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Research Paper

The Effect of Conscious Leadership on Psychological Empowerment: an Exploratory Study of the Opinions of the Teaching Staff at Duhok Polytechnic University

Hadi Kh. Ismael[1] , Wafaa S. Ibrahim[2]
[1] Administration Duhok polytechnic university-Duhok
[2] Technical collage of administration Duhok-Duhok polytechnic university

Corresponding author: Wafaa S. Ibrahim, Technical collage of administration Duhok-Duhok polytechnic university
wafa.ibrahim@dpu.edu.krd

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Abstract

The main objective of this study is to tests and analyzes the role of effect of conscious leadership on psychological empowerment of university teaching staff. Three dimensions of conscious leadership were adopted, namely: self- consciousness, social-relation consciousness, and situation consciousness. While four dimensions of psychological empowerment were, adopt, namely: Meaning, competence, self-determination, and impact.

The population of the study consists of teaching staff in Duhok polytechnic university at Kurdistan region of Iraq. The study tool is a questionnaire used to collect data from the respondents, one for conscious leadership and the second for psychological empowerment. The sample of this study was (173) teaching staff, Data were analyzing using SPSS software version 24, and Regression analysis was used to test the hypotheses of the study.

The results confirmed that Conscious leadership positively predicts university teaching staff' psychological empowerment. Furthermore, the finding suggested that among the dimensions of conscious leadership, social-relational consciousness is the most significant predictor of psychological empowerment. Based on the results of the study, a number of recommendations were presented, including the need for university administrative leaders to adopt a conscious leadership style in order to enhance the psychological empowerment of university teaching staff. Recommendations were also made for future studies in light of the study's limitations.

Key words:
Conscious leadership, self-consciousness, social-relational consciousness, situational consciousness, psychological empowerment.

مجلة

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(TANRA): مجلة علمية، فصلية، دولية، مفتوحة الوصول، محكمة.

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اثر القيادة الواعية في التمكين النفسي- دراسة استطلاعية لآراء الملاكات التدريسية في جامعة دهوك التقنية

هادي خليل اسماعيل[١]؛ وفاء سلمان ابراهيم[٢]

[١] المعهد التقني الإداري–جامعة بولي تكنيك دهوك–دهوك

[٢] الكلية التقنية الإدارية، جامعة بولي تكنيك دهوك–دهوك

المؤلف المراسل: وفاء سلمان ابراهيم ، الكلية التقنية الإدارية، جامعة بولي تكنيك دهوك-دهوك

wafa.ibrahim@dpu.edu.krd

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المستخلص

تهدف الدراسة الحالية إلى اختبار وتحليل أثر القيادة الواعية في التمكين النفسي لدى الملاكات التدريسية في جامعة دهوك التقنية . تم اعتماد ثلاثة أبعاد للقيادة الواعية وهي : الوعي بالذات ، الوعي بالعلاقات الاجتماعية ، والوعي بالموقفي، في حين تم اعتماد أربعة أبعاد للتمكين النفسي وهي : المعنى ، الكفاءة ، الشعور بالاستقلالية، والتأثير. يتكون مجتمع الدراسة من الملاكات التدريسية في جامعة دهوك التقنية – إقليم كردستان العراق. تم استخدام الاستبانة لجمع البيانات من المبحوثين. بلغت عينة الدراسة (١٧٣) محاضراً ، وتم تحليل إجاباتهم باستخدام البرنامج الاحصائي SPSS أصدار 24 ، واعتمد تحليل الانحدار لاختبار فرضيات الدراسة . وأكدت النتائج أن على وجود علاقة إيجابية بين القيادة الواعية والتمكين النفسي، علاوة على ذلك ، أشارت النتائج إلى أنه من بين أبعاد القيادة الواعية ، فإن الوعي بالعلاقات الاجتماعية هو أهم أبعاد القيادة الواعية كمؤشر على التمكين النفسي. وبناءً على نتائج الدراسة تم عرض عدد من التوصيات من بينها ضرورة قيام القيادات الإدارية بالجامعة بتبني أنمط القيادة الواعية بهدف تعزيز التمكين النفسي للمحاضرين في لجامعة . كما تم تقديم توصيات للدراسات المستقبلية في ضوء محددات الدراسة.

الكلمات الرئيسة

القيادة الواعية ، الوعي الذاتي ، الوعي بالعلاقات الاجتماعية ، الوعي بالموقف ، التمكين النفسي.

INTRODUCTION

In light of the rapid changes in the business environment represented by globalization, technical developments, competition, and complexity, a set of concepts and models have been developed on how organizations are understood and their context, and what people feel and expect from organizations. Therefore, many organizations have sought to undergo structural changes by abandoning traditional leadership methods and introducing conscious leadership as one of the most modern theories of leadership characterized by self-consciousness, social-relation consciousness, and situation consciousness that can face the environment situation challenges, and capable of achieving success for modern organizations.

On the other hand, psychological empowerment as a modern entrance to motivation has become an important topic in management science, organization science, and organizational behavior. And because of rapid changes, technological developments, and the intensity of competition between organizations, psychological empowerment has become more important to organizations than ever before (Ouliaei, et al, 2017). The psychological empowerment of workers is important in an environment characterized by rapid change and extreme complexity because it contributes to achieving positive results and improving work performance as well as achieving an increase in productivity(Suleman, et al, 2021; 29, 73).

Modern organizations need confident employees, especially in times of increased competition, and empowerment is the appropriate solution to achieve this need. Therefore, the importance of leadership in achieving empowerment appeared because the issues of providing support and giving freedom are closely related to leadership. When a leader decides to share information and authority with employees, it is clear that leadership styles will contribute to the employee's feeling of strength and positive feelings. Accordingly, the main objective of the study is to reveal the role of conscious leadership in achieving psychological empowerment among university teaching staff. Therefore, this study seeks to answer the following two questions:

1. What is the level of the availability of conscious leadership dimensions among academic leaders at Duhok Polytechnic University?
2. What is the level of the availability of psychological empowerment dimensions among teaching staff at Duhok Technical University?
3