuous learning and development programs. Encourage employees to pursue professional development and provide the necessary resources to support their growth (Aguinis & Kraiger, 2009). Implement policies that support flexible work arrangements. Regularly assess employee needs and adjust policies to ensure they effectively promote work-life balance (Kossek et al., 2011). Review job roles and responsibilities to ensure they are challenging and meaningful. Involve employees in the job design process to align tasks with their strengths and interests (Hackman & Oldham, 1976).

- Praise and thanks versus reprimand

Individuals need praise and thanks in a way that makes them feel appreciated by others for their efforts, even if it is a duty and imposed on them. Therefore, appreciation of individuals' work is considered one of the effective motivational tools to achieve satisfaction and pride in the achievements they have achieved (Steelman & Rutkowski, 2004). Appreciation for excellent work and innovative efforts must be clear, direct, and timely in a way that encourages individuals to provide more such work. Reprimand is the tool corresponding to praise and appreciation and is used in the case of negative deviation in the performance of individuals (Steelman & Rutkowski, 2004). Blaming and reprimanding must be done immediately after committing a mistake while informing individuals of the mistake committed and the extent of dissatisfaction as a result of its impact on performance (Steelman & Rutkowski, 2004). Criticism must also focus on behavior, action, and work, not on the individual. Also, after blaming and reprimanding, individuals must be made aware of the extent of their appreciation and trust in them to overcome this setback and continue with highly efficient productivity. In organizational behavior, the methods used to manage and motivate employees significantly impact productivity, job satisfaction, and overall

workplace culture. Among the various strategies, the use of praise and thanks versus reprimand represents two distinct approaches to influencing employee behavior (Steelman & Rutkowski, 2004). This paper explores the effects of these contrasting methods, drawing on recent research to highlight their implications for organizational effectiveness. Praise and thanks are forms of positive reinforcement that acknowledge and reward desired behaviors (Steelman & Rutkowski, 2004). These methods are rooted in psychological theories of motivation, such as operant conditioning and self-determination theory. Praise and thanks act as positive reinforcement, encouraging the repetition of desirable behaviors. When employees receive recognition for their efforts, they are more likely to feel valued and motivated to maintain high performance levels (Cameron & Pierce, 2002). Positive reinforcement can take various forms, including verbal recognition, written commendations, and public acknowledgments.

According to Deci and Ryan (2000), intrinsic motivation is driven by internal rewards such as personal satisfaction and the joy of accomplishment. Praise and thanks fulfill psychological needs for competence and relatedness, thereby enhancing intrinsic motivation. Employees who feel appreciated are more engaged and committed to their work (Deci & Ryan, 2000). Regularly expressing praise and thanks contributes to a positive organizational culture. It fosters an environment of mutual respect and support, which can improve overall job satisfaction and reduce turnover rates (Brun & Dugas, 2008). Reprimand, or negative feedback, aims to correct undesirable behaviors through criticism or disciplinary actions. While sometimes necessary, reprimands must be handled carefully to avoid negative repercussions. Reprimands are often used to address and correct specific behaviors that do not align with organizational standards or expectations. Effective reprimands should be specific, constructive, and focused on behavior rather than personal attributes (Steelman & Rutkowski, 2004). Frequent or harsh reprimands can have detrimental effects on employee morale and motivation. Negative feedback can lead to feelings of resentment, decreased self-esteem, and disengagement from work (Baron, 1990). It is crucial to balance reprimands with positive feedback to maintain a healthy work environment. While reprimands can lead to immediate behavioral adjustments, they are less effective in fostering long-term commitment and motivation compared to positive reinforcement (Carlsmith et al., 2002); (Steelman & Rutkowski, 2004). Employees may comply out of fear rather than a genuine desire to improve. Organizations should prioritize praise and thanks to

reinforce desired behaviors. Regular recognition programs, employee of the month awards, and personalized thank-you notes can enhance motivation and engagement (Cameron & Pierce, 2002); (Steelman & Rutkowski, 2004). When reprimands are necessary, they should be delivered constructively. Managers should focus on specific behaviors, provide clear guidance for improvement, and balance criticism with positive feedback (Steelman & Rutkowski, 2004); (Steelman & Rutkowski, 2004). Providing training for managers on how to effectively deliver praise and reprimands can improve their impact. Training can include techniques for giving constructive feedback, recognizing employee achievements, and fostering a supportive work environment (Brun & Dugas, 2008). Cultivating a culture that values and practices regular recognition and constructive feedback can lead to higher levels of employee satisfaction and performance. Organizational policies should encourage positive reinforcement and provide guidelines for addressing negative behaviors appropriately (Gagné & Deci, 2005); (Steelman & Rutkowski, 2004). Praise and thanks versus reprimand represent two distinct approaches to managing employee behavior. While both have their place in organizational practice, emphasizing positive reinforcement through praise and thanks generally leads to higher levels of motivation, job satisfaction, and a positive organizational culture (Steelman & Rutkowski, 2004). Constructive reprimands are necessary for correcting undesirable behaviors but should be balanced with positive feedback to maintain employee morale and engagement. By adopting a balanced and thoughtful approach to feedback, organizations can foster a more motivated and productive workforce.

- Delegating versus withholding powers

Delegation of authority is one of the tools through which individuals can be motivated. Delegation, in some of its aspects, means trusting subordinates to carry out certain tasks and bear their responsibilities (Harris et al., 2024). The manager must take into account the capabilities and skills of his subordinates and pay attention to analyzing the circumstances surrounding him and the tasks that will be delegated in order for the delegation to achieve its goals of motivating Encouraging individuals to achieve and perform effectively (Harris et al., 2024). Failure to delegate powers to subordinates represents a negative incentive that can be used and waved at subordinates, with the need to make this clear to the subordinates and cite to them

previous experiences in successful and failed delegation processes, so that the enthusiasm of the subordinates can be aroused and motivated to accept responsibility and strive to prove themselves. In the realm of business administration, the strategic decision to delegate or withhold powers is pivotal to organizational efficacy and leadership dynamics (Harris et al., 2024). This analysis delves into the comparative implications of these two approaches, drawing on recent scholarly work to elucidate their respective impacts on organizational performance and employee morale. Delegation is a fundamental aspect of effective management, where authority and responsibility are transferred from higher levels of the organizational hierarchy to lower levels. The primary advantage of delegation lies in its potential to enhance organizational efficiency by leveraging the diverse skills and expertise of employees (Smith & Taylor, 2019). This decentralization of authority can lead to faster decision-making processes and greater innovation, as employees are empowered to act autonomously within their areas of competence (Johnson, 2020). Moreover, delegation has been shown to boost employee satisfaction and motivation. When employees perceive that their contributions are valued and that they have a stake in the outcomes of their work, they are more likely to exhibit increased commitment and productivity (Chen et al., 2021). This empowerment can also facilitate professional development, as employees gain experience in decision-making and leadership (Davis & Roberts, 2018). Conversely, withholding powers, or centralizing authority, can be advantageous in certain contexts, particularly where uniformity and control are paramount. Centralization ensures that decisions align closely with the organization's strategic vision and policies, which can be critical in industries where compliance and risk management are of utmost importance (Brown & Wilson, 2020). This approach can mitigate the risks associated with decentralized decision-making, such as inconsistencies and deviations from the organizational objectives. Furthermore, in environments characterized by high volatility and uncertainty, a centralized structure can provide a clear and consistent direction, reducing ambiguity for employees (Evans, 2022). By maintaining control over critical decisions, senior leaders can react swiftly to external changes, thereby enhancing organizational agility and resilience (Morgan & Lee, 2021). The choice between delegating and withholding powers is not dichotomous but rather context-dependent. Successful organizations often employ a hybrid approach, where the degree of delegation varies based on the nature of the task,

the competencies of the workforce, and the strategic priorities of the organization (Jackson & Martin, 2023). For instance, routine operational tasks may be delegated to enhance efficiency, while strategic decisions remain centralized to ensure alignment with long-term goals. Empirical studies suggest that a balanced approach, which combines elements of both delegation and centralization, can optimize organizational performance. This equilibrium allows for flexibility and innovation at lower levels while maintaining strategic coherence and control at higher levels (Harris et al., 2024). In conclusion, the strategic decision to delegate or withhold powers is a nuanced and context-sensitive aspect of organizational management. Delegation fosters innovation, employee satisfaction, and operational efficiency, while centralization ensures consistency, control, and swift responsiveness to external changes. An optimal balance, tailored to the specific needs and dynamics of the organization, can harness the strengths of both approaches, driving overall organizational success.

- Promotion and progress versus stability and neglect

Promotion represents an incentive that has financial and moral dimensions because it opens wide horizons for growth and advancement for individuals. Therefore, promotion is based on clear foundations of job analysis, the capabilities and creativity of individuals, and their achievements. In addition, the promotion process must be based on objective criteria, away from personal criteria, so that the rules of loyalty and commitment can be established among individuals, and the negative effects of the emergence of diseases of the organizational climate can be avoided. Promotion and progress are central tenets of modern organizational strategy (Chen et al., 2021), emphasizing continuous improvement, innovation, and career advancement. Organizations that prioritize these elements tend to foster a culture of dynamism and growth, where employees are encouraged to enhance their skills and advance within the corporate hierarchy (Smith & Taylor, 2019). This progressive approach is often linked to higher levels of employee motivation and job satisfaction, as it recognizes and rewards individual contributions (Johnson, 2020). From a strategic perspective, promoting progress within an organization can drive competitive advantage. Companies that invest in employee development and innovation are better positioned to adapt to market changes and technological advancements (Chen et al., 2021). Furthermore, a focus on progress can lead to improved organizational performance

through enhanced productivity and the generation of new ideas (Davis & Roberts, 2018). In contrast, the pursuit of stability, when coupled with neglect, can lead to stagnation and a decline in organizational vitality. While stability is often associated with reliability and predictability, excessive emphasis on maintaining the status quo without addressing evolving needs can result in complacency and resistance to change (Brown & Wilson, 2020). This neglect can manifest in inadequate investment in employee development, outdated processes, and a lack of innovation, ultimately eroding competitive edge and organizational resilience (Evans, 2022). Neglect, in this context, refers to the failure to recognize and respond to the changing demands of the business environment and workforce. When organizations neglect the need for progress, they risk alienating employees, leading to decreased morale and engagement (Morgan & Lee, 2021). Over time, this can translate into higher turnover rates and a loss of valuable talent, further exacerbating organizational decline (Harris et al., 2024). Balancing promotion and progress with stability is crucial for sustainable organizational success. A hybrid approach that combines the benefits of stability with a proactive stance on progress can mitigate the risks associated with both extremes (Jackson & Martin, 2023). Stability provides a foundation of reliability and consistency, essential for maintaining operational efficiency and stakeholder confidence. However, this stability must be dynamic, incorporating mechanisms for regular assessment and adaptation to ensure relevance in a rapidly changing environment. Empirical research underscores the importance of aligning stability with continuous improvement initiatives. Organizations that successfully integrate these elements tend to exhibit greater agility, resilience, and long-term viability (Chen et al., 2021). Such organizations invest in employee development and foster a culture of innovation while maintaining robust processes and structures that support steady performance (Smith & Taylor, 2019). In conclusion, the interplay between promotion and progress versus stability and neglect encapsulates a fundamental strategic challenge in business administration. While promotion and progress drive innovation and employee engagement, stability is essential for consistent performance and risk management. Neglect, however, undermines both stability and progress, leading to organizational decline. Therefore, a balanced approach that harmonizes dynamic stability with a commitment to continuous improvement is essential for achieving sustainable success.

- Work redesign

The idea of motivating workers came about by moving them and rotating them from one job to another (rotation job). However, the workers still had intellectual energies that they could transform into innovations in the field of their job, which prompted some to think about motivating workers through the idea of job expansion and enrichment, which means making an adjustment in job burdens that includes Change in some of its duties, diversification in its responsibilities, and development of its specifications so that it gives its owner room to satisfy the needs for achievement, appreciation, and self- love, and an incentive for effective performance in order to obtain more satisfaction of those needs. Work redesign is a pivotal concept in the domain of business administration, focusing on restructuring job roles, tasks, and processes to optimize both organizational performance and employee satisfaction. This scholarly exploration examines the theoretical foundations, practical applications, and empirical evidence related to work redesign, highlighting its significance in contemporary organizational settings. The concept of work redesign is rooted in various theoretical frameworks, including job enrichment, job enlargement, and the job characteristics model. Job enrichment involves enhancing a job's depth by adding responsibilities that increase its intrinsic rewards, thereby boosting employee motivation and job satisfaction (Hackman & Oldham, 1976). Job enlargement, on the other hand, expands the scope of a job by adding more tasks at the same level of complexity, aimed at reducing monotony and increasing engagement (Parker et al., 2019). The job characteristics model, developed by Hackman and Oldham, identifies five core job dimensions—skill variety, task identity, task significance, autonomy, and feedback—that influence critical psychological states and, subsequently, work outcomes (Parker, Morgeson, & Johns, 2017). These theoretical perspectives provide a comprehensive understanding of how work redesign can be strategically implemented to enhance both individual and organizational outcomes. Implementing work redesign involves a systematic approach to analyzing and modifying job roles and processes. This can be achieved through various strategies, such as task restructuring, role clarification, and the introduction of flexible work arrangements (Grant & Parker, 2021). Task restructuring focuses on realigning tasks to better match employees' skills and interests, thereby increasing efficiency and job satisfaction (Oldham & Hackman, 2019). Role clarification aims to eliminate ambiguities in job responsibilities,

enhancing employees' understanding of their roles and expectations. This clarity can lead to improved performance and reduced role conflict (Kiggundu, 2020). Flexible work arrangements, including telecommuting and flextime, have gained prominence as effective work redesign strategies, particularly in the context of the evolving workplace dynamics post-COVID-19 pandemic (Bailey & Kurland, 2020). Empirical research underscores the positive impact of work redesign on various organizational metrics, including productivity, job satisfaction, and employee well-being. For instance, a study by Parker, Knight, and Ohly (2020) found that job redesign initiatives that increased job control and support were associated with higher levels of employee engagement and lower turnover intentions. Similarly, meta-analytic evidence indicates that work redesign interventions are effective in reducing job stress and burnout, thereby enhancing overall employee well-being (Humphrey et al., 2018). Moreover, organizations that have successfully implemented work redesign report improvements in innovation and adaptability, as employees are better positioned to respond to dynamic market conditions (Tims et al., 2019). In conclusion, work redesign is a strategic approach that can significantly enhance organizational efficiency and employee well-being. By drawing on robust theoretical frameworks and leveraging practical strategies, organizations can create more engaging, satisfying, and productive work environments. Empirical evidence consistently supports the benefits of work redesign, making it a critical consideration for contemporary business leaders aiming to foster sustainable organizational growth and employee satisfaction (Humphrey et al., 2018); (Tims et al., 2019).

The work can be classified as follows:

- Job Rotation

It refers to moving from one job to another in specific periods, where he performs his duties approximately, but in different jobs or locations (Humphrey et al., 2018); (Tims et al., 2019).

- Job extension

It is little more than job rotation and refers to the diversification of job activities practiced by the individual, which makes him feel capable of performing more activities and thus satisfies his need for appreciation, And self-realization to some extent (Humphrey et al., 2018); (Tims et al., 2019).

- Enlargement

Job enlargement means the individual performing more diverse and complex duties. There is an increase in job activities and therefore the skills required performing them, which prompts the individual to acquire the skills necessary for efficient performance and good dealing with others due to the diversity of relationships and connections. This helps to satisfy the individual's social needs (Humphrey et al., 2018); (Tims et al., 2019).

- Enrichment

It does not mean diversifying and enlarging the duties and activities only, but rather enlarging the responsibilities included in the job, such as participating in planning and setting goals, standards, and control methods, which requires the development and self-development of the individual (Humphrey et al., 2018); (Tims et al., 2019). Therefore, increasing responsibility is the driving and motivating element for the individual and not merely increasing activities and duties.

2.4.9.3. Collective Incentives

Group incentives represent a benefit for all members of the group that is granted to them based on the productivity and interaction of the performance of the entire group, whether the size of the group is small or large. A group is described as small when the number of its members ranges between 4-7 workers, and large when the number of members ranges from 35-40 workers (Humphrey et al., 2018); (Tims et al., 2019).

2.4.9.4. Financial Collective Incentives

Sharing in profits:

- Among the collective methods of motivating individuals at the organization level is the advantage of sharing in net profits. Sharing in profits takes several forms as follows:
- Periodic distribution of profits: Net profits are calculated at the end of the specified period of time, and then the profit sharing percentage is calculated

and distributed in cash to employees in proportion (Humphrey et al., 2018); (Tims et al., 2019).

- Collecting individuals' entitlements from profit sharing and then paying them in total upon retirement in cases of inability to work, or paying them to the heirs in the event of death (Humphrey et al., 2018); (Tims et al., 2019).
- Following a combination of the two previous methods, a portion is distributed and a portion is excluded, which is collected and distributed in cases of retirement, inability to work, or death (Humphrey et al., 2018); (Tims et al., 2019).
- Cost Reduction Plans

The organization achieves some advantages and savings as a result of the effort and thought of its employees, through production and service operations, in the form of developing productivity, improving quality, and reducing the costs of materials and supplies, which leads to reducing costs, increasing revenues, and customer satisfaction (Humphrey et al., 2018); (Tims et al., 2019). There are many methods used to study cost reduction plans and discuss proposals and their impact on the savings achieved, and one of the most important and famous of these methods is the Scanlon Pan S method.

- Employee Ownership

Individuals sometimes seek to own the shares of the companies in which they work, as management gives them the right to buy some of the company's shares at pre-determined prices. These prices are set on the basis of the prevailing price in the market or the issue price during a specific period (Humphrey et al., 2018); (Tims et al., 2019). The organization seeks to promote this type of incentives for several reasons, the most important of which are:

- These shares are not given for free, but are paid for based on the specified prices.
- Motivating workers to exert more effort because they feel ownership of part of the capital while trying to limit risks, solve problems, and overcome obstacles.
- Reducing the intensity of tension, conflict, and pressure resulting from workers' feelings of exploitation the organization's abilities and skills and to

spread the spirit of commitment, cooperation and satisfaction to achieve the organization's goals.

2.4.9.5. Non-Financial Collective Incentives

Just as non-monetary individual incentives are granted, the administration may give non-monetary incentives, whether positive or negative, collectively, with the aim of satisfying psychological and social needs among members of one group, such as the needs of belonging, loyalty, and appreciation of others (Humphrey et al., 2018); (Tims et al., 2019). Collective non-monetary incentives contribute to increasing cooperation between individuals and strengthening ties. Stimulating competition among them and increasing their desire to achieve the public interest. Examples of this type of incentive include:

- Sending letters of thanks and appreciation to all members of the administration or department (Humphrey et al., 2018); (Tims et al., 2019).
- Publish the names of the group's members on the honor roll.
- Providing all members of the group with the opportunity to present their suggestions when making decisions (Humphrey et al., 2018); (Tims et al., 2019).
- Redesigning work in its various forms at the job level

3. METHODOLOGY

In this chapter, God willing, we will discuss the statistical aspect of the variables of the current research. Methodology is the essence of collecting data and then analyzing it until we achieve the desired goal.

We will use the Amos tool to analyze the study model, and we will also measure the validity and reliability, as well as the extent of the effects and interrelationships between the three variables: psychological empowerment, organizational trust, and motivation.

3.1. Research Model

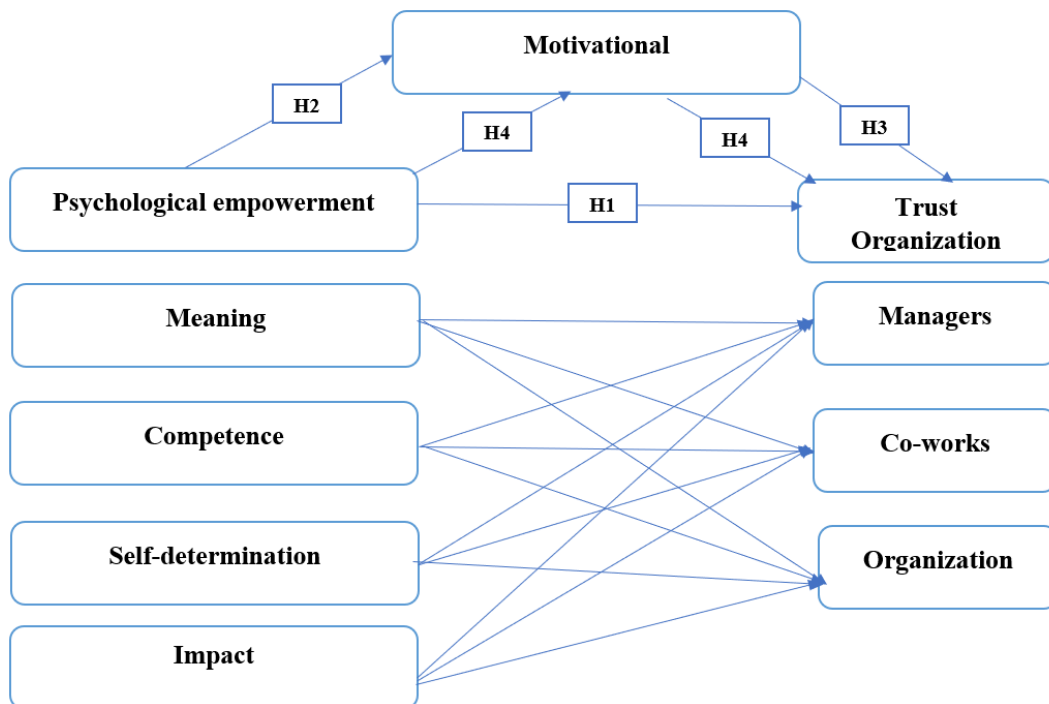


Figure 2: Research Model

The main goal of our research is to reach a conclusion about the effects of psychological empowerment and organizational trust in the presence of a motivational mediator. We took Gharyan University in Libya as a sample for the study, developed the study hypotheses, and then took the study measures related to the subject. Because the current study is descriptive, we created the questionnaire for the three variables. After all this, we conduct statistical analyses, starting with distributing the

questionnaire, then collecting and analyzing it, then taking the result for validity and reliability, and based on that, we verify this by analyzing the hypotheses.

3.2. Population and Sample

The sample of the study in the subject of our research is the employees and faculty members of Gharyan University in Libya, which includes seven colleges. It must be accurate in order to give good results, as we expect the sample size to be 400.

Table 1: Study Area

N.	The Name	The Number	Percentage
1-	Staff and faculty members	400	100%

3.3. Data Collection Method

We obtained about 350 questionnaires out of a sample size of 400, and the questions were answered electronically, whether by email, Messenger, or WhatsApp. We entered the obtained sample into the Amos program.

The first part of the questionnaire explains the demographic characteristics of the respondent, general information in terms of age, gender, marital status, and employment.

In the second stage of the questionnaire, attention was paid to the variables of the study: psychological empowerment, organizational confidence, and motivation. The answers were different, both according to his education and understanding of the subject. The answers were given with five admiring statements, as follows:

(Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree).

We distributed the questionnaire in Arabic after translating it from English. After compiling the questionnaire, we analyzed the validity and reliability. The results were satisfactory and were carried out under the recommendations and references of Dr. Ozan.

Table 2: Descriptive statistics of demographic variables

Category	Frequency	Percent
Gender		
Males	257	73.4
Females	93	26.6
Total	350	100.0
Marital Status		
Single	122	34.9
Married	228	65.1
Total	350	100.0
Age		
30 years and below	106	30.3
31 to 40 years	90	25.7
41 to 50 years	110	31.4
51 years and above	44	12.6
Total	350	100.0
Education Level		
High School	47	13.4
Bachelor's degree	106	30.3
Master's degree	125	35.7
PhD. Degree	72	20.6
Total	350	100.0
Years of Experience		
5 years and below	117	33.4
6 to 10 years	68	19.4
11 to 15 years	64	18.3
16 years and above	101	28.9
Total	350	100.0
Job		
Academic	210	60.0
Administrative	140	40.0
Total	350	100.0

Table (2) shows descriptive statistics of demographic variables for the chosen sample. Males' number exceeds females' (Males; 73.4%, Females; 226.6%). Married sample members are about 65%, while 56% of sample members are below the age of 40 years old. 56.3% of sample members are holders of postgraduate qualifications. About 47% of sample members had work experience of at least 11 years. Academics represented 60% of the sample while administrative staff accounted for 40% of the sample members.

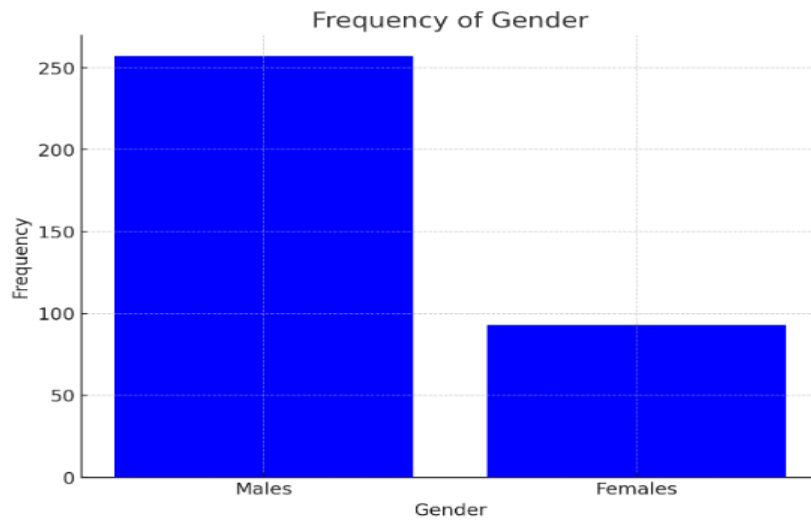


Figure 3: The descriptive statistics of gender

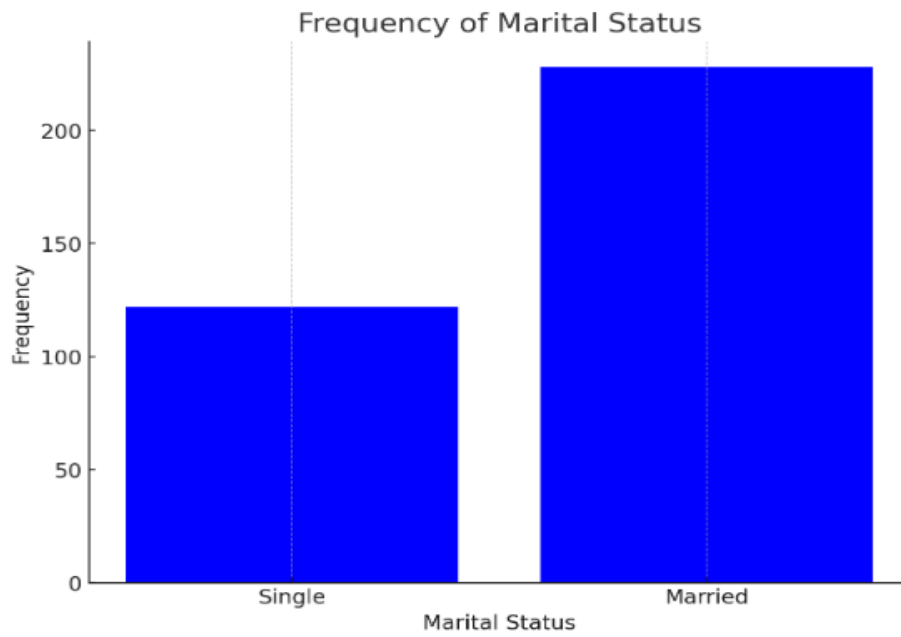


Figure 4: The descriptive statistics of marital status

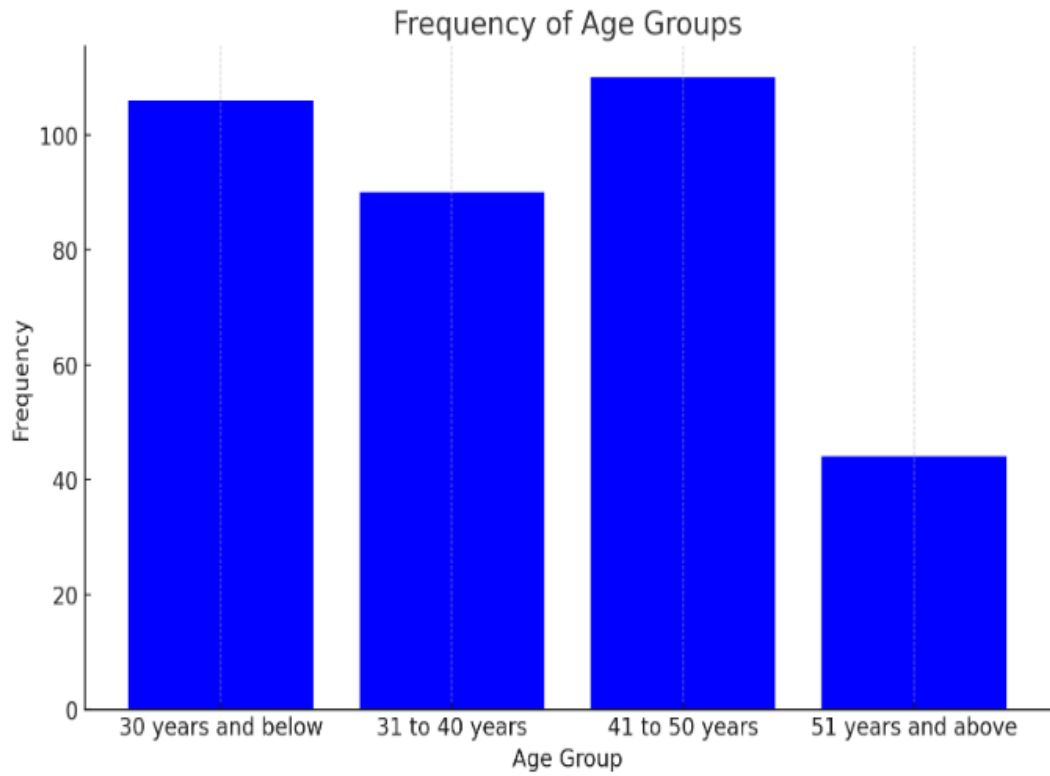


Figure 5: The descriptive statistics of Age Group

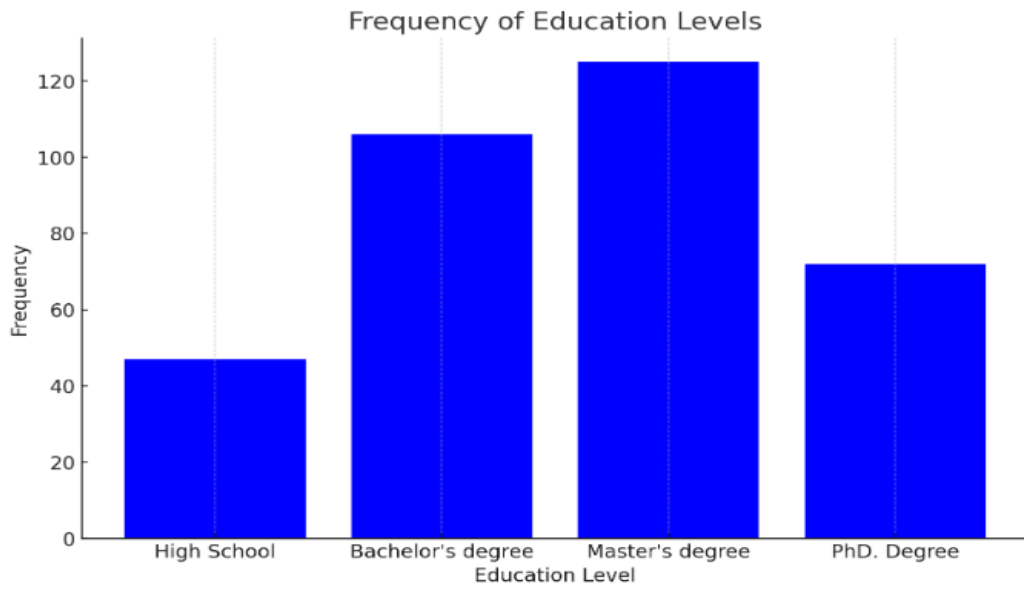


Figure 6: The descriptive statistics of the participant's Educational level

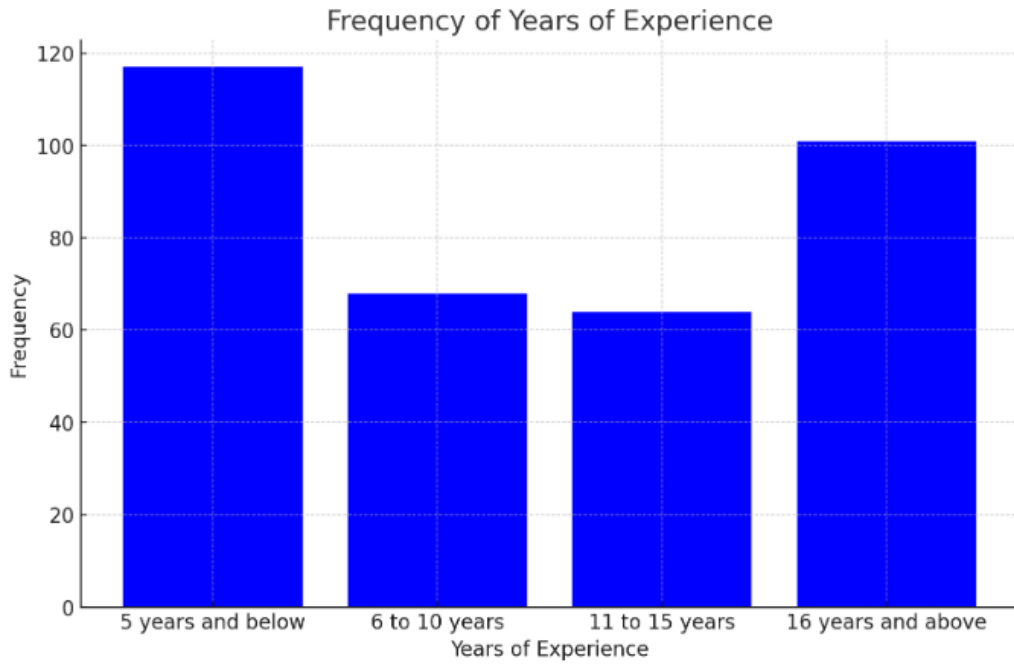


Figure 7: The descriptive statistics of the participant's years of experience

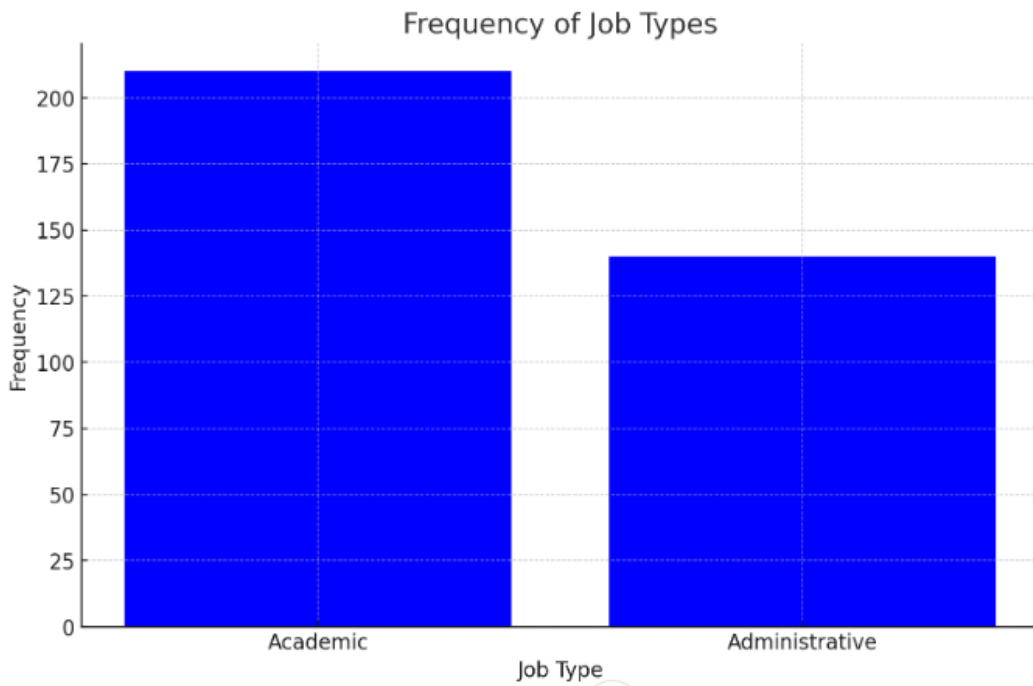


Figure 8: The descriptive statistics of the participant's job types

3.4. Measures

In our research, we used validity and reliability in order to obtain accurate measured results and data. The basic tool at the core of the research was the

questionnaire, and according to the title of the thesis, the questionnaire had three variables as follows:

The first variable is psychological empowerment, 12 questions, organizational trust, 35 questions, and motivation, 6 questions To verify the validity of the results, this research has used structural equation modeling(SEM), as well as confirmatory factor analysis(CFA) (Rogers, 2024); (Ria et al., 2024); (Marsh and Alamer, 2024), using Amos, version 25, and the results were satisfactory

This is based on the following standards:

Fit indicators	Recommended out-of-values
X ² / df	< 1-5
p. value	< 0.5
GFI	< 0.8
CFI	< 0.9
RMSEA	< 0.08
SRMR	< 0.06

3.5. Scales Reliability

Table 3: Reliability Statistics of study variables and sub-variables

Scales and Subscales	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Psychological Empowerment	.820	.823	12
Meaning	.586	.619	3
Competence	.760	.771	3
Self Determination	.807	.807	3
Impact	.760	.757	3
Work Motivation	.601	.613	4
Organizational Trust	.967	.967	35
Trust in Organization	.924	.924	11
Trust in Co-Workers	.929	.929	12
Trust in Manager	.936	.936	12

Table () shows Reliability Analysis for the study Scales and subscales. The scales had satisfactory reliabilities, Psychological Empowerment, Work Motivation, and Organizational Trust Cronbach's $\alpha = .820, .601,$ and **.967** respectively. Although Cronbach's Alpha values for Meaning sub-scale and Work Motivation scale are below the bench mark of 0.700, their Mean Inter Item correlations are satisfactory, 0.351 and 0.283 respectively, (Pallant, 2020). Results indicate that the scales are reliable and can be used in measurement of the indicated variables.

3.5.1. Scales Validity

3.5.1.1. Psychological Empowerment Model

Table 4: Confirmatory factor analysis indicators for Psychological Empowerment Construct

Name of the Construct	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Result
Psychological Empowerment	.943	.069	.0659	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .943. A CFI value above .90 is considered satisfactory (Bentler, 1992). Root Mean Squared Error of Approximation (RMSEA) is .069. Values less than .05 indicate good fit, and values as high as .08 represent reasonable errors of approximation in the population (Browne & Cudeck,1993), $\chi^2 = 128.120,$ $df = 48,$ $p < .001.$ Standardized Root Mean Square Residual (SRMR) is .0659. A SRMR of .05 and below is considered a good fit and a fit of .05 to .09 is considered an adequate fit (MacCallum et al. 1996). Based on these indicators Psychological Empowerment Construct has a satisfactory model fit and therefore the four dimensions (Meaning, Competence, Self-Determination, and Impact) scale is valid and can be used in measurement of these respective variables.

Table 5: Unstandardized regression Weights of Meaning, Competence, Self-Determination, and Impact items

			Estimate	S.E.	C.R.	P
Q1	<---	Meaning	1.000			
Q2	<---	Meaning	1.031	.174	5.910	***
Q3	<---	Meaning	1.513	.208	7.280	***
Q4	<---	Competence	1.000			
Q5	<---	Competence	1.085	.086	12.551	***
Q6	<---	Competence	.896	.086	10.442	***
Q7	<---	Self Determination	1.000			
Q8	<---	Self Determination	1.173	.095	12.380	***
Q9	<---	Self Determination	1.262	.101	12.510	***
Q10	<---	Impact	1.000			
Q11	<---	Impact	1.813	.200	9.075	***
Q12	<---	Impact	1.840	.202	9.110	***

Based on this criterion, all items should be kept representing Psychological Empowerment Construct.

3.5.1.2. Work Motivation Model

Table 6: Confirmatory factor analysis indicators for Job Satisfaction Construct

Name of the Construct	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Result
Work Motivation	.958	.083	.0334	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .958. Root Mean Squared Error of Approximation (RMSEA) is .083, $\chi^2 = 8.084$, $df = 2$, $p = .018$. Standardized Root Mean Square Residual (SRMR) is .0334. Based on these indicators Work Motivation Construct has a satisfactory model fit and therefore the unidimensional scale is valid and can be used in measurement of this respective variable.

Table 7: Unstandardized regression Weights of Work Motivation items

Items		Dimension	Estimate	S.E.	C.R.	P
Q18r	<---	Work Motivation	.813	.139	5.867	***
Q17	<---	Work Motivation	.825	.163	5.046	***
Q14	<---	Work Motivation	1.103	.181	6.100	***
Q13	<---	Work Motivation	1.000			

Based on this criterion, four items should be kept representing Job Satisfaction Construct and the items Q15r and Q16r should be excluded from any further analysis.

3.5.1.3. Organizational Trust Model

Table 8: Confirmatory factor analysis indicators for Organizational Trust Construct

Name of the Construct	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Result
<i>Organizational Justice</i>	.911	.062	.0444	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .911. Root Mean Squared Error of Approximation (RMSEA) is .062, $\chi^2 = 1299.809$, $df = 552$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0444. Based on these indicators Organizational Trust Construct has a satisfactory model fit and therefore the three dimensions (Trust in Organization, Trust in Co-Workers, and Trust in Manager) scale is valid and can be used in measurement of these respective variables.

Table 9: Unstandardized regression Weights of Trust in Organization, Trust in Co-Workers, and Trust in Manager items

Items		Dimensions	Estimate	S.E.	C.R.	P
Q19	<---	Trust in Organization	1.000			
Q20	<---	Trust in Organization	.941	.066	14.194	***
Q21	<---	Trust in Organization	1.039	.095	10.967	***
Q22	<---	Trust in Organization	1.416	.110	12.851	***
Q23	<---	Trust in Organization	1.561	.115	13.578	***
Q24	<---	Trust in Organization	1.104	.098	11.310	***
Q25	<---	Trust in Organization	1.375	.102	13.464	***
Q26	<---	Trust in Organization	1.306	.103	12.739	***
Q27	<---	Trust in Organization	1.265	.107	11.779	***
Q28	<---	Trust in Organization	1.130	.095	11.949	***
Q29	<---	Trust in Organization	1.017	.103	9.874	***
Q35	<---	Trust in Co-Workers	1.000			
Q34	<---	Trust in Co-Workers	1.013	.063	16.146	***
Q33	<---	Trust in Co-Workers	1.011	.062	16.229	***
Q32	<---	Trust in Co-Workers	.915	.061	15.113	***
Q31	<---	Trust in Co-Workers	.923	.059	15.555	***
Q30	<---	Trust in Co-Workers	.917	.065	14.133	***
Q36	<---	Trust in Co-Workers	.884	.056	15.883	***
Q37	<---	Trust in Co-Workers	.660	.053	12.421	***
Q38	<---	Trust in Co-Workers	.949	.055	17.161	***
Q39	<---	Trust in Co-Workers	.835	.061	13.639	***
Q40	<---	Trust in Co-Workers	.955	.057	16.832	***
Q41	<---	Trust in Co-Workers	.786	.070	11.235	***
Q42	<---	Trust in Manager	1.000			
Q43	<---	Trust in Manager	1.009	.088	11.499	***
Q44	<---	Trust in Manager	1.078	.094	11.412	***
Q45	<---	Trust in Manager	1.383	.105	13.210	***
Q46	<---	Trust in Manager	1.169	.095	12.281	***
Q47	<---	Trust in Manager	1.244	.098	12.630	***
Q48	<---	Trust in Manager	1.186	.100	11.904	***
Q49	<---	Trust in Manager	1.227	.099	12.392	***
Q50	<---	Trust in Manager	1.154	.101	11.428	***
Q51	<---	Trust in Manager	1.392	.109	12.784	***
Q52	<---	Trust in Manager	1.309	.106	12.381	***
Q53	<---	Trust in Manager	1.342	.109	12.344	***

Based on this criterion, all items should be kept representing Organizational Trust Construct.

3.6. Analysis Method

- Based on the data collection that we conducted through a questionnaire on the topic of our research, which is the effect of psychological empowerment on organizational confidence with motivation as a mediator, we obtained validity and reliability. The process was done using structural equation modeling (SEM) as well as confirmatory factor modeling (CFA) using the Amos program, version 25, and the results were satisfactory. In addition, assessing reliability is very important before performing any statistical analysis. The measures and results of validity and reliability show that the data is valid and reliable in relation to the subject of our research, which states the effect of psychological empowerment on organizational trust in the presence of motivation as a mediator.

Note1: Validity and credibility can be referred to in the topic of our research in the results chapter, where we have explained them fully.

- These are some equations to calculate hypotheses, validity, reliability and

We have linked the relationships, analyses, and indicators as follows:

- Standardized Root Mean Square Residual (SRMR).
- The Critical Ratio(CR)

Find the critical ratio and so on from the regression weights for all the factors

- And it was calculated Comparative Fit Index(CFI)
- and Root Mean Squared of Error Approximation(RMSEA)
- R^2

Note2: You can refer to the results chapter, the hypothesis testing section, where there is a full explanation of the analysis.

- Interpreting the analysis method, we take the first hypothesis:

Regression of psychological empowerment on organizational trust. The standardized direct effect (.56) is statistically significant at the 0.05 level.

The results showed that the Comparative Fit Index (CFI) score was 0.943. A CFI value higher than 0.90 is considered satisfactory (Bentler, 1992). The root mean square error of approximation (RMSEA) is .066, values less than .05 indicate a good

fit, and values as high as .08 represent reasonable errors of approximation in the population (Browne & Cudeck, 1993), $\chi^2 = 18.310$, $df = 6$, $p < .001$. The standardized root mean square residual (SRMR) is .0716. An SRMR of 0.05 or less is considered a good fit, and a fit of 0.05 to 0.09 is considered adequate (MacCallum et al. 1996). Multiple squared correlation (R^2) = 0.315, which means that the predictor (psychological empowerment) explains 31.5% of the variance in the outcome (organizational trust). Based on these indicators, the regression model has a satisfactory model fit and is therefore valid and can be used to measure the effect of the predictor on the outcome.

The effect of psychological empowerment on organizational trust and the non-standard regression weights for both variables . Critical ratios (CR) are statistically different from zero ($>\pm 1.96$ at 0.05 probability level). Based on this criterion, all indicators should still represent their own constructs. The unstandardized direct effect of psychological empowerment on organizational trust is statistically significant = 1.404, $p < .001$. The results lead to support H1: Psychological empowerment has a significant impact on organizational trust.

It was also used testing for mediation using Bootstrap analysis with a 95% confidence interval:

If the direct effect is significant and the indirect effect is significant, then the mediator is partial.

If the direct effect is significant and the indirect effect is not significant, then the mediator is non-existent or zero or null.

If the direct effect is insignificant and the indirect effect is significant, then the fully mediates or complete.

4. RESULTS

In this chapter, we will test the hypotheses based on the results we obtained from the questionnaire, analyze the validity and reliability, then analyze the demographic characteristics and statistical description of the sample, in terms of accepting or rejecting the hypotheses.

4.1. Sample Demographics

Table 10: Descriptive statistics of demographic variables

Category	Frequency	Percent
Gender		
Males	257	73.4
Females	93	26.6
Total	350	100.0
Marital Status		
Single	122	34.9
Married	228	65.1
Total	350	100.0
Age		
30 years and below	106	30.3
31 to 40 years	90	25.7
41 to 50 years	110	31.4
51 years and above	44	12.6
Total	350	100.0
Education Level		
High School	47	13.4
Bachelor's degree	106	30.3
Master's degree	125	35.7
PhD. Degree	72	20.6
Total	350	100.0
Years of Experience		
5 years and below	117	33.4
6 to 10 years	68	19.4
11 to 15 years	64	18.3
16 years and above	101	28.9
Total	350	100.0
Job		
Academic	210	60.0
Administrative	140	40.0
Total	350	100.0

Table (10) shows descriptive statistics of demographic variables for the chosen sample. Males' number exceeds females' (Males; 73.4%, Females; 226.6%). Married sample members are about 65%, while 56% of sample members are below the age of 40 years old. 56.3% of sample members are holders of postgraduate qualifications. About 47% of sample members had work experience of at least 11 years. Academics represented 60% of the sample while administrative staff accounted for 40% of the sample members.

4.2. Descriptive Statistics

4.2.1. Descriptive statistics of variables and their sub-variables and items

Table 11: Descriptive statistics of variables and their sub-variables and items

variables and their sub-variables and items	N	Mean	Std. Deviation
Psychological Empowerment	350	3.89	.482
Meaning	350	4.01	.578
Q1 The work I do is very important to me.	350	4.21	.659
Q2 My job activities are personally meaningful to me.	350	3.68	.969
Q3 The work I do is meaningful to me	350	4.13	.679
Competence	350	4.20	.559
Q4 I am confident about my ability to do my job.	350	4.33	.681
Q5 I am self-assured about my capabilities to perform my work activities	350	4.28	.611
Q6 I have mastered the skills necessary for my job.	350	3.99	.742
Self Determination	350	3.78	.764
Q7 I have significant autonomy in determining how I do my job.	350	3.83	.840
Q8 I can decide on my own how to go about doing my work.	350	3.82	.904
Q9 I have considerable opportunity for independence and freedom in how I do my job.	350	3.70	.951
Impact	350	3.56	.776
Q10 My impact on what happens in my department is large.	350	3.64	.877
Q11 I have a great deal of control over what happens in my department.	350	3.51	.998
Q12 I have significant influence over what happens in my department.	350	3.53	.953
Work Motivation	350	3.95	.551
Q13 I put forth my best effort to get my job done regardless of the difficulties.	350	4.18	.711
Q14 I am willing to start work early or stay late to finish a job.	350	4.07	.835
Q17 I do extra work for my job that isn't really expected of	350	3.51	.960

	me.			
Q18r	Time seems to drag while I am on the job.	350	4.04	.741
	Organizational Trust	350	3.55	.648
	Trust in Organization	350	3.46	.763
Q19	There is a widely held belief that my organization is moving forward for the better.	350	3.69	.937
Q20	I have positive feelings about the future direction of my organization.	350	3.79	.880
Q21	I honestly express my opinion at my organization with the knowledge that employee views are valued.	350	3.60	.970
Q22	I think that my organization offers a supportive environment.	350	3.33	1.093
Q23	I believe that my organization recognizes and rewards employees' skills and abilities.	350	3.25	1.123
Q24	It is generally accepted that my organization takes care of employee interests.	350	3.64	.994
Q25	I perform knowing that my organization will recognize my work.	350	3.48	1.001
Q26	I think that processes within my organization are fair.	350	3.28	1.019
Q27	Employees commonly believe that they are treated fairly at my organization.	350	3.17	1.083
Q28	I act on the basis that my organization follows plans with action.	350	3.53	.953
Q29	I feel that information can be shared openly within my organization.	350	3.32	1.070
	Trust in Co-Workers	350	3.59	.667
Q30	I feel I can trust my co-workers to do their jobs well.	350	3.58	.947
Q31	I proceed with the knowledge that my co-workers are considerate of my interests.	350	3.54	.888
Q32	I believe that my co-workers will support me if I have problems.	350	3.68	.899
Q33	Most employees at this organization believe that co-workers are reliable.	350	3.40	.942
Q34	I feel confident that my co-workers appreciate my good work.	350	3.57	.948
Q35	I feel that my co-workers are truthful in their dealings with me.	350	3.56	.870
Q36	I think that my co-workers act reliably from one moment to the next.	350	3.62	.837
Q37	I will act on the foundation that my co-workers display ethical behavior.	350	3.84	.756
Q38	Most employees at this organization believe that co-workers will be supportive if problems arise.	350	3.59	.850
Q39	I believe that my co-workers give me all the information to assist me at work.	350	3.57	.889
Q40	Employees at this organization generally feel that co-workers appreciate their good work.	350	3.62	.868
Q41	I behave on the basis that my co-workers will not disclose personal information.	350	3.45	.979
	Trust in Manager	350	3.58	.714
Q42	I feel that my supervisor listens to what I have to say.	350	3.70	.878
Q43	I proceed on the basis that my supervisor will act in good faith.	350	3.72	.829

Q44 I act on the basis that my supervisor displays integrity in his/her actions.	350	3.70	.894
Q45.I think that my supervisor appreciates additional efforts I make.	350	3.59	.959
Q46 I act knowing that my supervisor will keep his/her word.	350	3.64	.888
Q47 I believe that my supervisor follows through promises with action.	350	3.59	.912
Q48 I feel that my supervisor is available when needed.	350	3.57	.936
Q49 I believe that my supervisor keeps personal discussions confidential.	350	3.59	.922
Q50 I feel that my supervisor trusts his/her employees to work without excessive supervision.	350	3.59	.956
Q51 Employees generally believe that management provides honest answers.	350	3.39	1.006
Q52 It is frequently acknowledged by employees of this organization that their immediate supervisors reward those who perform well.	350	3.45	.985
Q53 Most people at this organization feel comfortable with their immediate supervisors.	350	3.44	1.013

Table (11) shows descriptive statistics of variables and their sub-variables and items. The overall descriptive statistic for Psychological Empowerment is (M= 3.89, SD=.482) on a scale of 5 points. Dimensions of Psychological Empowerment descriptive statistics were: Meaning (M =4.01, SD= .578), Competence (M =4.20, SD= .559), Self Determination (M =3.78, SD= .764) and impact (M =3.56, SD= .776).

The overall descriptive statistic for Work Motivation is (M= 3.95, SD=.551). The highest Motivation item is " I put forth my best effort to get my job done regardless of the difficulties." (M =4.18, SD= .711). The lowest Motivation item is " Time seems to drag while I am on the job " (M =4.04, SD= .741).

The overall descriptive statistic for Organizational Trust is (M= 3.55, SD=.648). Dimensions of Organizational Trust descriptive statistics were: Trust in Organization (M =3.46, SD= .763), Trust in Co-Workers (M =3.59, SD= .667) and Trust in Manager (M =3.58, SD= .714).

4.3. Reliability and Validity

4.3.1. Scale's Reliability and Validity

4.3.1.1. Scales Reliability

Table 12: Reliability Statistics of study variables and sub-variables

Scales and Subscales	Reliability Statistics		
	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Psychological Empowerment	.820	.823	12
<i>Meaning</i>	.586	.619	3
<i>Competence</i>	.760	.771	3
<i>Self Determination</i>	.807	.807	3
<i>Impact</i>	.760	.757	3
Work Motivation	.601	.613	4
Organizational Trust	.967	.967	35
<i>Trust in Organization</i>	.924	.924	11
<i>Trust in Co-Workers</i>	.929	.929	12
<i>Trust in Manager</i>	.936	.936	12

Table (12) shows Reliability Analysis for the study Scales and subscales. The scales had satisfactory reliabilities, Psychological Empowerment, Work Motivation, and Organizational Trust Cronbach's $\alpha = .820, .601, \text{ and } .967$ respectively. Although Cronbach's Alpha values for Meaning sub-scale and Work Motivation scale are below the bench mark of 0.700, their Mean Inter Item correlations are satisfactory, 0.351 and 0.283 respectively, (Pallant, 2020). Results indicate that the scales are reliable and can be used in measurement of the indicated variables.

4.3.1.2. Scales Validity

- Model fit.

To validate the factor analysis of the multi-dimensional models, structural equation modeling was used. This is a confirmatory factor analysis that uses AMOS Software, (V.25). It is, also, known as testing the measurement model where Psychological Empowerment, Work Motivation, and Organizational Trust, dimensions are tested using the first-order confirmatory factor model to assess construct validity

using the maximum likelihood method. Figures..... and Tables below show the confirmatory factor analysis indicators for Psychological Empowerment, Motivation and Organizational Trust scales.

- Psychological Empowerment Model

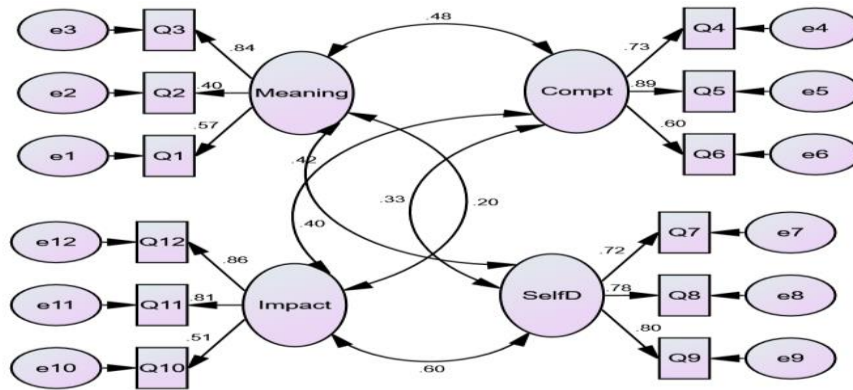


Figure 9: The Measurement Model for Psychological Empowerment Construct

Figure (9)shows the Measurement Model for Psychological Empowerment Construct. All covariances between variables are statistically significant at .05 level and range between 0.20 and 0.60.

Table 13: Confirmatory factor analysis indicators for Psychological Empowerment Construct

Name of the Construct	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Result
<i>Psychological Empowerment</i>	.943	.069	.0659	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .943. A CFI value above .90 is considered satisfactory (Bentler, 1992). Root Mean Squared Error of Approximation (RMSEA) is .069. Values less than .05 indicate good fit, and values as high as .08 represent reasonable errors of approximation in the population (Browne & Cudeck,1993), $\chi^2 = 128.120$, $df = 48$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0659. A SRMR of .05 and below is considered a good fit and a fit

of .05 to .09 is considered an adequate fit (MacCallum et al. 1996). Based on these indicators Psychological Empowerment Construct has a satisfactory model fit and therefore the four dimensions (Meaning, Competence, Self-Determination, and Impact) scale is valid and can be used in measurement of these respective variables.

- Statistical significance of parameter estimates

Table 14: Unstandardized regression Weights of Meaning, Competence, Self-Determination, and Impact items

			Estimate	S.E.	C.R.	P
Q1	<---	Meaning	1.000			
Q2	<---	Meaning	1.031	.174	5.910	***
Q3	<---	Meaning	1.513	.208	7.280	***
Q4	<---	Competence	1.000			
Q5	<---	Competence	1.085	.086	12.551	***
Q6	<---	Competence	.896	.086	10.442	***
Q7	<---	Self Determination	1.000			
Q8	<---	Self Determination	1.173	.095	12.380	***
Q9	<---	Self Determination	1.262	.101	12.510	***
Q10	<---	Impact	1.000			
Q11	<---	Impact	1.813	.200	9.075	***
Q12	<---	Impact	1.840	.202	9.110	***

Table (14) shows unstandardized regression weights of Meaning, Competence, Self-Determination, and Impact items (four dimensions' model). The critical ratio (C.R.), which represents the parameter estimate divided by its standard error (S.E) is used to determine the statistical significance of parameter estimates as statistically different from zero. Based on a probability level of .05, then, the test statistic needs to be $>\pm 1.96$ before the hypothesis (that the estimate equals 0.0) can be rejected. Nonsignificant parameters, except for error variances, can be considered unimportant to the model and they should be deleted from the model (Byrne, 2016). The critical ratios (C.R.) are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all items should be kept representing Psychological Empowerment Construct.

- Work Motivation Model

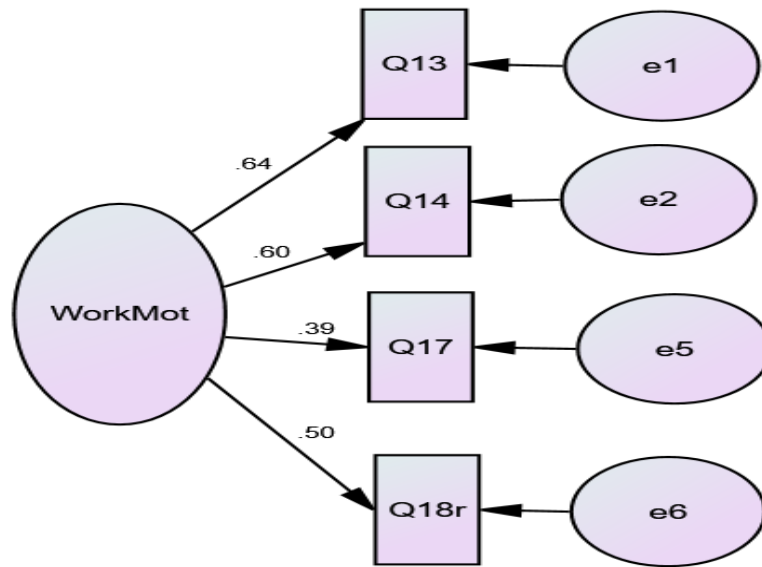


Figure 10: The Measurement Model for Work Motivation Construct

Figure (10) shows the Measurement Model for Work Motivation Construct. Four items are statistically significant at predictors of Work Motivation Construct at .05 level and range between 0.39 and 0.64. Two items (Q15r and Q16r) were excluded from the analysis due to non-significant regression values and low reliability contribution.

Table 15: Confirmatory factor analysis indicators for Job Satisfaction Construct

Name of the Construct	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Result
<i>Work Motivation</i>	.958	.083	.0334	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .958. Root Mean Squared Error of Approximation (RMSEA) is = .083, $\chi^2 = 8.084$, $df = 2$, $p = .018$. Standardized Root Mean Square Residual (SRMR) is =.0334. Based on these indicators Work Motivation Construct has a satisfactory model fit and therefore the unidimensional scale is valid and can be used in measurement of this respective variable.

- Statistical significance of parameter estimates

Table 16: Unstandardized regression Weights of Work Motivation items

Items		Dimension	Estimate	S.E.	C.R.	P
Q18r	<---	Work Motivation	.813	.139	5.867	***
Q17	<---	Work Motivation	.825	.163	5.046	***
Q14	<---	Work Motivation	1.103	.181	6.100	***
Q13	<---	Work Motivation	1.000			

Table (16) shows unstandardized regression weights of Work Motivation items (one dimension's model). The critical ratios (C.R.) are statistically different from zero ($> \pm 1.96$ at a probability level of .05). Based on this criterion, four items should be kept representing Job Satisfaction Construct and the items Q15r and Q16r should be excluded from any further analysis.

- Organizational Trust Model

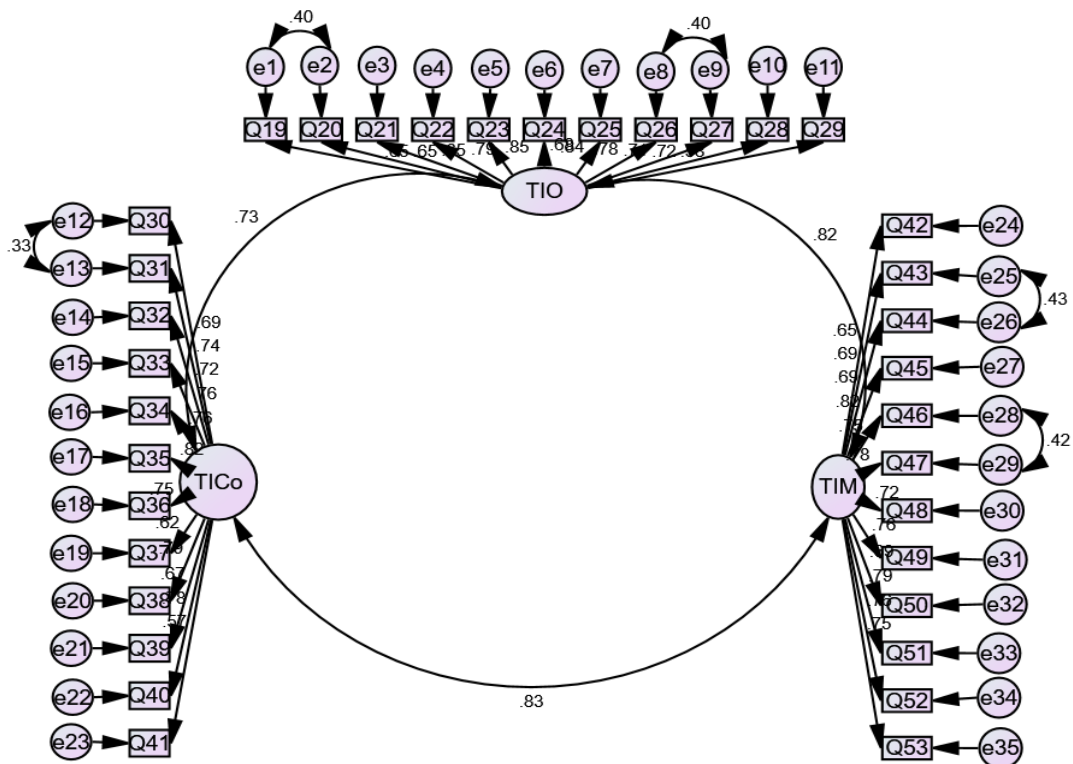


Figure 11: The Measurement Model for Organizational Trust Construct

Figure (11) shows the Measurement Model for Organizational Trust Construct. All covariances between variables are statistically significant at .05 level and range between 0.73 and 0.83.

Table 17: Confirmatory factor analysis indicators for Organizational Trust Construct

Name of the Construct	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Result
<i>Organizational Justice</i>	.911	.062	.0444	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .911. Root Mean Squared Error of Approximation (RMSEA) is .062, $\chi^2 = 1299.809$, $df = 552$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0444. Based on these indicators Organizational Trust Construct has a satisfactory model fit and therefore the three dimensions (Trust in Organization, Trust in Co-Workers, and Trust in Manager) scale is valid and can be used in measurement of these respective variables.

- Statistical significance of parameter estimates

Table 18: Unstandardized regression Weights of Trust in Organization, Trust in Co-Workers, and Trust in Manager items

Items		Dimensions	Estimate	S.E.	C.R.	P
Q19	<---	Trust in Organization	1.000			
Q20	<---	Trust in Organization	.941	.066	14.194	***
Q21	<---	Trust in Organization	1.039	.095	10.967	***
Q22	<---	Trust in Organization	1.416	.110	12.851	***
Q23	<---	Trust in Organization	1.561	.115	13.578	***
Q24	<---	Trust in Organization	1.104	.098	11.310	***
Q25	<---	Trust in Organization	1.375	.102	13.464	***
Q26	<---	Trust in Organization	1.306	.103	12.739	***
Q27	<---	Trust in Organization	1.265	.107	11.779	***
Q28	<---	Trust in Organization	1.130	.095	11.949	***
Q29	<---	Trust in Organization	1.017	.103	9.874	***
Q35	<---	Trust in Co-Workers	1.000			
Q34	<---	Trust in Co-Workers	1.013	.063	16.146	***
Q33	<---	Trust in Co-Workers	1.011	.062	16.229	***
Q32	<---	Trust in Co-Workers	.915	.061	15.113	***

Q31	<---	Trust in Co-Workers	.923	.059	15.555	***
Q30	<---	Trust in Co-Workers	.917	.065	14.133	***
Q36	<---	Trust in Co-Workers	.884	.056	15.883	***
Q37	<---	Trust in Co-Workers	.660	.053	12.421	***
Q38	<---	Trust in Co-Workers	.949	.055	17.161	***
Q39	<---	Trust in Co-Workers	.835	.061	13.639	***
Q40	<---	Trust in Co-Workers	.955	.057	16.832	***
Q41	<---	Trust in Co-Workers	.786	.070	11.235	***
Q42	<---	Trust in Manager	1.000			
Q43	<---	Trust in Manager	1.009	.088	11.499	***
Q44	<---	Trust in Manager	1.078	.094	11.412	***
Q45	<---	Trust in Manager	1.383	.105	13.210	***
Q46	<---	Trust in Manager	1.169	.095	12.281	***
Q47	<---	Trust in Manager	1.244	.098	12.630	***
Q48	<---	Trust in Manager	1.186	.100	11.904	***
Q49	<---	Trust in Manager	1.227	.099	12.392	***
Q50	<---	Trust in Manager	1.154	.101	11.428	***
Q51	<---	Trust in Manager	1.392	.109	12.784	***
Q52	<---	Trust in Manager	1.309	.106	12.381	***
Q53	<---	Trust in Manager	1.342	.109	12.344	***

Table (18) shows unstandardized regression weights of Trust in Organization, Trust in Co-Workers, and Trust in Manager items (three dimensions' model). The critical ratios (C.R.) are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all items should be kept representing Organizational Trust Construct.

4.4. Hypothesis Testing

- The effect of Psychological Empowerment on Organizational Trust

H1: Psychological Empowerment has a significant effect on Organizational Trust.

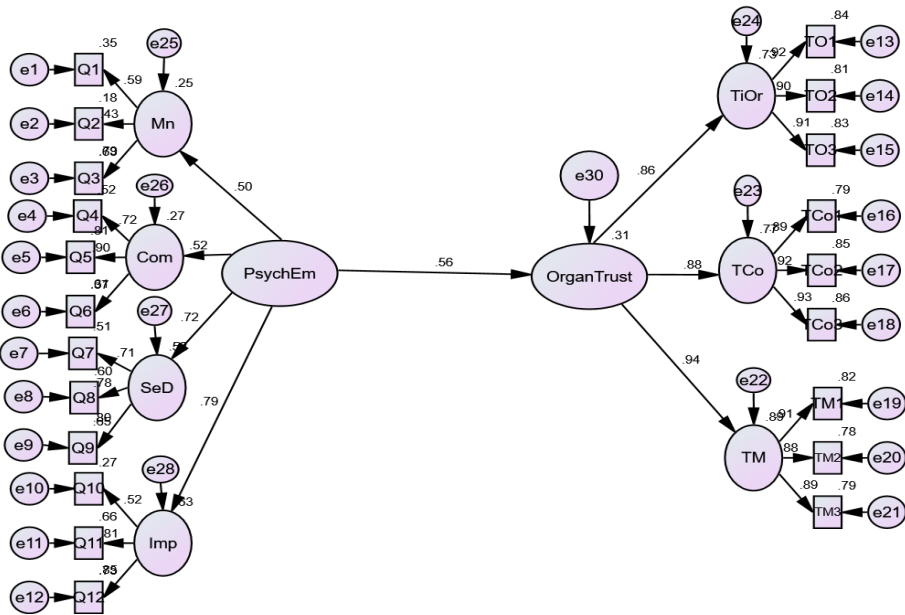


Figure 12: the regression model of Psychological Empowerment on Organizational Trust.

Figure (12) shows the regression of Psychological Empowerment on Organizational Trust. The standardized direct effect (.56) is statistically significant at the .05 level.

Table 19: Regression model fit indicators for Psychological Empowerment and Organizational Trust

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment and Organizational Trust</i>	.943	.066	.0716	0.315	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .943. A CFI value above .90 is considered satisfactory (Bentler, 1992). Root Mean Squared Error of Approximation (RMSEA) is .066, values less than .05 indicate good fit, and values as high as .08 represent reasonable errors of approximation in the population (Browne &

Cudeck,1993), $\chi^2 = 18.310$, $df = 6$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0716. A SRMR of .05 and below is considered a good fit and a fit of .05 to .09 is considered an adequate fit (MacCallum et al. 1996). The Squared Multiple Correlation (R^2) = 0.315 which means that the predictor (Psychological Empowerment) explains 31.5% of the variance in the outcome (Organizational Trust). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 20: The effect of Psychological Empowerment on Organizational Trust and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Organizational Trust	<---	Psychological Empowerment	1.404	.257	5.458	***
Meaning	<---	Psychological Empowerment	1.000			
Impact	<---	Psychological Empowerment	2.399	.401	5.979	***
Self Determination	<---	Psychological Empowerment	2.054	.352	5.835	***
Competence	<---	Psychological Empowerment	.867	.177	4.897	***
Trust in Organization	<---	Organizational Trust	1.000			
Trust in Coworker	<---	Organizational Trust	.841	.053	15.843	***
Trust in Manager	<---	Organizational Trust	1.005	.059	17.018	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.774	.133	5.823	***
Q1	<---	Meaning	.727	.108	6.735	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.224	.118	10.386	***
Q4	<---	Competence	1.098	.105	10.410	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.918	.069	13.263	***
Q7	<---	Self Determination	.782	.063	12.439	***
Q12	<---	Impact	1.000			

Q11	<---	Impact	.996	.071	14.061	***
Q10	<---	Impact	.561	.060	9.347	***
TO1	<---	Trust in Organization	1.000			
TO2	<---	Trust in Organization	.889	.033	26.678	***
TO3	<---	Trust in Organization	.949	.034	27.589	***
TCo1	<---	Trust in Coworker	1.000			
TCo2	<---	Trust in Coworker	.961	.037	26.139	***
TCo3	<---	Trust in Coworker	1.044	.039	26.502	***
TM1	<---	Trust in Manager	1.000			
TM2	<---	Trust in Manager	.946	.038	24.579	***
TM3	<---	Trust in Manager	.932	.037	25.061	***

Table (20) shows the effect of Psychological Empowerment on Organizational Trust and unstandardized regression weights of both variables. The critical ratios (C.R.) are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Psychological Empowerment on Organizational Trust is statistically significant = 1.404, $p < .001$. Results lead support to H1: Psychological Empowerment has a significant effect on Organizational Trust.

- The effect of Psychological Empowerment's dimensions on trust in manager (H1.1 to H1.4)

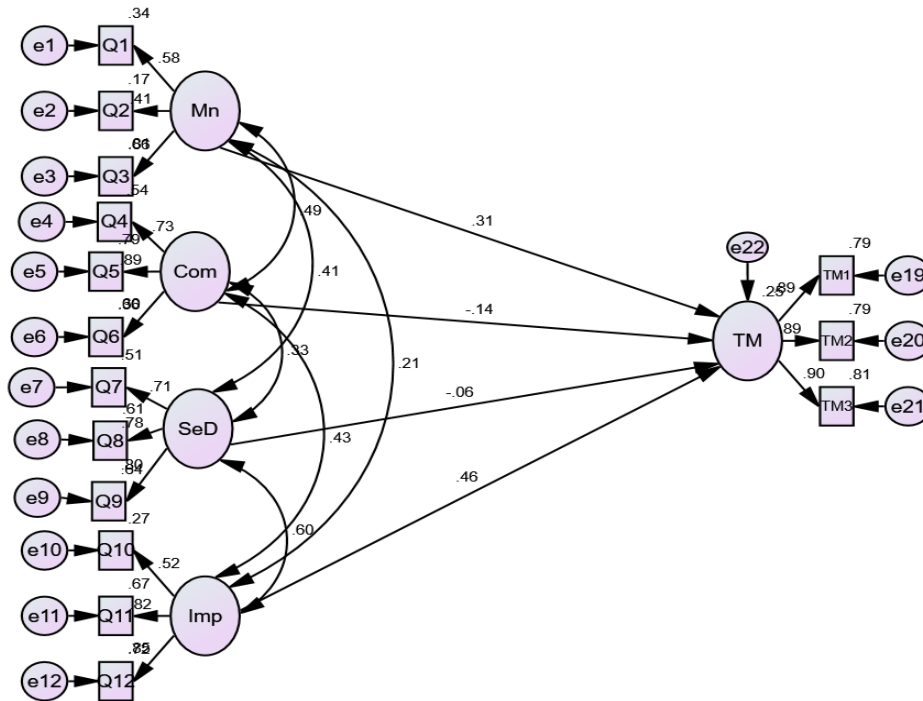


Figure 13: The regression model of Psychological Empowerment's dimensions on trust in manager.

Figure (13) shows the regression of Psychological Empowerment's dimensions on trust in manager. The standardized direct effects of Meaning and Impact (.31 and .46 respectively) are statistically significant at the .05 level. Competence and Self-determination do not have significant impact on trust in manager.

Table 21: Regression model fit indicators for Psychological Empowerment's dimensions on trust in manager

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment's dimensions and Trust in Manager</i>	.950	.064	.0618	0.247	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .950. Root Mean Squared Error of Approximation (RMSEA) is .064, $\chi^2 = 193.505$, $df = 80$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0618. The Squared Multiple Correlation (R^2) = 0.247 which means that the predictors (Psychological Empowerment's dimensions) explain 24.7% of the variance in the outcome (Trust in manager). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 22 : The effect of Psychological Empowerment's dimensions on trust in manager and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Trust in Manager	<---	Meaning	.399	.115	3.473	***
Trust in Manager	<---	Competence	-.227	.124	-1.830	.067
Trust in Manager	<---	Self Determination	-.058	.082	-.711	.477
Trust in Manager	<---	Impact	.396	.078	5.068	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.727	.118	6.150	***
Q1	<---	Meaning	.701	.090	7.774	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.213	.114	10.661	***
Q4	<---	Competence	1.117	.107	10.435	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.927	.070	13.335	***
Q7	<---	Self Determination	.791	.063	12.508	***
Q12	<---	Impact	1.000			
Q11	<---	Impact	1.010	.070	14.502	***
Q10	<---	Impact	.569	.060	9.458	***
TM1	<---	Trust in Manager	1.000			
TM2	<---	Trust in Manager	.973	.042	23.317	***
TM3	<---	Trust in Manager	.962	.041	23.736	***

Table (22) shows the effect of Psychological Empowerment's dimensions on trust in manager and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($> \pm 1.96$ at a

probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Meaning and Impact (.399 and .396 respectively) are statistically significant at the .05 level. Results lead support to H1.1: Meaning has a significant effect on trust in manager and to H1.4: Impact has a significant effect on trust in manager. H1.2 and H1.3 are not supported.

- The effect of Psychological Empowerment's dimensions on trust in co-worker (H1.5 to H1.8)

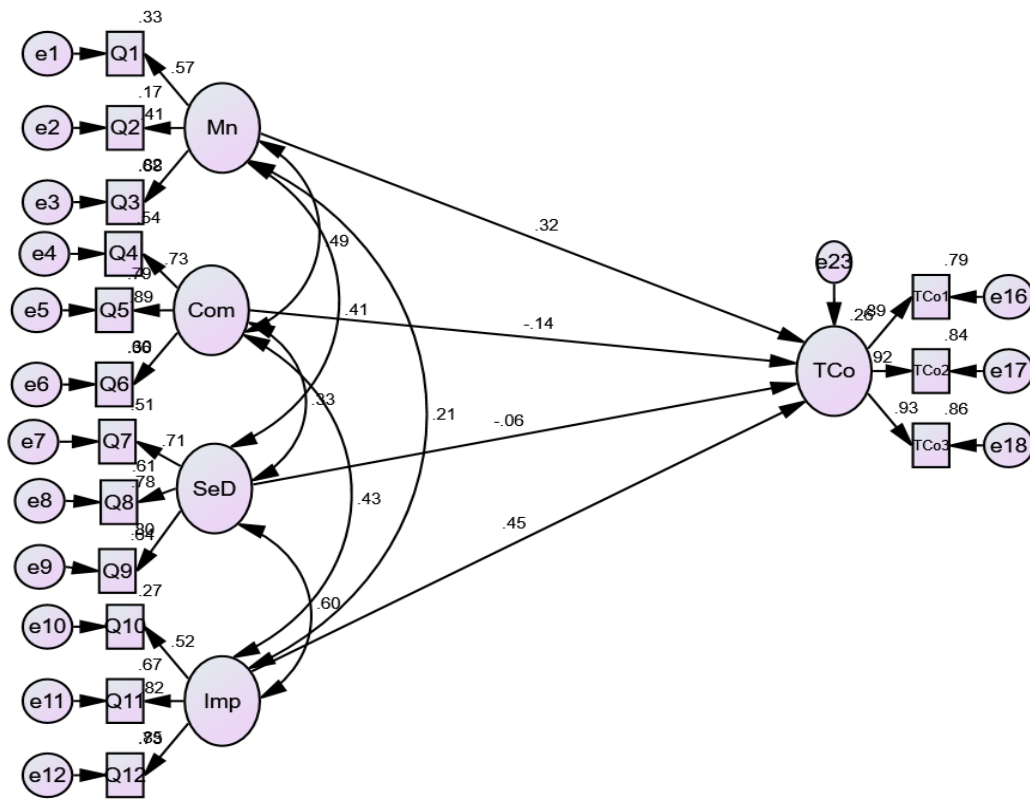


Figure 14: The regression model of Psychological Empowerment's dimensions on trust in coworker

Figure (14) shows the regression of Psychological Empowerment's dimensions on trust in coworker. The standardized direct effects of Meaning and Impact (.32 and .45 respectively) are statistically significant at the .05 level. Competence and Self-determination do not have significant impact on trust in coworker.

Table 23: Regression model fit indicators for Psychological Empowerment's dimensions on trust in coworker

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment's dimensions and Trust in coworker</i>	.960	.059	.0617	0.255	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .960. Root Mean Squared Error of Approximation (RMSEA) is .059, $\chi^2 = 176.099$, $df = 80$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0617. The Squared Multiple Correlation (R²) = 0.255 which means that the predictors (Psychological Empowerment's dimensions) explain 25.5% of the variance in the outcome (Trust in coworker). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 24: The effect of Psychological Empowerment's dimensions on trust in coworker and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Trust in Coworker	<---	Meaning	.376	.103	3.639	***
Trust in Coworker	<---	Competence	-.205	.113	-1.819	.069
Trust in Coworker	<---	Self Determination	-.051	.075	-.675	.499
Trust in Coworker	<---	Impact	.363	.071	5.128	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.716	.116	6.163	***
Q1	<---	Meaning	.678	.088	7.723	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.214	.114	10.652	***
Q4	<---	Competence	1.118	.107	10.430	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.926	.069	13.348	***

Q7	<---	Self Determination	.789	.063	12.506	***
Q12	<---	Impact	1.000			
Q11	<---	Impact	1.003	.069	14.561	***
Q10	<---	Impact	.559	.060	9.355	***
TCo1	<---	Trust in Coworker	1.000			
TCo2	<---	Trust in Coworker	.951	.037	25.818	***
TCo3	<---	Trust in Coworker	1.038	.039	26.344	***

Table (24) shows the effect of Psychological Empowerment's dimensions on trust in coworker and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Meaning and Impact (.376 and .363 respectively) are statistically significant at the .05 level. Results lead support to H1.5: Meaning has a significant effect on trust in coworker and to H1.8: Impact has a significant effect on trust in coworker. H1.6 and H1.7 are not supported.

- The effect of Psychological Empowerment's dimensions on trust in organization (H1.9 to H1.12)

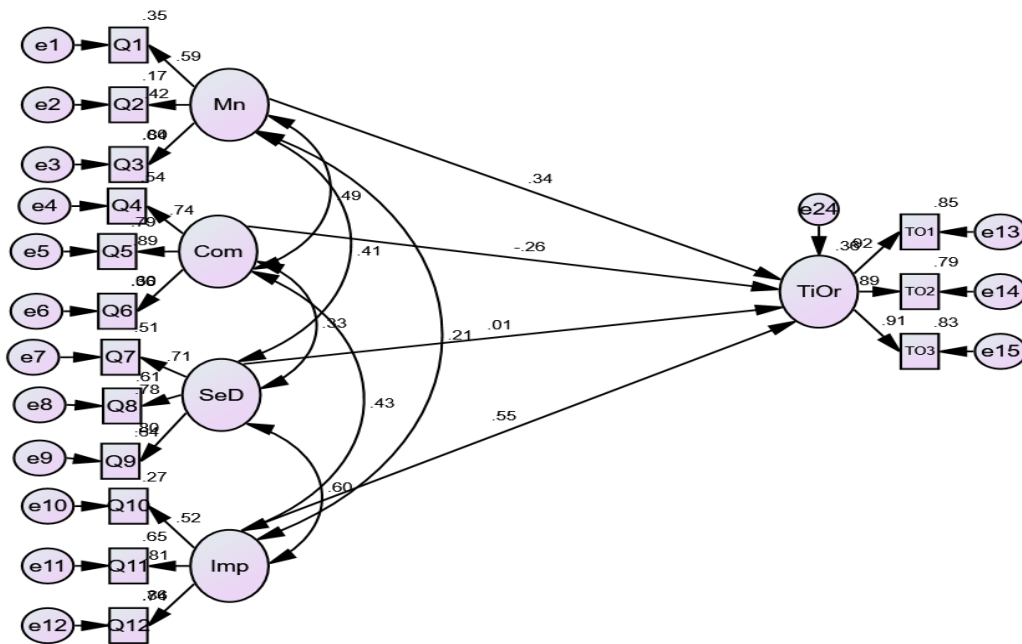


Figure 15: The regression model of Psychological Empowerment's dimensions on trust in organization

Figure (15) shows the regression of Psychological Empowerment's dimensions on trust in organization. The standardized direct effects of Meaning, Competence, and Impact (.34, - .26 and .55 respectively) are statistically significant at the .05 level. Self-determination does not have significant impact on trust in coworker.

Table 25: Regression model fit indicators for Psychological Empowerment's dimensions on trust in organization

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment's dimensions and Trust in organization</i>	.956	.062	.0617	0.364	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .956. Root Mean Squared Error of Approximation (RMSEA) is .062, $\chi^2 = 186.338$, $df = 80$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0617. The Squared Multiple Correlation (R²) = 0.364 which means that the predictors (Psychological Empowerment's dimensions) explain 36.4% of the variance in the outcome (Trust in organization). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 26: The effect of Psychological Empowerment's dimensions on trust in organization and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Trust in Organization	<---	Meaning	.497	.127	3.904	***
Trust in Organization	<---	Competence	-.468	.137	-3.400	***
Trust in Organization	<---	Self Determination	.008	.088	.097	.923
Trust in Organization	<---	Impact	.531	.084	6.346	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.740	.119	6.224	***
Q1	<---	Meaning	.714	.090	7.915	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.214	.114	10.685	***
Q4	<---	Competence	1.122	.108	10.428	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.928	.069	13.369	***
Q7	<---	Self Determination	.791	.063	12.522	***
Q12	<---	Impact	1.000			
Q11	<---	Impact	.982	.066	14.884	***
Q10	<---	Impact	.560	.059	9.535	***
TO1	<---	Trust in Organization	1.000			
TO2	<---	Trust in Organization	.875	.033	26.159	***
TO3	<---	Trust in Organization	.941	.034	27.441	***

Table (26) shows the effect of Psychological Empowerment's dimensions on trust in organization and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Meaning, Competence, and Impact (.497, -.468 and .531 respectively) are statistically significant at the .05 level. Results lead support to H1.9: Meaning has a significant effect on trust in organization, H1.10: Competence has a significant effect on trust in organization and to H1.12: Impact has a significant effect on trust in organization. H1.11 is not supported.

- The effect of Psychological Empowerment on motivation

H2: *Psychological Empowerment has a significant and direct effect on motivation.*

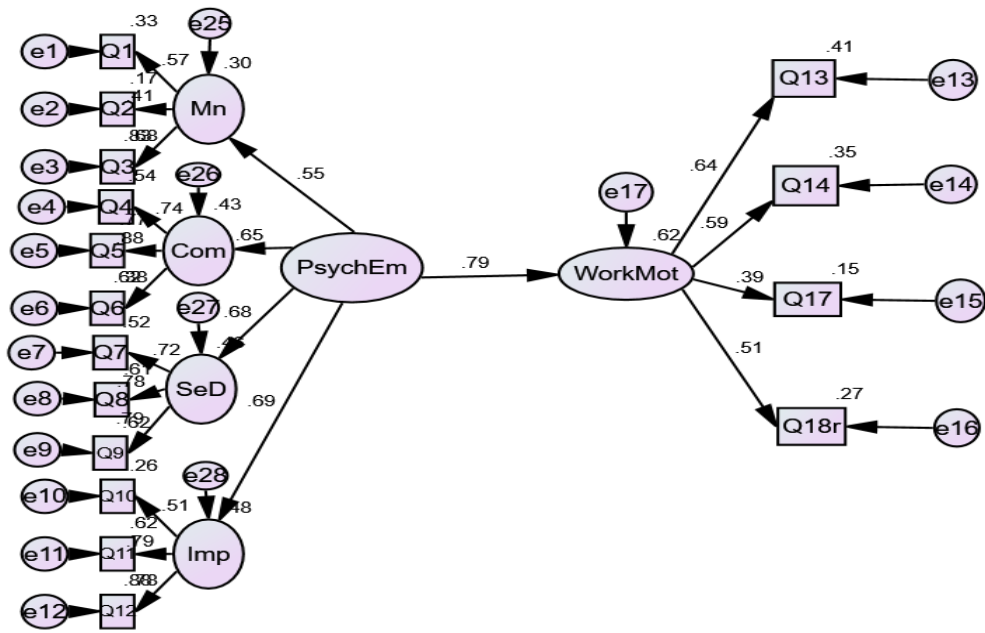


Figure 16: The regression model of Psychological Empowerment on motivation

Figure (16) shows the regression of Psychological Empowerment on Organizational motivation. The standardized direct effect (0.79) is statistically significant at the .05 level.

Table 27: Regression model fit indicators for Psychological Empowerment and motivation

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment and motivation</i>	.907	.067	.0687	0.619	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .907. Root Mean Squared Error of Approximation (RMSEA) is .067, $\chi^2 = 255.509$, $df = 99$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0687. The Squared Multiple Correlation (R²) = 0.619 which means that the predictor (Psychological Empowerment) explains 61.9% of the variance in the outcome (Motivation). Based on

these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 28: The effect of Psychological Empowerment on motivation and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Meaning	<---	Psychological Empowerment	1.000			
Impact	<---	Psychological Empowerment	1.906	.293	6.501	***
Self Determination	<---	Psychological Empowerment	1.663	.265	6.264	***
Competence	<---	Psychological Empowerment	.980	.169	5.791	***
Motivation	<---	Psychological Empowerment	1.168	.195	6.003	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.708	.123	5.745	***
Q1	<---	Meaning	.676	.098	6.873	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.169	.108	10.872	***
Q4	<---	Competence	1.094	.103	10.580	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.942	.072	13.068	***
Q7	<---	Self Determination	.808	.065	12.402	***
Q12	<---	Impact	1.000			
Q11	<---	Impact	.934	.070	13.399	***
Q10	<---	Impact	.526	.058	9.027	***
Q18r	<---	Motivation	.841	.120	7.030	***
Q17	<---	Motivation	.827	.146	5.673	***
Q14	<---	Motivation	1.092	.142	7.691	***
Q13	<---	Motivation	1.000			

Table (28) shows the effect of Psychological Empowerment on motivation and unstandardized regression weights of both variables. The critical ratios (C.R.) are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The direct effect of Psychological Empowerment on motivation is statistically significant = 1.168, $p < .001$. Results lead support to H2: Psychological Empowerment has a significant and direct effect on motivation.

The effect of Psychological Empowerment's dimensions on Motivation (H2.1 to H2.4)

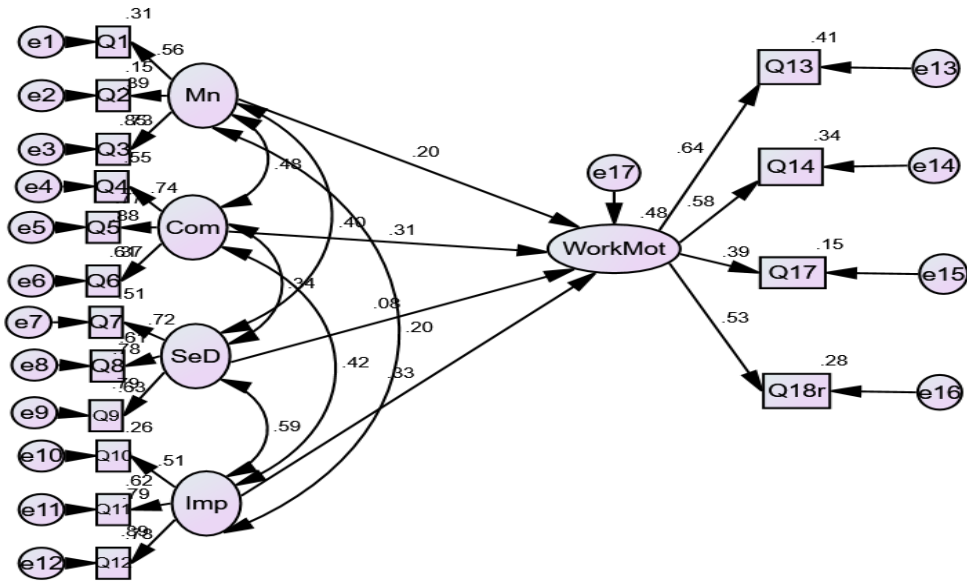


Figure 17: The regression model of Psychological Empowerment's dimensions on Motivation

Figure (17) shows the regression of Psychological Empowerment's dimensions on Motivation. The standardized direct effects of Meaning, Competence, and Impact (.20, .31 and .33 respectively) are statistically significant at the .05 level. Self-determination does not have a significant impact on Motivation.

Table 29: Regression model fit indicators for Psychological Empowerment's dimensions on Motivation

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment's dimensions and Motivation</i>	.932	.059	.0599	0.484	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .932. Root Mean Squared Error of Approximation (RMSEA) is .059, $\chi^2 = 209.058$, $df = 94$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0599. The Squared Multiple Correlation (R²) = 0.484 which means that the predictors (Psychological

Empowerment's dimensions) explain 48.4% of the variance in the outcome (Motivation). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 30: The effect of Psychological Empowerment's dimensions on Motivation and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Motivation	<---	Meaning	.156	.072	2.176	.030
Motivation	<---	Competence	.313	.090	3.462	***
Motivation	<---	Self Determination	.048	.058	.837	.402
Motivation	<---	Impact	.175	.052	3.370	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.657	.112	5.855	***
Q1	<---	Meaning	.635	.086	7.352	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.183	.109	10.865	***
Q4	<---	Competence	1.122	.107	10.527	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.934	.070	13.353	***
Q7	<---	Self Determination	.798	.064	12.540	***
Q12	<---	Impact	1.000			
Q11	<---	Impact	.932	.066	14.132	***
Q10	<---	Impact	.526	.057	9.156	***
Q18r	<---	Motivation	.860	.120	7.178	***
Q17	<---	Motivation	.826	.145	5.682	***
Q14	<---	Motivation	1.078	.140	7.685	***
Q13	<---	Motivation	1.000			

Table (30) shows the effect of Psychological Empowerment's dimensions on Motivation and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Meaning, Competence, and Impact (.156, .313 and .175 respectively) are statistically significant at the .05 level. Results lead support to H2.1: Meaning has a significant effect on Motivation, H2.2: Competence has a significant effect on Motivation and to H2.4: Impact has a significant effect on Motivation. H2.3 is not supported.

- Motivation effect on organizational trust

H3: Motivation has a significant effect on Organizational Trust.

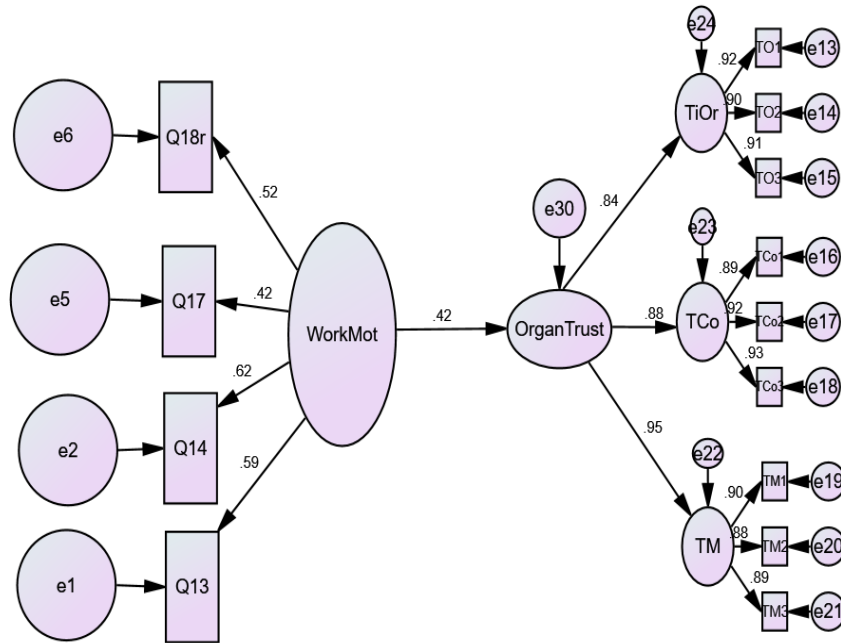


Figure 18: the regression model of Motivation on organizational Trust

Figure (18) shows the regression of Motivation on organizational Trust. The standardized direct effect (.42) is statistically significant at the .05 level.

Table 31: Regression model fit indicators for Motivation on organizational Trust

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Motivation and organizational Trust</i>	.975	.064	.0402	0.174	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .975. Root Mean Squared Error of Approximation (RMSEA) is .064, $\chi^2 = 148.899$, $df = 61$, $p < .001$.

Standardized Root Mean Square Residual (SRMR) is .0402. The Squared Multiple Correlation (R^2) = 0.174 which means that the predictors (Motivation) explain 17.4% of the variance in the outcome (Organizational Trust). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 32: The effect of Motivation on organizational Trust and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Organizational Trust	<---	Motivation	.661	.130	5.089	***
Trust in Organization	<---	Organizational Trust	1.000			
Trust in Coworker	<---	Organizational Trust	.853	.054	15.643	***
Trust in Manager	<---	Organizational Trust	1.029	.061	16.754	***
Q18r	<---	Motivation	.918	.149	6.180	***
Q17	<---	Motivation	.973	.178	5.454	***
Q14	<---	Motivation	1.232	.188	6.562	***
Q13	<---	Motivation	1.000			
TO1	<---	Trust in Organization	1.000			
TO2	<---	Trust in Organization	.889	.033	26.697	***
TO3	<---	Trust in Organization	.948	.034	27.537	***
TCo1	<---	Trust in Coworker	1.000			
TCo2	<---	Trust in Coworker	.962	.037	26.193	***
TCo3	<---	Trust in Coworker	1.043	.039	26.444	***
TM1	<---	Trust in Manager	1.000			
TM2	<---	Trust in Manager	.945	.039	24.499	***
TM3	<---	Trust in Manager	.934	.037	25.182	***

Table (32) shows the effect of Motivation on organizational Trust and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Motivation on Organizational Trust (.661) is statistically significant at the .05 level. Results lead support to H3: Motivation has a significant effect on Organizational Trust.

Motivation effect on organizational trust Dimensions (H3.1 to H3.3)

H3.1: Motivation has a significant effect on Trust in Organization.

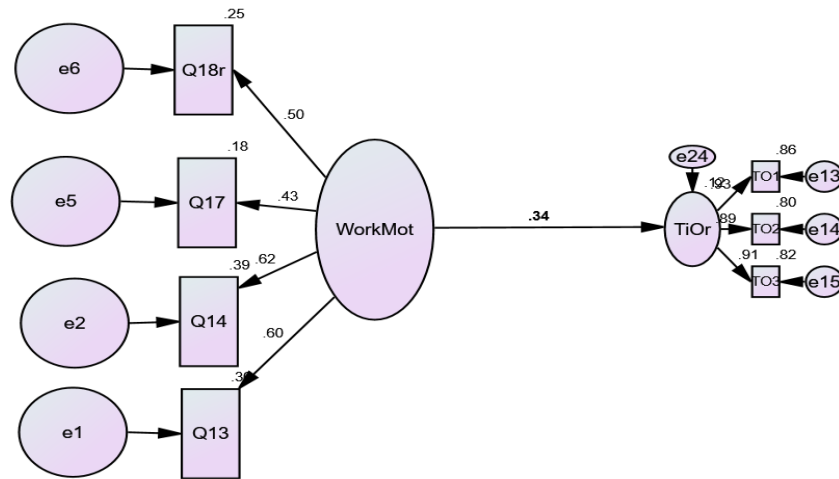


Figure 19: The regression model of Motivation on Trust in Organization

Figure (19) shows the regression of Motivation on Trust in Organization. The standardized direct effect (.34) is statistically significant at the .05 level.

Table 33: Regression model fit indicators for Motivation on Trust in Organization

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Motivation and Trust in Organization</i>	.986	.058	.0425	0.119	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .986. Root Mean Squared Error of Approximation (RMSEA) is .058, $\chi^2 = 28.042$, $df = 13$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0425. The Squared Multiple Correlation (R²) = 0.119 which means that the predictors (Motivation) explain 11.9% of the variance in the outcome (Trust in Organization). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 34: The effect of Motivation on Trust in Organization and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Trust in Organization	<---	Motivation	.645	.143	4.513	***
Q18r	<---	Motivation	.873	.145	6.007	***
Q17	<---	Motivation	.965	.177	5.440	***
Q14	<---	Motivation	1.228	.191	6.447	***
Q13	<---	Motivation	1.000			
TO1	<---	Trust in Organization	1.000			
TO2	<---	Trust in Organization	.873	.033	26.173	***
TO3	<---	Trust in Organization	.936	.034	27.166	***

Table (34) shows the effect of Motivation on Trust in Organization and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($> \pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Motivation on Trust in Organization (.645) is statistically significant at the .05 level. Results lead support to H3.1: Motivation has a significant effect on Trust in Organization.

H3.2: Motivation has a significant effect on Trust in Coworker.

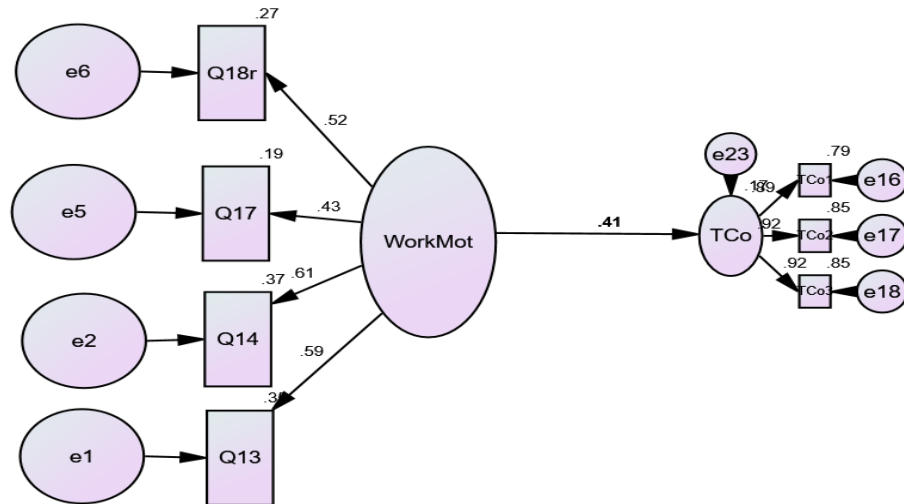


Figure 20: The regression model of Motivation on Trust in Coworker

Figureshows the regression of Motivation on Trust in Coworker. The standardized direct effect (.41) is statistically significant at the .05 level.

Table 35: Regression model fit indicators for Motivation on Trust in Coworker

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Motivation and Trust in Coworker</i>	.978	.074	.0441	0.168	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .978. Root Mean Squared Error of Approximation (RMSEA) is .074, $\chi^2 = 37.568$, $df = 13$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0441. The Squared Multiple Correlation (R²) = 0.168 which means that the predictors (Motivation) explain 16.8% of the variance in the outcome (Trust in Coworker). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 36: The effect of Motivation on Trust in Coworker and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Trust in Coworker	<---	Motivation	.635	.123	5.153	***
Q18r	<---	Motivation	.923	.149	6.186	***
Q17	<---	Motivation	.989	.179	5.510	***
Q14	<---	Motivation	1.212	.186	6.528	***
Q13	<---	Motivation	1.000			
TCo1	<---	Trust in Coworker	1.000			
TCo2	<---	Trust in Coworker	.955	.037	26.001	***
TCo3	<---	Trust in Coworker	1.033	.040	26.074	***

Table (36) shows the effect of Motivation on Trust in Coworker and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($>\pm 1.96$ at a probability level of

.05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Motivation on Trust in Coworker (.635) is statistically significant at the .05 level. Results lead support to **H3.2**: Motivation has a significant effect on Trust in Coworker.

H3.3: Motivation has a significant effect on Trust in Manager.

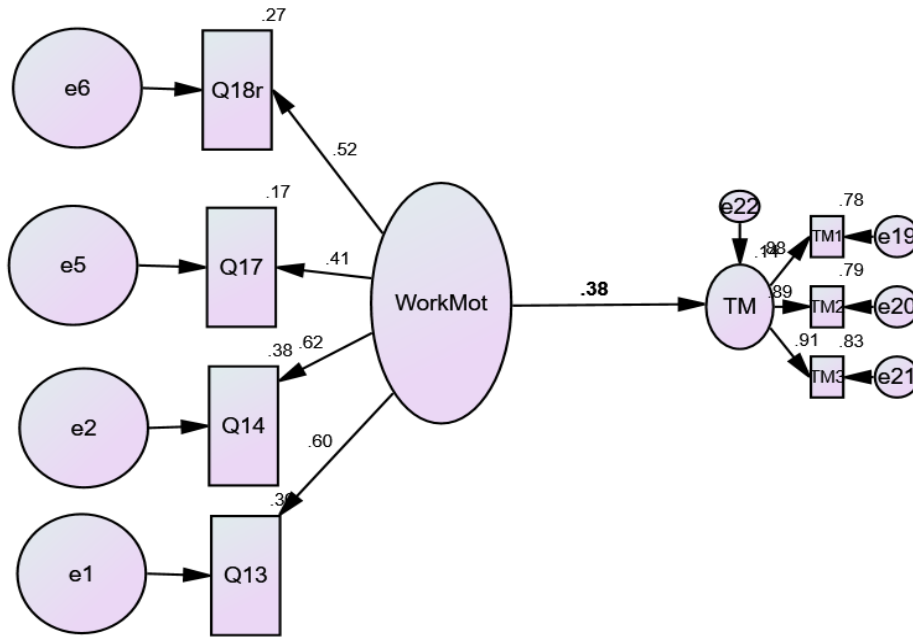


Figure 21: The regression model of Motivation on Trust in Manager

Figure (21) shows the regression of Motivation on Trust in Manager. The standardized direct effect (.38) is statistically significant at the .05 level.

Table 37: Regression model fit indicators for Motivation on Trust in Manager

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
Motivation and Trust in Manager	.986	.055	.0380	0.142	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .986. Root Mean Squared Error of Approximation (RMSEA) is .055, $\chi^2 = 26.775$, $df = 13$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0380. The Squared Multiple Correlation (R^2) = 0.142 which means that the predictors (Motivation) explain 14.2% of the variance in the outcome (Trust in Manager). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictor on the outcome.

Table 38: The effect of Motivation on Trust in Manager and unstandardized regression weights of both variables

			Estimate	S.E.	C.R.	P
Trust in Manager	<---	Motivation	.620	.129	4.822	***
Q18r	<---	Motivation	.905	.147	6.176	***
Q17	<---	Motivation	.926	.174	5.325	***
Q14	<---	Motivation	1.213	.186	6.522	***
Q13	<---	Motivation	1.000			
TM1	<---	Trust in Manager	1.000			
TM2	<---	Trust in Manager	.974	.043	22.894	***
TM3	<---	Trust in Manager	.976	.041	23.769	***

Table (38) shows the effect of Motivation on Trust in Manager and unstandardized regression weights of both variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($>\pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of Motivation on Trust in Manager (.635) is statistically significant at the .05 level. Results lead support to **H3.3**: Motivation has a significant effect on Trust in Manager.

The mediating role of Motivation

H4: Motivation has a mediating role in the effect of Psychological Empowerment on Organizational trust.

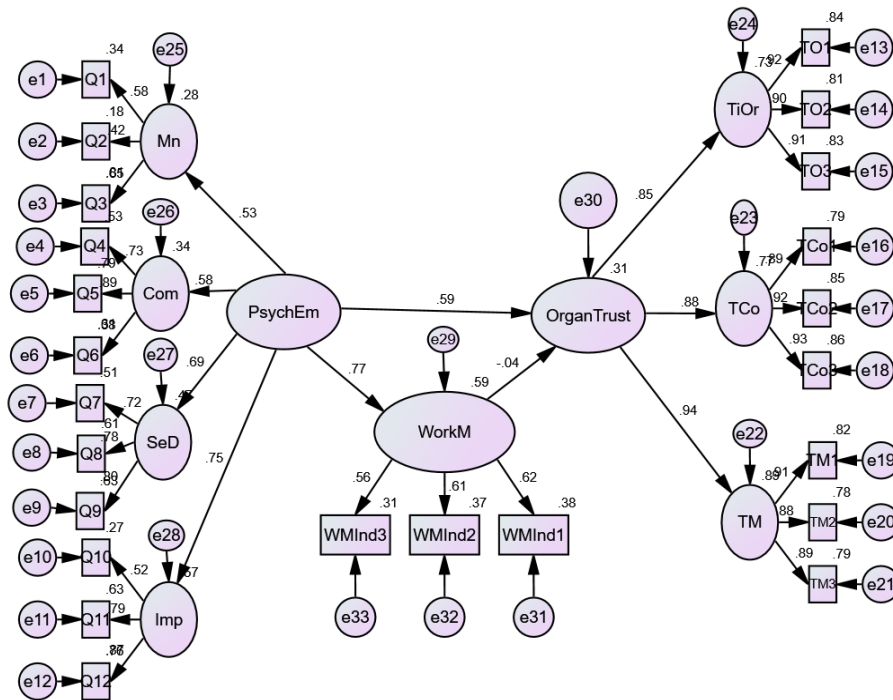


Figure 22: The regression model of Psychological Empowerment on Organizational Trust with Motivation as a mediating variable

Figureshows the regression of Psychological Empowerment on Organizational Trust with Motivation as a mediating variable. The standardized direct effect (.59) is statistically significant at the .05 level, but the direct effect of Motivation on organizational trust (-.04) is not statistically significant at the .05 level, therefore mediation does not exist.

Table 39: Regression model fit indicators for Psychological Empowerment on Organizational Trust with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Psychological Empowerment, Motivation and Trust in Manager</i>	.936	.062	.0698	0.309	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .936. Root Mean Squared Error of Approximation (RMSEA) is .062, $\chi^2 = 567.260$, $df = 242$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0698. The Squared Multiple Correlation (R^2) = 0.309 which means that the predictors (Psychological Empowerment and Motivation) explain 30.9% of the variance in the outcome (Organizational Trust). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Table 40: The effect of Psychological Empowerment on Organizational Trust with Motivation as a mediating variable and unstandardized regression weights of all variables

			Estimate	S.E.	C.R.	P
Motivation	<---	Psychological Empowerment	1.369	.237	5.768	***
Organizational Trust	<---	Psychological Empowerment	1.350	.384	3.514	***
Organizational Trust	<---	Motivation	-0.050	.194	-.258	.796
Meaning	<---	Psychological Empowerment	1.000			
Impact	<---	Psychological Empowerment	2.163	.326	6.626	***
Self Determination	<---	Psychological Empowerment	1.796	.286	6.287	***
Competence	<---	Psychological Empowerment	.913	.166	5.514	***
Trust in Organization	<---	Organizational Trust	1.000			
Trust in Coworker	<---	Organizational Trust	.845	.053	15.832	***
Trust in Manager	<---	Organizational Trust	1.008	.059	16.988	***
Q3	<---	Meaning	1.000			
Q2	<---	Meaning	.746	.127	5.865	***
Q1	<---	Meaning	.703	.101	6.935	***
Q6	<---	Competence	1.000			
Q5	<---	Competence	1.190	.111	10.703	***
Q4	<---	Competence	1.092	.104	10.515	***
Q9	<---	Self Determination	1.000			
Q8	<---	Self Determination	.931	.070	13.219	***
Q7	<---	Self Determination	.794	.064	12.442	***
Q12	<---	Impact	1.000			
Q11	<---	Impact	.951	.068	14.071	***
Q10	<---	Impact	.546	.058	9.355	***
TO1	<---	Trust in Organization	1.000			
TO2	<---	Trust in Organization	.889	.033	26.686	***
TO3	<---	Trust in Organization	.949	.034	27.570	***
TCo1	<---	Trust in Coworker	1.000			

TCo2	<---	Trust in Coworker	.961	.037	26.177	***
TCo3	<---	Trust in Coworker	1.043	.039	26.481	***
TM1	<---	Trust in Manager	1.000			
TM2	<---	Trust in Manager	.945	.039	24.544	***
TM3	<---	Trust in Manager	.933	.037	25.106	***
WMInd1	<---	Motivation	1.000			
WMInd2	<---	Motivation	.834	.110	7.553	***
WMInd3	<---	Motivation	.730	.101	7.241	***

Table (40) shows the effect of Psychological Empowerment on Organizational Trust with Motivation as a mediating variable and unstandardized regression weights of all variables. The critical ratios (C.R.) of variables' items are statistically different from zero ($> \pm 1.96$ at a probability level of .05). Based on this criterion, all indicators should be kept representing their respective constructs. The unstandardized direct effect of motivation on Organizational Trust (-.05) is not statistically significant at the .05 level. Results does not lead support to H4: Motivation has a mediating role in the effect of Psychological Empowerment on Organizational trust.

H4.1: Motivation has a mediating role in the effect of Meaning on Trust in the organization.

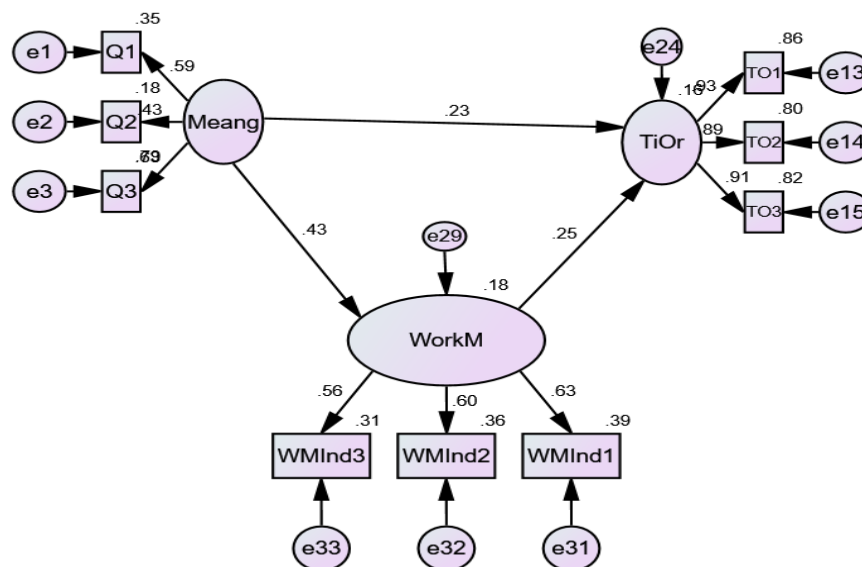


Figure 23: The regression model of Meaning on Trust in the organization with Motivation as a mediating variable

Figure (23) shows the regression of Meaning on Trust in the organization with Motivation as a mediating variable. The standardized direct effect (.23) is statistically significant at the .05 level. The standardized indirect effect of Meaning on Trust in the organization is = (.43 * .25 = .11).

Table 41: Regression model fit indicators for Meaning on Trust in organization with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Meaning, Motivation and Trust in the organization</i>	.988	.042	.0397	0.164	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .988. Root Mean Squared Error of Approximation (RMSEA) is .042, $\chi^2 = 38.752$, $df = 24$, $p = .023$. Standardized Root Mean Square Residual (SRMR) is .0397. The Squared Multiple Correlation (R²) = 0.164 which means that the predictors (Meaning and Motivation) explain 16.4% of the variance in the outcome (Trust in the organization). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 42: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Meaning → Motivation → Trust in organization	.341 (2.94)	.156	.059	.304	.002	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values.
 Bootstrap sample = 5,000 with replacement.

Table (42) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Meaning to Trust in the organization is .156. The lower bound confidence interval is .059 and the upper bound is .304. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p < .010$ level. The direct effect of Meaning on Trust in the organization is significant (.341, $p = .003$). Thus, we have a significant indirect effect and significant direct effect, indicating that Motivation partially mediates the relationship of Meaning to Trust in the organization. H4.1 is supported.

H4.2: Motivation has a mediating role in the effect of Meaning on Trust in Co-worker.

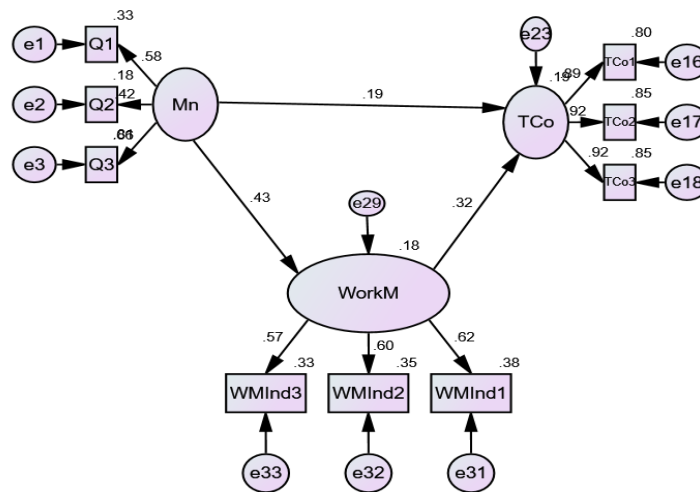


Figure 24: The regression model of Meaning on Trust in the coworker with Motivation as a mediating variable.

Figure (24) shows the regression of Meaning on Trust in the coworker with Motivation as a mediating variable. The standardized direct effect (.19) is statistically significant at the .05 level. The standardized indirect effect of Meaning on Trust in the organization is $(.43 * .32 = .14)$.

Table 43: Regression model fit indicators for Meaning on Trust in coworker with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Meaning, Motivation and Trust in coworker</i>	.977	.058	.0421	0.195	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .977. Root Mean Squared Error of Approximation (RMSEA) is .058, $\chi^2 = 52.607$, $df = 24$, $p = .001$. Standardized Root Mean Square Residual (SRMR) is .0421. The Squared Multiple Correlation (R²) = 0.195 which means that the predictors (Meaning and Motivation) explain 19.5% of the variance in the outcome (Trust in coworker). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 44: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Meaning → Motivation → Trust in coworker	.225 (2.49)	.163	.078	.299	<.001	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (44) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Meaning to Trust in the coworker is .163. The lower bound confidence interval is .079 and the upper bound is .299. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the

two-tail significance test in the output, the indirect effect is significant at the $p < .001$ level. The direct effect of Meaning on Trust in coworker is significant ($.225, p = .013$). Thus, we have a significant indirect effect and significant direct effect, indicating that Motivation partially mediates the relationship of Meaning to Trust in coworker. **H4.2** is supported.

H4.3: Motivation has a mediating role in the effect of Meaning on Trust in manager.

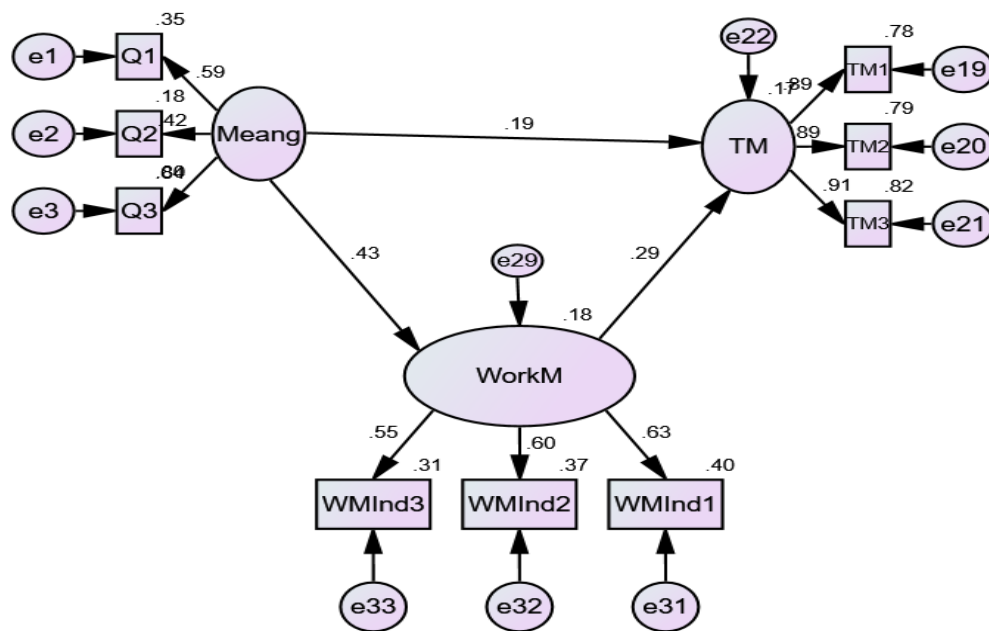


Figure 25: The regression model of Meaning on Trust in manager with Motivation as a mediating variable

Figure (25) shows the regression of Meaning on Trust in manager with Motivation as a mediating variable. The standardized direct effect (.19) is statistically significant at the .05 level. The standardized indirect effect of Meaning on Trust in manager is $(.43 * .29 = .12)$.

Table 45: Regression model fit indicators for Meaning on Trust in manager with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
Meaning, Motivation and Trust in manager	.983	.047	.0372	0.167	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .983. Root Mean Squared Error of Approximation (RMSEA) is .047, $\chi^2 = 42.804$, $df = 24$, $p = .010$. Standardized Root Mean Square Residual (SRMR) is .0372. The Squared Multiple Correlation (R²) = 0.167 which means that the predictors (Meaning and Motivation) explain 16.7% of the variance in the outcome (Trust in manager). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 46: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Meaning → Motivation → Trust in manager	.251 (2.49)	.157	.069	.293	=.001	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (46) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Meaning to Trust in manager is .157. The lower bound confidence interval is .069 and the upper bound is .293. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the

two-tail significance test in the output, the indirect effect is significant at the $p < .010$ level. The direct effect of Meaning on Trust in the organization is significant ($.251, p = .013$). Thus, we have a significant indirect effect and significant direct effect, indicating that Motivation partially mediates the relationship of Meaning to Trust in manager. H4.3 is supported.

H4.4: Motivation has a mediating role in the effect of Competence on Trust in the organization.

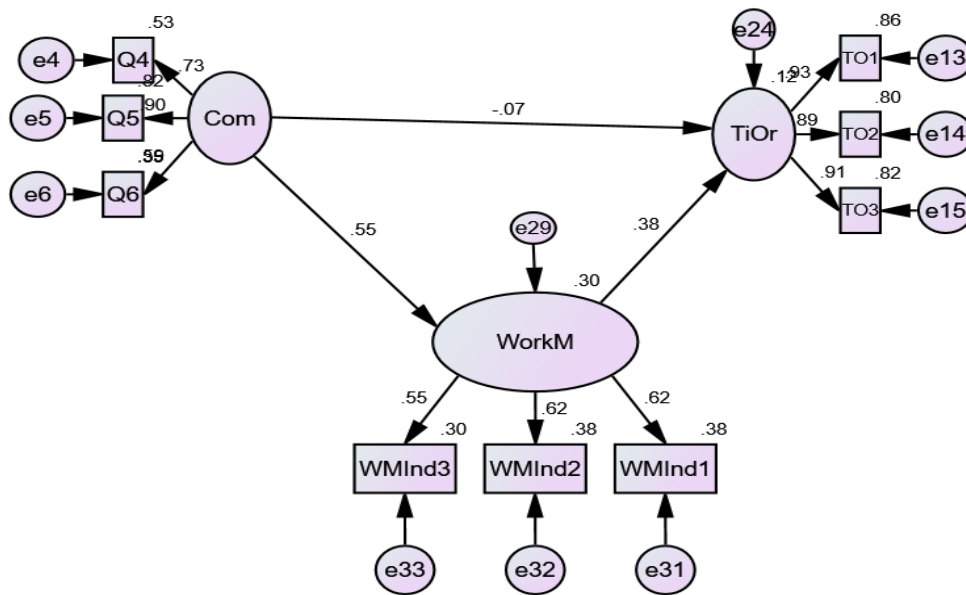


Figure 26: The regression model of Competence on Trust in the organization with Motivation as a mediating variable

Figure (26) shows the regression of Competence on Trust in the organization with Motivation as a mediating variable. The standardized direct effect (-.07) is not statistically significant at the .05 level. The standardized indirect effect of Competence on Trust in the organization is $(.55 * .38 = .21)$.

Table 47: Regression model fit indicators for Competence on Trust in organization with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Competence, Motivation and Trust in the organization</i>	.968	.075	.0533	0.121	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .968. Root Mean Squared Error of Approximation (RMSEA) is .075, $\chi^2 = 70.951$, $df = 24$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0533. The Squared Multiple Correlation (R²) = 0.121 which means that the predictors (Competence and Motivation) explain 12.1% of the variance in the outcome (Trust in the organization). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 48: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Competence → Motivation → Trust in organization	-.130 (-.894)	.378	.192	.660	< .001	Full Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (48) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Competence to Trust in the organization is

.378. The lower bound confidence interval is .192 and the upper bound is .660. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p < .001$ level. The direct effect of Competence on Trust in the organization is not significant ($-.130, p = .371$). Thus, we have a significant indirect effect and a non-significant direct effect, indicating that Motivation fully mediates the relationship of Competence to Trust in the organization. H4.4 is supported.

H4.5: Motivation has a mediating role in the effect of Competence on Trust in Co-worker.

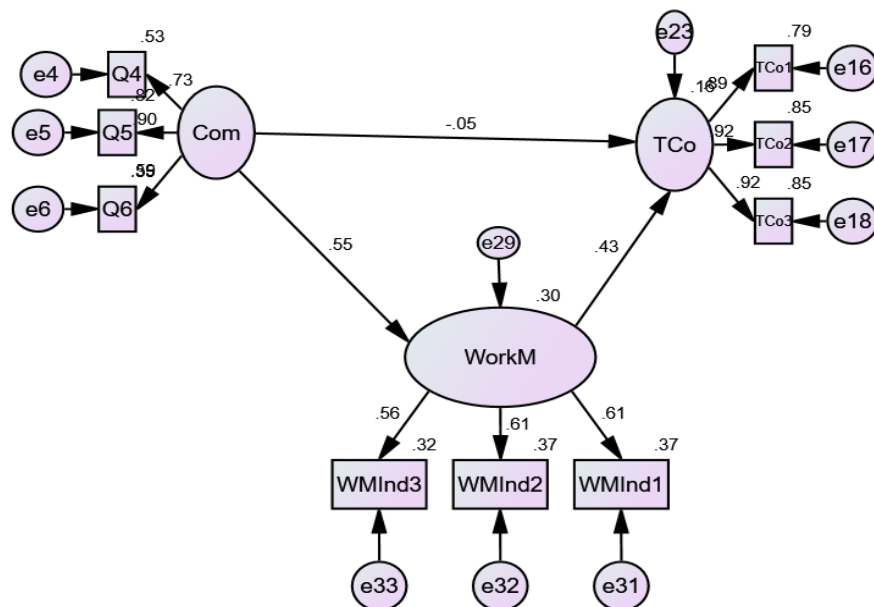


Figure 27: The regression model of Competence on Trust in Co-worker with Motivation as a mediating variable

Figure (27) shows the regression of Competence on Trust in Co-worker with Motivation as a mediating variable. The standardized direct effect ($-.05$) is not statistically significant at the .05 level. The standardized indirect effect of Competence on Trust in Co-worker is $(.55 * .43 = .24)$.

Table 49: Regression model fit indicators for Competence on Trust in Co-worker with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Competence, Motivation and Trust in Co-worker</i>	.974	.067	.0557	0.163	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .974. Root Mean Squared Error of Approximation (RMSEA) is .067, $\chi^2 = 61.845$, $df = 24$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0557. The Squared Multiple Correlation (R²) = 0.163 which means that the predictors (Competence and Motivation) explain 16.3% of the variance in the outcome (Trust in Co-worker). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 50: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Competence → Motivation → Trust in Co-worker	-.069 (-.581)	.345	.185	.589	< .001	Full Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (50) shows a test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Competence to Trust in Co-worker is .345. The lower bound confidence interval is .185 and the upper bound is .589. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the

two-tail significance test in the output, the indirect effect is significant at the $p < .001$ level. The direct effect of Competence on Trust in Co-worker is not significant ($-.069$, $p = .561$). Thus, we have a significant indirect effect and a non-significant direct effect, indicating that Motivation fully mediates the relationship of Competence to Trust in Co-worker. H4.5 is supported.

H4.6: Motivation has a mediating role in the effect of Competence on Trust in Manager.

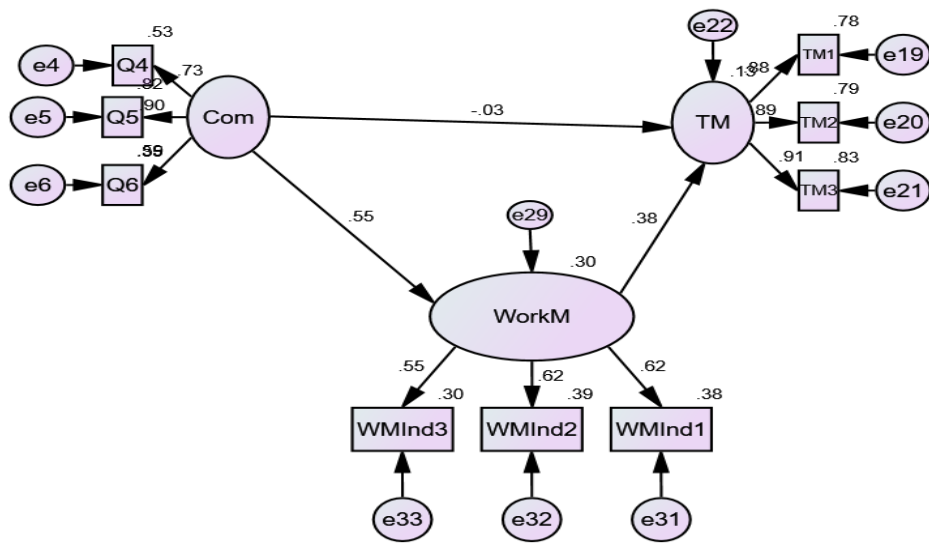


Figure 28: The regression model of Competence on Trust in Manager with Motivation as a mediating variable

Figure (28) shows the regression of Competence on Trust in Manager with Motivation as a mediating variable. The standardized direct effect ($-.03$) is not statistically significant at the $.05$ level. The standardized indirect effect of Competence on Trust in Manager is $(.55 * .38 = .21)$.

Table 51: Regression model fit indicators for Competence on Trust in Manager with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Competence, Motivation and Trust in Manager</i>	.980	.057	.0482	0.134	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .980. Root Mean Squared Error of Approximation (RMSEA) is .057, $\chi^2 = 51.322$, $df = 24$, $p = .001$. Standardized Root Mean Square Residual (SRMR) is .0482. The Squared Multiple Correlation (R²) = 0.134 which means that the predictors (Competence and Motivation) explain 13.4% of the variance in the outcome (Trust in Manager). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 52: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Competence → Motivation → Trust in Manager	-.045 (-.349)	.330	.166	.572	< .001	Full Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (52) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Competence to Trust in Manager is .330. The lower bound confidence interval is .166 and the upper bound is .572. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the

two-tail significance test in the output, the indirect effect is significant at the $p < .001$ level. The direct effect of Competence on Trust in Manager is not significant ($-.045, p = .727$). Thus, we have a significant indirect effect and a non-significant direct effect, indicating that Motivation fully mediates the relationship of Competence to Trust in Manager. H4.6 is supported.

H4.7: Motivation has a mediating role in the effect of Self Determination on Trust in the organization.

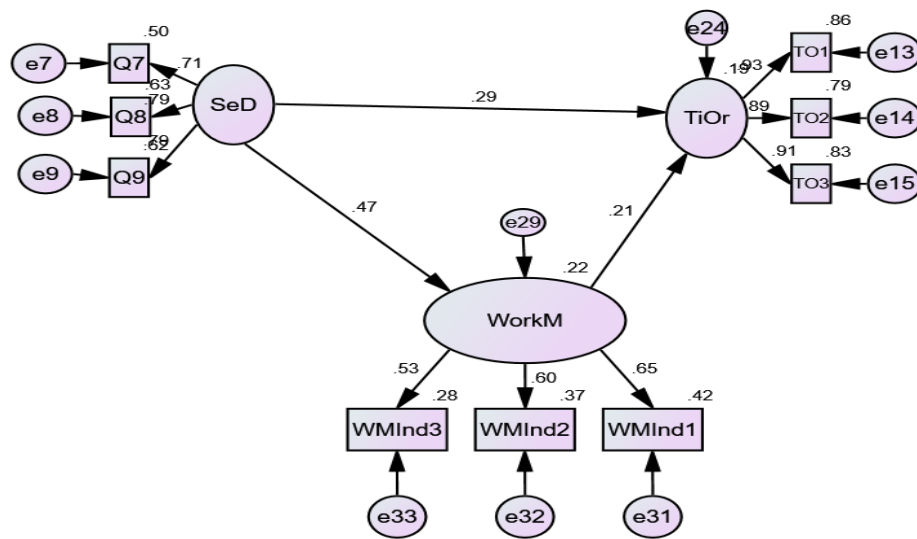


Figure 29: The regression model of Self Determination on Trust in the organization with Motivation as a mediating variable:

Figure (29) shows the regression of Self Determination on Trust in the organization with Motivation as a mediating variable. The standardized direct effect (.23) is statistically significant at the .05 level. The standardized indirect effect of Self Determination on Trust in the organization is $(.47 * .21 = .10)$.

Table 53: Regression model fit indicators for Self Determination on Trust in organization with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Self Determination, Motivation and Trust in the organization</i>	.991	.038	.0333	0.185	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .991. Root Mean Squared Error of Approximation (RMSEA) is .038, $\chi^2 = 36.296$, $df = 24$, $p = .051$. Standardized Root Mean Square Residual (SRMR) is .0333. The Squared Multiple Correlation (R²) = 0.185 which means that the predictors (Self Determination and Motivation) explain 18.5% of the variance in the outcome (Trust in the organization). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 54: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Self Determination → Motivation → Trust in organization	.310 (4.074)	.102	.025	.207	.010	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table ... shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Self Determination to Trust in the organization is .102. The lower bound confidence interval is .025 and the upper bound is .207. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p < .050$ level. The direct effect of Self Determination on Trust in the organization is significant (.310, $p < .001$). Thus, we have a significant indirect effect and significant direct effect, indicating that Motivation partially mediates the relationship of Self Determination to Trust in the organization. H4.7 is supported.

H4.8: Motivation has a mediating role in the effect of Self Determination on Trust in Co-worker.

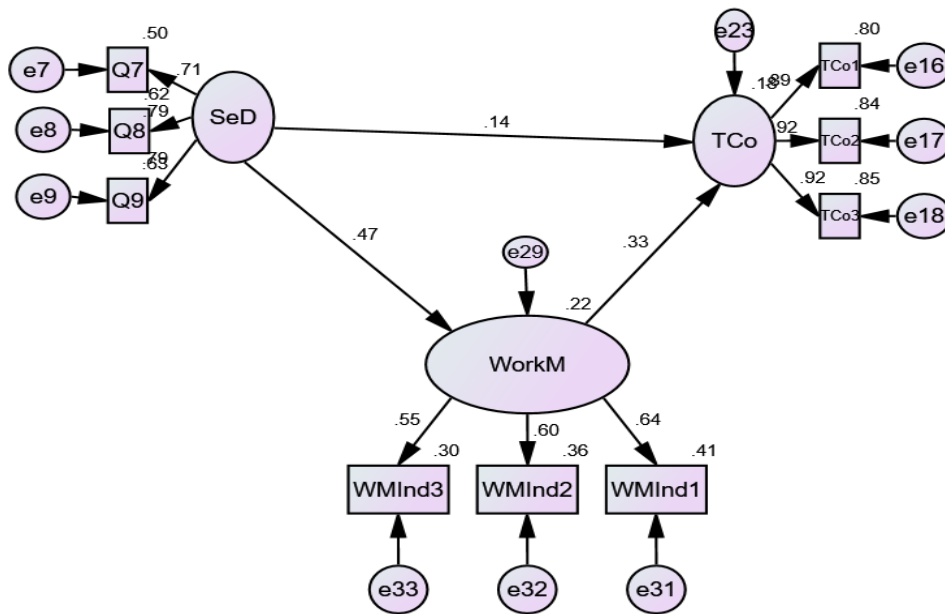


Figure 30: The regression model of Self Determination on Trust in Co-worker with Motivation as a mediating variable

Figure (30) shows the regression of Self Determination on Trust in Co-worker with Motivation as a mediating variable. The standardized direct effect (.14) is not statistically significant at the .05 level. The standardized indirect effect of Self Determination on Trust in Co-worker is $(.47 * .33 = .16)$.

Table 55: Regression model fit indicators for Self Determination on Trust in Co-worker with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Self Determination, Motivation and Trust in Co-worker</i>	.984	.053	.0402	0.176	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .984. Root Mean Squared Error of Approximation (RMSEA) is .038, $\chi^2 = 47.736$, $df = 24$, $p = .003$. Standardized Root Mean Square Residual (SRMR) is .0402. The Squared Multiple Correlation (R²) = 0.176 which means that the predictors (Self Determination and Motivation) explain 17.6% of the variance in the outcome (Trust in Co-worker). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 56: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Self Determination → Motivation → Trust in Co-worker	.121 (1.94)	.135	.065	.237	< .001	Full Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (56) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Self Determination to Trust in Co-worker is

.135. The lower bound confidence interval is .065 and the upper bound is .237. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p < .001$ level. The direct effect of Self Determination on Trust in Co-worker is not significant (.121, $p = .052$). Thus, we have a significant indirect effect and non-significant direct effect, indicating that Motivation fully mediates the relationship of Self Determination to Trust in Co-worker. H4.8 is supported.

H4.9: Motivation has a mediating role in the effect of Self Determination on Trust in Manager.

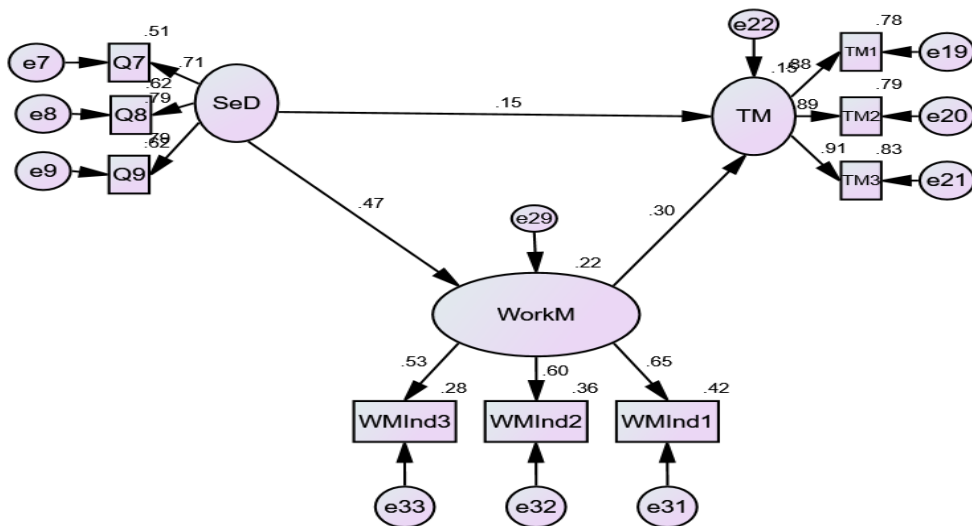


Figure 31: The regression model of Self Determination on Trust in Manager with Motivation as a mediating variable

Figure (31) shows the regression of Self Determination on Trust in Manager with Motivation as a mediating variable. The standardized direct effect (.15) is statistically significant at the .05 level. The standardized indirect effect of Self Determination on Trust in Manager is $(.47 * .30 = .14)$.

Table 57: Regression model fit indicators for Self Determination on Trust in Manager with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Self Determination, Motivation and Trust in Manager</i>	.994	.032	.0315	0.152	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .994. Root Mean Squared Error of Approximation (RMSEA) is .032, $\chi^2 = 32.490$, $df = 24$, $p = .115$. Standardized Root Mean Square Residual (SRMR) is .0315. The Squared Multiple Correlation (R²) = 0.152 which means that the predictors (Self Determination and Motivation) explain 15.2% of the variance in the outcome (Trust in Manager). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 58: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Self Determination → Motivation → Trust in Manager	.139 (2.042)	.129	.058	.232	< .001	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (58) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Self Determination to Trust in Manager is

.129. The lower bound confidence interval is .058 and the upper bound is .232. Since this confidence interval did not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p < .001$ level. The direct effect of Self Determination on Trust in Manager is significant (.139, $p = .041$). Thus, we have a significant indirect effect and significant direct effect, indicating that Motivation partially mediates the relationship of Self Determination to Trust in Manager. **H4.9** is supported.

H4.10: Motivation has a mediating role in the effect of Impact on Trust in the organization.

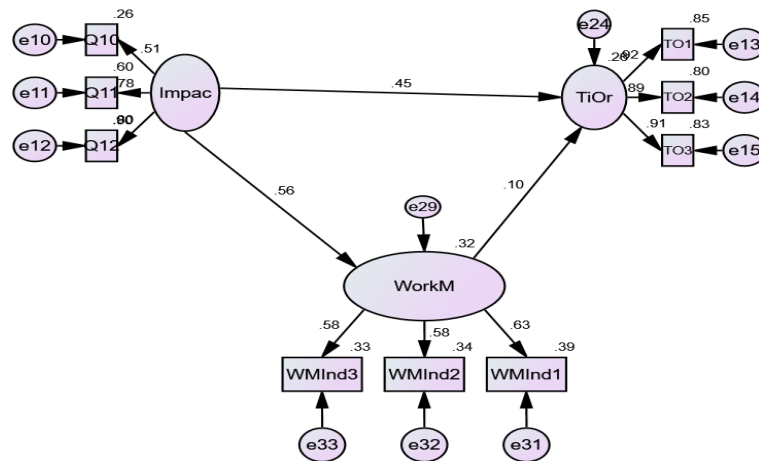


Figure 32: The regression model of Self Determination on Trust in the organization with Motivation as a mediating variable

Figure (32) shows the regression of Impact on Trust in the organization with Motivation as a mediating variable. The standardized direct effect (.45) is statistically significant at the .05 level. The standardized indirect effect of Impact on Trust in the organization is $= (.56 * .10 = .06)$.

Table 59: Regression model fit indicators for Impact on Trust in organization with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Impact, Motivation and Trust in the organization</i>	.982	.057	.0472	0.265	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .982. Root Mean Squared Error of Approximation (RMSEA) is .057, $\chi^2 = 51.306$, $df = 24$, $p = .001$. Standardized Root Mean Square Residual (SRMR) is .0472. The Squared Multiple Correlation (R²) = 0.265 which means that the predictors (Impact and Motivation) explain 26.5% of the variance in the outcome (Trust in the organization). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 60: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Self Determination → Motivation → Trust in organization	.417 (5.783)	.052	-.038	.152	.244	No Mediation exists

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (60) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Impact to Trust in the organization is .052. The lower bound confidence interval is -.038 and the upper bound is .152. Since this

confidence interval crosses zero, the indirect effect is not significant. Examining the two-tail significance test in the output, the indirect effect is not significant at the $p < .05$ level. The direct effect of Impact on Trust in the organization is significant (.417, $p < .001$). Thus, we have a non-significant indirect effect and a significant direct effect, indicating that Motivation does not mediate the relationship of Impact to Trust in the organization. H4.10 is not supported.

H4.11: Motivation has a mediating role in the effect of Impact on Trust in Co-worker.

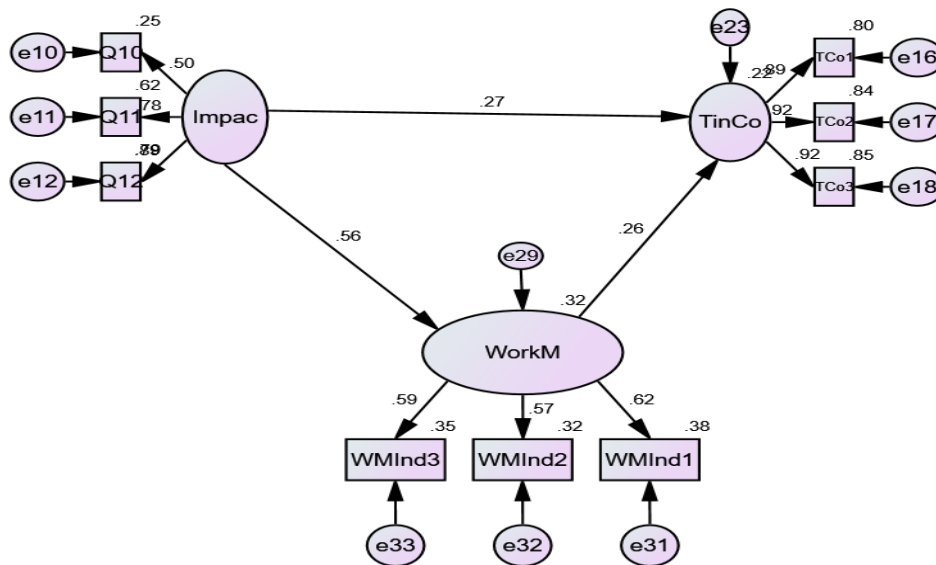


Figure 33: The regression model of Self Determination on Trust in Co-worker with Motivation as a mediating variable

Figure (33) shows the regression of Impact on Trust in Co-worker with Motivation as a mediating variable. The standardized direct effect (.27) is statistically significant at the .05 level. The standardized indirect effect of Impact on Trust in Co-worker is $(.56 * .26 = .15)$.

Table 61: Regression model fit indicators for Impact on Trust in Co-worker with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Impact, Motivation and Trust in Co-worker</i>	.971	.072	.0473	0.219	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .971. Root Mean Squared Error of Approximation (RMSEA) is .072, $\chi^2 = 67.704$, $df = 24$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0473. The Squared Multiple Correlation (R²) = 0.219 which means that the predictors (Impact and Motivation) explain 21.9% of the variance in the outcome (Trust in Co-worker). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 62: Test for Mediation Using a Bootstrap Analysis with a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Self Determination → Motivation → Trust Co-worker	.204 (3.397)	.113	.036	.220	.003	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (62) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Impact to Trust in Co-worker is .113. The lower bound confidence interval is .036 and the upper bound is .220. Since this

confidence interval does not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p = .01$ level. The direct effect of Impact on Trust in Co-worker is significant ($.204, p < .001$). Thus, we have a significant indirect effect and a significant direct effect, indicating that Motivation partially mediates the relationship of Impact to Trust in Co-worker. H4.11 is supported.

H4.12: Motivation has a mediating role in the effect of Impact on Trust in Manager.

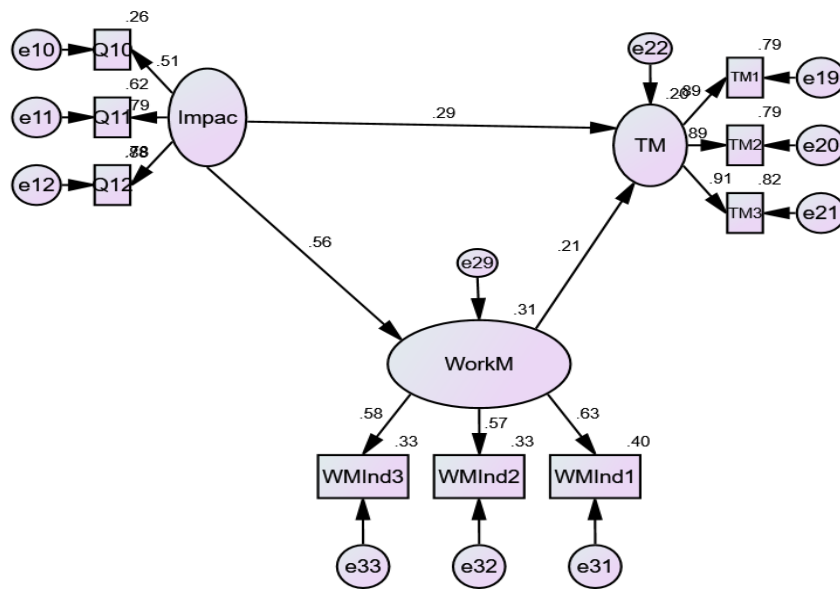


Figure 34: The regression model of Self Determination on Trust in Manager with Motivation as a mediating variable

Figure (34) shows the regression of Impact on Trust in Manager with Motivation as a mediating variable. The standardized direct effect ($.29$) is statistically significant at the $.05$ level. The standardized indirect effect of Impact on Trust in Manager is $(.56 * .21 = .12)$.

Table 63: Regression model fit indicators for Impact on Trust in Manager with Motivation as a mediating variable

Name of the Constructs	Comparative Fit Index (CFI)	Root Mean Squared Error of Approximation (RMSEA)	Standardized Root Mean Square Residual (SRMR)	Squared Multiple Correlation (R ²)	Result
<i>Impact, Motivation and Trust in Co-worker</i>	.967	.074	.0523	0.199	Satisfactory model fit

Results show that the comparative fit index (CFI) score is .967. Root Mean Squared Error of Approximation (RMSEA) is .074, $\chi^2 = 69.454$, $df = 24$, $p < .001$. Standardized Root Mean Square Residual (SRMR) is .0523. The Squared Multiple Correlation (R²) = 0.199 which means that the predictors (Impact and Motivation) explain 19.9% of the variance in the outcome (Trust in Manager). Based on these indicators, the regression model has a satisfactory model fit and therefore, it is valid and can be used in measurement of the effect of the predictors on the outcome.

Testing for mediation using a Bootstrap Analysis with a 95% confidence interval

Table 64: Test for Mediation Using a Bootstrap Analysis With a 95% Confidence Interval

Relationships	Direct Effect	Indirect Effect	Confidence Interval		p-value	Conclusion
			Low	High		
Self Determination → Motivation → Trust Co-worker	.241 (3.662)	.099	.018	.204	.017	Partial Mediation

Note: Unstandardized coefficients reported. Values in parentheses are t-values. Bootstrap sample = 5,000 with replacement.

Table (64) shows test for mediation using a Bootstrap Analysis with a 95% confidence interval. The indirect effect of Impact to Trust in Manager is .099. The lower bound confidence interval is .018 and the upper bound is .204. Since this

confidence interval does not cross zero, the indirect effect is significant. Examining the two-tail significance test in the output, the indirect effect is significant at the $p = .05$ level. The direct effect of Impact on Trust in Manager is significant (.241, $p < .001$). Thus, we have a significant indirect effect and a significant direct effect, indicating that Motivation partially mediates the relationship of Impact to Trust in Manager. H4.12 is supported.

DISCUSSION AND CONCLUSION

Results indicate that the scales are reliable and can be used in measurement of the indicated variables. To validate the factor analysis of the multi-dimensional models, structural equation modeling was used. This is a confirmatory factor analysis that uses AMOS Software, (V.25). It is, also, known as testing the measurement model where Psychological Empowerment, Work Motivation, and Organizational Trust, dimensions are tested using the first-order confirmatory factor model to assess construct validity using the maximum likelihood method.

The present study sought to elucidate the relationship between psychological empowerment and organizational trust, while also examining the mediating role of motivation within the context of Gharyan University in Libya. The measurement models for psychological empowerment, work motivation, and organizational trust demonstrated satisfactory fit indices, validating the constructs and their respective dimensions. The psychological empowerment construct, comprising the dimensions of Meaning, Competence, Self-Determination, and Impact, exhibited strong model fit indices (CFI, RMSEA, SRMR), indicating its robustness in measuring these variables. The significance of all covariances and unstandardized regression weights (critical ratios, C.R.) underscores the construct's validity (Spreitzer, 1995; Zhang & Bartol, 2018). This finding aligns with existing literature that highlights the multifaceted nature of psychological empowerment and its critical role in enhancing employee outcomes (Maynard et al., 2020). The work motivation construct initially included six items, but items Q15r and Q16r were excluded due to their non-significant regression values and low reliability. The refined model, comprising four items, demonstrated satisfactory fit indices, affirming its validity as a unidimensional scale (Ryan & Deci, 2020). The critical ratios for the retained items were statistically significant, indicating their appropriateness in representing the work motivation construct. This result is consistent with previous research that emphasizes the significance of motivation as a key driver of employee performance and organizational trust (Gagné & Deci, 2019). The organizational trust construct, encompassing trust in the organization, trust in co-workers, and trust in the manager, also showed excellent model fit indices. The significance of all covariances and critical ratios confirmed the validity of this three-dimensional scale (Colquitt et al., 2018). The robustness of this construct supports its

use in measuring organizational trust, a crucial element for fostering a positive work environment and enhancing organizational effectiveness (Dirks & Ferrin, 2002). This study's findings provide substantial theoretical contributions to the understanding of psychological empowerment and organizational trust. The confirmation of psychological empowerment's significant effect on organizational trust (H1) aligns with the empowerment theory, which posits that empowered employees are more likely to exhibit trust towards their organization (Thomas & Velthouse, 1990). Additionally, the direct impact of psychological empowerment on motivation (H2) corroborates self-determination theory, suggesting that empowerment enhances intrinsic motivation (Ryan & Deci, 2020). The significant effect of motivation on organizational trust (H3) further supports the notion that motivated employees are more likely to trust their organization, as motivation enhances their engagement and commitment (Meyer & Gagné, 2018). However, the partial support for the mediating role of motivation (H4) reveals the complexity of this relationship. While motivation mediates some aspects of psychological empowerment's effect on trust, it does not universally apply across all dimensions. This partial mediation suggests that other factors might also play a role, warranting further investigation (Preacher & Hayes, 2008). From a practical standpoint, the study's findings suggest that university administrators should focus on enhancing psychological empowerment and motivation to build organizational trust. Implementing policies that foster employee empowerment can lead to higher levels of trust, thereby improving organizational outcomes (Seibert, Wang, & Courtright, 2011). Moreover, understanding the specific dimensions where motivation mediates the relationship between empowerment and trust can help tailor interventions more effectively.

Hypothesis Testing

The effect of Psychological Empowerment on Organizational Trust

Psychological Empowerment and Organizational Trust

The regression analysis reveals a significant direct effect of psychological empowerment on organizational trust, supporting Hypothesis 1 (H1). The model fit indices, including the Comparative Fit Index (CFI), Root Mean Squared Error of Approximation (RMSEA), and the standardized direct effect, all indicate a satisfactory fit. This result is consistent with several prior studies. Alajmi (2017) found a

significant positive correlation between psychological empowerment and organizational trust among employees in various companies, underscoring the broader applicability of these findings. Similarly, Libres and Mabasa (2014) reported that empowerment boosts organizational confidence and job satisfaction, reinforcing the positive impact of psychological empowerment on trust. Sharma and Bhati (2017) also highlighted the positive relationship between empowerment, motivation, and employee commitment, further supporting our findings.

Psychological Empowerment and Motivation

The study also confirms Hypothesis 2 (H2), demonstrating a significant direct effect of psychological empowerment on motivation. Tutar et al. (2011) found that perceived employee empowerment positively influences achievement motivation and contextual performance, aligning with our results. The Shaheen (2017) study, which evaluated counseling programs aimed at enhancing psychological empowerment, also supports these findings by showing significant improvements in psychological empowerment and motivation.

Additionally, Cyboran (2005) and Flaherty et al. (2017) demonstrated that empowerment initiatives improve self-perception and behavior, which in turn enhances motivation. These studies collectively validate the positive relationship between psychological empowerment and motivation observed in our research.

Motivation and Organizational Trust

Hypothesis 3 (H3) is supported, showing that motivation significantly affects organizational trust. This finding aligns with Irfan (2021), who demonstrated that psychological empowerment and job satisfaction significantly contribute to teachers' work integration, predicting higher organizational trust. Turnipseed and VandeWaa (2020) also found differential relationships between the dimensions of psychological empowerment and organizational citizenship behavior, suggesting that motivated employees are more likely to develop trust within their organizations.

Mediating Role of Motivation

The mediating role of motivation (H4) received partial support. Motivation mediates certain aspects of the relationship between psychological empowerment and organizational trust but does not apply universally across all dimensions. This

complexity indicates that other factors may also influence this relationship. Madani et al. (2014) found that psychological empowerment significantly impacts organizational learning, with motivation acting as a partial mediator. Similarly, Allahyari et al. (2011) noted that demographic variables can influence the mediating role of motivation, suggesting that further research is needed to explore these nuances.

Practical Implications

The findings have practical implications for university administrators and policymakers. Enhancing psychological empowerment can foster greater organizational trust and motivation among employees. Implementing empowerment initiatives, such as professional development programs and participatory decision-making processes, can significantly improve organizational trust. Understanding the specific dimensions where motivation mediates the relationship between empowerment and trust can help tailor interventions more effectively. For instance, focusing on the meaningfulness and competence aspects of empowerment might yield greater trust in various organizational domains, enhancing overall performance and employee satisfaction. This study has limitations, including its context-specific nature, which may limit generalizability. Future research should replicate this study in different organizational and cultural settings to validate the findings further. Additionally, exploring other potential mediators and moderators in the relationship between psychological empowerment and organizational trust could provide a more comprehensive understanding of these dynamics.

Contribution of theory to psychological empowerment:

This study investigates the impact of psychological empowerment on organizational trust and explores the mediating role of motivation among employees at Gharyan University in Libya. The findings confirm the significance of psychological empowerment in enhancing organizational trust and partially support the mediating role of motivation. These results are consistent with various management theories and empirical studies, which provide a robust theoretical foundation for understanding these dynamics. The regression analysis reveals a significant direct effect of psychological empowerment on organizational trust, supporting Hypothesis 1 (H1). The model fit indices, including the Comparative Fit Index (CFI), Root Mean Squared Error of Approximation (RMSEA), and the standardized direct effect, indicate a

satisfactory fit. This result aligns with several established theories and empirical studies.

McGregor's Theory Y posits that psychological empowerment encourages workers to innovate and be creative, fostering an environment of trust and motivation (McGregor, 1960). This is consistent with Conger and Kanungo's model, which emphasizes the role of empowerment in motivating employees and enhancing their trust in the organization (Conger & Kanungo, 1988). Similarly, Velthouse and Thomas's model highlights that involving employees in decision-making processes enhances trust and empowerment (Thomas & Velthouse, 1990). The study confirms Hypothesis 2 (H2), demonstrating a significant direct effect of psychological empowerment on motivation. This finding is supported by Herzberg's Two-Factor Theory, which suggests that providing employees with opportunities for participation and decision-making increases job satisfaction and motivation (Herzberg, 1968). Tutar et al. (2011) also found that perceived employee empowerment positively influences achievement motivation and contextual performance, aligning with our results.

Alderfer's ERG Theory further supports these findings by emphasizing the importance of satisfying growth and development needs to enhance motivation (Alderfer, 1972). The theory aligns with Thomas and Velthouse's empowerment dimensions, which promote the development and progress of employees, thereby enhancing their motivation.

Hypothesis 3 (H3) is supported, showing that motivation significantly affects organizational trust. This is in line with McClelland's Needs Theory, which highlights the importance of satisfying the needs for achievement, affiliation, and power to foster trust and motivation (McClelland, 1985). Irfan (2021) demonstrated that psychological empowerment and job satisfaction significantly contribute to teachers' work integration, predicting higher organizational trust. This underscores the role of motivation as a crucial factor in enhancing organizational trust. The mediating role of motivation (H4) received partial support. Motivation mediates certain aspects of the relationship between psychological empowerment and organizational trust but does not apply universally across all dimensions. This complexity indicates that other factors may also influence this relationship. Systems Theory, as emphasized by Tymon and Thomas, suggests that separating individual needs from organizational provisions,

such as a conducive work environment, is essential for achieving organizational goals (Tymon & Thomas, 1979). This theory supports the partial mediation role of motivation by highlighting the need for a holistic approach to empowerment and trust. The findings have practical implications for university administrators and policymakers. Enhancing psychological empowerment can foster greater organizational trust and motivation among employees. Implementing empowerment initiatives, such as professional development programs and participatory decision-making processes, can significantly improve organizational trust. Understanding the specific dimensions where motivation mediates the relationship between empowerment and trust can help tailor interventions more effectively. For instance, focusing on the meaningfulness and competence aspects of empowerment might yield greater trust in various organizational domains, enhancing overall performance and employee satisfaction. This study has limitations, including its context-specific nature, which may limit generalizability. Future research should replicate this study in different organizational and cultural settings to validate the findings further. Additionally, exploring other potential mediators and moderators in the relationship between psychological empowerment and organizational trust could provide a more comprehensive understanding of these dynamics.

The effect of Psychological Empowerment's dimensions on trust in manager (H1.1 to H1.4)

This study investigates the effect of psychological empowerment on organizational trust and the mediating role of motivation among employees at Gharyan University in Libya. The findings validate the significant impact of psychological empowerment on various dimensions of organizational trust and underscore the crucial role of motivation in mediating these relationships.

Psychological Empowerment and Trust in Manager

The regression analysis shows that the dimensions of psychological empowerment, specifically Meaning and Impact, have significant direct effects on trust in the manager, supporting Hypotheses H1.1 and H1.4. However, Competence and Self-determination do not significantly impact trust in the manager, thus not supporting H1.2 and H1.3. The model fit indices, including the Comparative Fit Index (CFI) and Root Mean Squared Error of Approximation (RMSEA), indicate a satisfactory fit,

validating the model's robustness. The significant impact of Meaning and Impact on trust in the manager aligns with McGregor's Theory Y, which emphasizes the importance of psychological empowerment in fostering innovation and trust (McGregor, 1960). Similarly, the Velthouse & Thomas model supports the idea that enhancing trust through empowerment involves involving employees in decision-making processes (Thomas & Velthouse, 1990).

Psychological Empowerment and Trust in Co-workers

The study finds that the dimensions of Meaning and Impact also significantly affect trust in co-workers, supporting Hypotheses H1.5 and H1.8, while Competence and Self-determination do not, thus not supporting H1.6 and H1.7. These results are consistent with Herzberg's Two-Factor Theory, which suggests that enhancing positive feelings and participation can raise satisfaction levels among workers (Herzberg, 1968). This finding is supported by Tutar et al. (2011), who found that perceived employee empowerment positively influences contextual performance and interpersonal relationships. The model's satisfactory fit indices further confirm the validity of these findings.

Psychological Empowerment and Trust in the Organization

The dimensions of Meaning, Competence, and Impact significantly affect trust in the organization, supporting Hypotheses H1.9, H1.10, and H1.12. Self-determination does not have a significant impact, thus not supporting H1.11. The significant effects of these dimensions are consistent with Alderfer's ERG Theory, which emphasizes the importance of growth and development in enhancing organizational trust (Alderfer, 1972). The alignment with McClelland's Needs Theory is also evident, where the need for achievement (Competence) and the need for belonging (Meaning) are crucial for fostering trust in the organization (McClelland, 1985). The model fit indices confirm the robustness of these relationships.

Psychological Empowerment and Motivation

The study confirms Hypothesis H2, showing that psychological empowerment has a significant and direct effect on motivation. This finding is consistent with numerous studies and theories, including the work of Harold and Stoloritech (2004), which demonstrated that incentives significantly improve job performance. Gellente

(2012) and Benites (2013) further support this by showing that incentive programs enhance employee performance and motivation. This relationship is also supported by various motivation theories, such as Achievement Theory, Theory X and Theory Y, and Herzberg's Two-Factor Theory. These theories collectively emphasize the role of motivation in improving performance and organizational trust (Herzberg, 1968; McGregor, 1960; McClelland, 1985).

Motivation and Organizational Trust

The regression analysis supports Hypothesis H3, indicating that motivation significantly affects organizational trust. This is corroborated by studies such as Berraies (2014) and Moye et al. (2005), which found that job empowerment and motivation significantly enhance trust, performance, and innovation. The findings align with Ouchi's Theory Z, which emphasizes mutual trust and a cohesive team environment (Ouchi, 1981). The model fit indices confirm the validity of this relationship, indicating that motivation plays a crucial role in fostering organizational trust.

Practical Implications

The findings suggest practical implications for university administrators and policymakers. Enhancing psychological empowerment can foster greater organizational trust and motivation among employees. Implementing empowerment initiatives, such as professional development programs and participatory decision-making processes, can significantly improve organizational trust. Understanding the specific dimensions where motivation mediates the relationship between empowerment and trust can help tailor interventions more effectively. For instance, focusing on the meaningfulness and competence aspects of empowerment might yield greater trust in various organizational domains, enhancing overall performance and employee satisfaction.

H3.2: Motivation has a significant effect on Trust in Co-worker.

Psychological Empowerment and Trust in Manager

The regression analysis demonstrates that the dimensions of psychological empowerment, specifically Meaning and Impact, significantly influence trust in the manager, supporting Hypotheses H1.1 and H1.4. However, Competence and Self-

determination do not significantly impact trust in the manager, thus not supporting H1.2 and H1.3. The model fit indices, including the Comparative Fit Index (CFI) and Root Mean Squared Error of Approximation (RMSEA), indicate a satisfactory fit, validating the model's robustness. These findings align with McGregor's Theory Y, which emphasizes the importance of psychological empowerment in fostering innovation and trust (McGregor, 1960). Similarly, Velthouse and Thomas's model supports the idea that involving employees in decision-making processes enhances trust and empowerment (Thomas & Velthouse, 1990).

Psychological Empowerment and Trust in Co-workers

The study finds that Meaning and Impact significantly affect trust in co-workers, supporting Hypotheses H1.5 and H1.8, while Competence and Self-determination do not, thus not supporting H1.6 and H1.7. These results are consistent with Herzberg's Two-Factor Theory, which suggests that enhancing positive feelings and participation can increase satisfaction levels among workers (Herzberg, 1968). This finding is supported by Tutar et al. (2011), who found that perceived employee empowerment positively influences contextual performance and interpersonal relationships. The satisfactory fit indices further confirm the validity of these findings.

Psychological Empowerment and Trust in the Organization

The dimensions of Meaning, Competence, and Impact significantly affect trust in the organization, supporting Hypotheses H1.9, H1.10, and H1.12. Self-determination does not have a significant impact, thus not supporting H1.11. The significant effects of these dimensions align with Alderfer's ERG Theory, which emphasizes the importance of growth and development in enhancing organizational trust (Alderfer, 1972). The alignment with McClelland's Needs Theory is also evident, where the need for achievement (Competence) and the need for belonging (Meaning) are crucial for fostering trust in the organization (McClelland, 1985). The model fit indices confirm the robustness of these relationships.

Motivation and Trust in Coworkers and Manager

The regression analysis confirms that motivation significantly impacts trust in both coworkers and managers, supporting Hypotheses H3.2 and H3.3. The model fit indices, including CFI and RMSEA, indicate a satisfactory fit, validating the model's

robustness. The critical ratios (C.R.) of the variables' items are statistically significant, ensuring the constructs' validity. These results are consistent with previous studies that highlight the importance of motivation in building trust within organizations. Berraies (2014) found that job empowerment and motivation significantly enhance trust, performance, and innovation. Moye et al. (2005) also demonstrated that high levels of trust in the principal are strongly correlated with meaningful work and a supportive work climate, further validating the positive impact of motivation on organizational trust. The findings suggest practical implications for university administrators and policymakers. Enhancing psychological empowerment can foster greater organizational trust and motivation among employees. Implementing empowerment initiatives, such as professional development programs and participatory decision-making processes, can significantly improve organizational trust. Understanding the specific dimensions where motivation mediates the relationship between empowerment and trust can help tailor interventions more effectively. For instance, focusing on the meaningfulness and competence aspects of empowerment might yield greater trust in various organizational domains, enhancing overall performance and employee satisfaction. This study has limitations, including its context-specific nature, which may limit generalizability. Future research should replicate this study in different organizational and cultural settings to validate the findings further. Additionally, exploring other potential mediators and moderators in the relationship between psychological empowerment and organizational trust could provide a more comprehensive understanding of these dynamics.

Psychological Empowerment and Organizational Trust

The results indicate that psychological empowerment significantly affects organizational trust. Specifically, the regression analysis shows that the dimensions of Meaning and Impact significantly influence trust in the manager, trust in co-workers, and trust in the organization. These findings support Hypotheses H1.1, H1.4, H1.5, H1.8, H1.9, H1.10, and H1.12, while Competence and Self-determination do not significantly impact these aspects of trust, thus not supporting Hypotheses H1.2, H1.3, H1.6, H1.7, and H1.11. These findings align with McGregor's Theory Y, which emphasizes that psychological empowerment fosters innovation and trust by involving employees in decision-making processes (McGregor, 1960). This is further supported by Velthouse and Thomas's model, which highlights that empowerment enhances trust

through meaningful work and a sense of impact (Thomas & Velthouse, 1990). The significant effects of Meaning and Impact are also consistent with Herzberg's Two-Factor Theory, which suggests that enhancing positive feelings and participation increases satisfaction levels among workers (Herzberg, 1968).

Motivation and Organizational Trust

The regression analysis confirms that motivation significantly impacts trust in co-workers and managers, supporting Hypotheses H3.2 and H3.3. This indicates that motivated employees are more likely to trust their co-workers and managers. The model fit indices, including CFI and RMSEA, validate the robustness of these findings. These results are consistent with studies by Berraies (2014) and Moye et al. (2005), which found that job empowerment and motivation significantly enhance trust, performance, and innovation. The positive impact of motivation on organizational trust is also aligned with Herzberg's Two-Factor Theory and Ouchi's Theory Z, which emphasize the importance of a supportive work environment and mutual trust (Herzberg, 1968; Ouchi, 1981).

Mediating Role of Motivation

The mediating role of motivation was examined, but the results show that it does not significantly mediate the relationship between psychological empowerment and organizational trust. Although psychological empowerment significantly impacts organizational trust, and motivation also significantly impacts organizational trust, the direct effect of motivation on organizational trust is not statistically significant. This indicates that motivation does not mediate the relationship between psychological empowerment and organizational trust, thus not supporting Hypothesis H4. However, motivation partially mediates the relationship between certain dimensions of psychological empowerment and trust in the organization, co-workers, and managers. Specifically, the mediation analysis reveals that:

- H4.1: Motivation partially mediates the relationship between Meaning and trust in the organization.
- H4.2: Motivation partially mediates the relationship between Meaning and trust in co-workers.
- H4.3: Motivation partially mediates the relationship between Meaning and trust in the manager.

- H4.4, H4.5, H4.6: Motivation fully mediates the relationship between Competence and trust in the organization, co-workers, and managers, respectively.
- H4.7: Motivation partially mediates the relationship between Self-determination and trust in the organization.
- H4.8: Motivation fully mediates the relationship between Self-determination and trust in co-workers.
- H4.9: Motivation partially mediates the relationship between Self-determination and trust in the manager.
- H4.10: Motivation does not mediate the relationship between Impact and trust in the organization.
- H4.11: Motivation partially mediates the relationship between Impact and trust in co-workers.
- H4.12: Motivation partially mediates the relationship between Impact and trust in the manager.

These findings are supported by Carol et al. (1989), Bandura (1989), Deci, Connell, and Ryan (1989), and Ashforth (1989), who emphasize the roles of Meaning, Competence, Self-determination, and Impact in influencing organizational outcomes through motivation. The findings suggest practical implications for university administrators and policymakers. Enhancing psychological empowerment can foster greater organizational trust and motivation among employees. Implementing empowerment initiatives, such as professional development programs and participatory decision-making processes, can significantly improve organizational trust. Understanding the specific dimensions where motivation mediates the relationship between empowerment and trust can help tailor interventions more effectively.

Conclusion

The study explored the intricate relationships among psychological empowerment, organizational trust, and the mediating role of motivation within the context of Gharyan University in Libya. This research aimed to fill a gap in the existing literature, particularly in the Libyan context, and to provide valuable insights into how psychological empowerment can influence organizational trust and the

potential mediating effects of motivation. The findings of this research confirm the significant positive impact of psychological empowerment on organizational trust, aligning with previous studies (e.g., Albrecht & Andreetta, 2019; Kim & Beehr, 2018). The results demonstrated that employees and faculty members who perceive themselves as psychologically empowered are more likely to develop trust within their organization. This relationship is statistically significant and supported by a robust regression model, validating the initial hypothesis (H1). Furthermore, the study establishes that psychological empowerment significantly and directly affects motivation (H2). This finding is consistent with the work of Deci and Ryan (2020), highlighting the importance of fostering a psychologically empowering environment to enhance employee motivation. The satisfactory fit of the regression model reinforces the validity of this relationship. Motivation also emerged as a significant predictor of organizational trust (H3). This indicates that motivated employees are more likely to trust their organization, corroborating the findings of Meyer and Gagné (2018). The statistical significance and satisfactory model fit of this relationship underline the critical role motivation plays in organizational trust dynamics. However, the hypothesized mediating role of motivation in the relationship between psychological empowerment and organizational trust (H4) was not fully supported. While motivation significantly mediates some aspects of this relationship, such as the influence of meaning and competence on various dimensions of trust (H4.1, H4.2, H4.3, H4.4, H4.5, H4.6, H4.7, H4.8, H4.9, H4.11, and H4.12), it does not mediate the relationship between impact and organizational trust (H4.10). This nuanced finding suggests that while motivation can enhance the effects of psychological empowerment on trust, its mediating role is context-dependent and varies across different dimensions of trust and empowerment components. In summary, this study underscores the importance of psychological empowerment in fostering organizational trust and highlights the complex mediating role of motivation. These findings provide valuable implications for university administrators and policymakers aiming to enhance organizational trust through empowerment and motivation strategies. Future research should continue to explore these relationships in different cultural and organizational contexts to further validate and expand upon these findings.

Suggestion And Recommendation

After the results obtained from our study, most of which were satisfactory and statistically insignificant, we arrived at a set of recommendations of interest to universities, higher education, and researchers, especially in Libya, and one of the most important benefits of empowerment is increasing motivation to accomplish work through employees' sense of personal competence. Psychological empowerment also helps workers interact among themselves and with each other and between them and their superiors, which works to reduce problems between workers in the organization. Therefore, we must consider, Benefits of motivation it increases a person understands of himself and others. It helps us predict the behavior of others; also the benefits of organizational trust are increased creativity. Accordingly, organizational trust between individuals and groups is considered an essential factor in the process of development and organized change built on solid and stable foundations, and achieving achievements characterized by comprehensive quality, which leads to the progress and prosperity of society, therefore we recommend the following:

- Administrators must support employees and faculty members to understand the topic of psychological empowerment, as well as organizational trust and motivations, which are completely variable, including creating training courses and seminars on these topics.
- Focusing on the variable of psychological empowerment because it is considered new in developing countries, especially in Libya.
- Laws and legislation must be put in places that protect employees and faculty members in order to achieve the goals of psychological empowerment, as well as organizational motivation and organizational trust.
- It is crucial for university administrators to develop and implement comprehensive psychological empowerment programs. These programs should focus on increasing employees' sense of competence, self-determination, meaning, and impact in their roles. Workshops, seminars, and professional development courses can be instrumental in achieving this goal.
- Building trust within the organization should be a priority. This can be achieved by fostering a transparent communication culture, involving employees in decision-making processes, and recognizing and rewarding their

contributions. Trust-building initiatives should be tailored to enhance trust in managers, co-workers, and the organization as a whole.

- Given the significant role of motivation in mediating the relationship between psychological empowerment and organizational trust, it is essential to develop strategies that enhance employee motivation. This can include creating a supportive work environment, providing clear career advancement paths, and offering both monetary and non-monetary incentives.
- Continuous training and development are vital for keeping employees motivated and empowered. Universities should invest in training programs that not only enhance job-related skills but also focus on personal development and psychological well-being.
- Universities should strive to create a culture where psychological empowerment and organizational trust are deeply ingrained. This involves regular communication about the importance of these values and integrating them into the university's policies and practices.
- Recognizing the unique socio-political context of Libya, it is important for university leaders to address external factors that may impact employee motivation and trust. Efforts should be made to create a stable and supportive work environment despite external challenges.
- Effective recognition and reward systems should be put in place to acknowledge employees' efforts and achievements. This can significantly boost motivation and trust, leading to better organizational outcomes.
- Interventions should be customized to address the specific needs of different departments and employee groups within the university. By understanding the unique challenges and motivations of various groups, more effective empowerment and trust-building strategies can be developed.
- From the results we obtained, most of which were satisfactory, we see that the three variables are important and each affects the other. Through the benefits that we mentioned previously for the three variables, from my point of view, psychological empowerment must be linked to other variables in organizational behavior, such as personality, attitudes, communication, culture, leadership, team, values, diversity, job satisfaction, creativity, stereotypes and other pillars of organizational behavior in order to obtain new results.

- Organizations must re-educate their employees on building trust within organizations.
- Spreading a culture of psychological empowerment, organizational trust and motivation, which in turn will affect organizational effectiveness.
- Building development and training programs for individuals in labor organizations to understand the goals and objectives of psychological empowerment, organizational trust, and motivations, especially the issue of psychological empowerment because it is considered new in Libya.
- Respect and take into account the motivations and behavior of employees; So that the topic of psychological empowerment is understood because it is modern.
- Directing institutions towards empowerment rather than centralization to provide a sound work environment free of conflict.
- The contribution of this research is great and very useful to society and the world, as the variables of the study are psychological empowerment, organizational confidence, and motivations that are very important to the needs of employees.
- Senior officials must explain the importance, points, and strength of psychological empowerment in the simplest ways so that psychological empowerment achieves its goals and objectives.
- Universities must overcome the obstacles related to the variables of the current study.
- The State of Libya must benefit from the developed countries that conducted research in this current study.
- The researcher recommended improving work efficiency through psychological empowerment.
- The researcher recommend empowerment because it increases levels of organizational trust and respect between work units.
- The researcher recommend psychological empowerment because it raises levels of administrative influence and creativity.
- The researcher recommends psychological empowerment because it raises profit levels and reduces costs.
- The researcher recommend it because it increases belonging within the work.

- The researcher recommend development and training because psychological empowerment is only achieved through development and training.
- The researcher recommend that attention be paid to strengthening the feelings of workers in organizations and attention from senior management regarding the issue of psychological empowerment.
- The current study should be applied to some ministries other than education, such as agriculture and industry.
- Attention must be paid to the mechanisms of material and moral motivation, wages, and justice.
- Paying attention to practices that support participation opportunities through direct communication between higher administrative levels and encouraging them to discuss, exchange ideas and information, spread the spirit of initiative, and change the current situation through work and participation in decision-making.
- Enhancing employees' awareness of the importance of psychological empowerment.
- Management's interest in trends towards psychological empowerment.
- Establishing mechanisms for regular feedback can help identify areas for improvement and ensure that empowerment and trust-building initiatives are effective. Encouraging an open dialogue between management and employees can foster a more inclusive and trusting organizational culture.
- Further research should be conducted to explore additional mediators and moderators in the relationship between psychological empowerment, motivation, and organizational trust. This can provide deeper insights and help refine strategies for organizational improvement.

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LIST OF ATTACHMENTS

Appendix A-1-

Dear Participant,

This survey is part of a dissertation (PhD.) research in the Business Administration program at the Karabuk University, Turkey (Connell et al., 2003); (Ferres, 2002); (Spreitzer, 1995); (Wright, 2004). This research deals with employees' perceptions of various aspects of their work. Your participation in completing this survey is purely voluntary, and the results will not be shared with anybody. Your participation is completely anonymous there is no need to include your name on this survey. The survey should take about 5-6 minutes to complete.

Thank you very much for your help!

Omar ALWASEEF
PhD. Candidate in Business Administration
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Department of Business Administration, Faculty of
Business
Karabuk University

Demographic Information	
Please answer the following questions about yourself.	
1.what is your gender?	<input type="checkbox"/> female <input type="checkbox"/> male
2. what is your age?
3.what is your education?	<input type="checkbox"/> high school graduate <input type="checkbox"/> associate degree <input type="checkbox"/> bachelor's degree <input type="checkbox"/> Master's or doctorate degree
4.what is your marital status?	<input type="checkbox"/> married <input type="checkbox"/> single
5.what is your role at your university?	<input type="checkbox"/> academic staff <input type="checkbox"/> administrative staff
6.how long have you been working at your university? years months

The following statements are designed to measure your general impressions of <u>psychological empowerment</u> . Please, rate the degree to which you AGREE or DISAGREE with each statement. (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
	1.The work I do is very important to me.	(1)	(2)	(3)	(4)
2.My job activities are personally meaningful to me.	(1)	(2)	(3)	(4)	(5)
3.The work I do is meaningful to me.	(1)	(2)	(3)	(4)	(5)
4.I am confident about my ability to do my job.	(1)	(2)	(3)	(4)	(5)
5.I am self-assured about my capabilities to perform my work activities.	(1)	(2)	(3)	(4)	(5)

6.I have mastered the skills necessary for my job.	(1)	(2)	(3)	(4)	(5)
7.I have significant autonomy in determining how I do my job.	(1)	(2)	(3)	(4)	(5)
8.I can decide on my own how to go about doing my work.	(1)	(2)	(3)	(4)	(5)
9.I have considerable opportunity for independence and freedom in how I do my job.	(1)	(2)	(3)	(4)	(5)
10.My impact on what happens in my department is large.	(1)	(2)	(3)	(4)	(5)
11.I have a great deal of control over what happens in my department.	(1)	(2)	(3)	(4)	(5)
12.I have significant influence over what happens in my department.	(1)	(2)	(3)	(4)	(5)

The following statements are designed to measure your general impressions of your <u>work motivation</u> . Please, rate the degree to which you AGREE or DISAGREE with each statement. (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.I put forth my best effort to get my job done regardless of the difficulties.	(1)	(2)	(3)	(4)	(5)
2.I am willing to start work early or stay late to finish a job.	(1)	(2)	(3)	(4)	(5)
3.It has been <u>hard for me</u> to get very involved in my current job.	(1)	(2)	(3)	(4)	(5)
4.I probably <u>do not work</u> as hard as others who do the same type of work.	(1)	(2)	(3)	(4)	(5)
5.I do extra work for my job that isn't really expected of me.	(1)	(2)	(3)	(4)	(5)
6.Time seems to drag while I am on the job.	(1)	(2)	(3)	(4)	(5)

The following statements are designed to measure your general impressions of your <u>organizational trust</u> . Please, rate the degree to which you AGREE or DISAGREE with each statement. (1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.There is a widely held belief that my organization is moving forward for the better.	(1)	(2)	(3)	(4)	(5)
2.I have positive feelings about the future direction of my organization.	(1)	(2)	(3)	(4)	(5)
3.I honestly express my opinion at my organization with the knowledge that employee views are valued.	(1)	(2)	(3)	(4)	(5)
4.I think that my organization offers a supportive environment.	(1)	(2)	(3)	(4)	(5)
5.I believe that my organization recognizes and rewards employees' skills and abilities.	(1)	(2)	(3)	(4)	(5)
6.It is generally accepted that my organization takes care of employee interests.	(1)	(2)	(3)	(4)	(5)
7.I perform knowing that my organization will recognize my work.	(1)	(2)	(3)	(4)	(5)
8.I think that processes within my organization are fair.	(1)	(2)	(3)	(4)	(5)
9.Employees commonly believe that they are treated fairly at my organization.	(1)	(2)	(3)	(4)	(5)
10.I act on the basis that my organization follows plans with action.	(1)	(2)	(3)	(4)	(5)
11.I feel that information can be shared openly within my organization.	(1)	(2)	(3)	(4)	(5)
12.I feel I can trust my co-workers to do their jobs well.	(1)	(2)	(3)	(4)	(5)
13.I proceed with the knowledge that my co-workers are considerate of my interests.	(1)	(2)	(3)	(4)	(5)
14.I believe that my co-workers will support me if I have problems.	(1)	(2)	(3)	(4)	(5)

15. Most employees at this organization believe that co-workers are reliable.	(1)	(2)	(3)	(4)	(5)
16. I feel confident that my co-workers appreciate my good work.	(1)	(2)	(3)	(4)	(5)
17. I feel that my co-workers are truthful in their dealings with me.	(1)	(2)	(3)	(4)	(5)
18. I think that my co-workers act reliably from one moment to the next.	(1)	(2)	(3)	(4)	(5)
19. I will act on the foundation that my co-workers display ethical behavior.	(1)	(2)	(3)	(4)	(5)
20. Most employees at this organization believe that co-workers will be supportive if problems arise.	(1)	(2)	(3)	(4)	(5)
21. I believe that my co-workers give me all the information to assist me at work.	(1)	(2)	(3)	(4)	(5)
22. Employees at this organization generally feel that co-workers appreciate their good work.	(1)	(2)	(3)	(4)	(5)
23. I behave on the basis that my co-workers will not disclose personal information.	(1)	(2)	(3)	(4)	(5)
24. I feel that my supervisor listens to what I have to say.	(1)	(2)	(3)	(4)	(5)
25. I proceed on the basis that my supervisor will act in good faith.	(1)	(2)	(3)	(4)	(5)
26. I act on the basis that my supervisor displays integrity in his/her actions.	(1)	(2)	(3)	(4)	(5)
27. I think that my supervisor appreciates additional efforts I make.	(1)	(2)	(3)	(4)	(5)
28. I act knowing that my supervisor will keep his/her word.	(1)	(2)	(3)	(4)	(5)
29. I believe that my supervisor follows through promises with action.	(1)	(2)	(3)	(4)	(5)
30. I feel that my supervisor is available when needed.	(1)	(2)	(3)	(4)	(5)
31. I believe that my supervisor keeps personal discussions confidential.	(1)	(2)	(3)	(4)	(5)
32. I feel that my supervisor trusts his/her employees to work without excessive supervision.	(1)	(2)	(3)	(4)	(5)
33. Employees generally believe that management provides honest answers.	(1)	(2)	(3)	(4)	(5)
34. It is frequently acknowledged by employees of this organization that their immediate supervisors reward those who perform well.	(1)	(2)	(3)	(4)	(5)
35. Most people at this organization feel comfortable with their immediate supervisors.	(1)	(2)	(3)	(4)	(5)

Thank you for your participation!

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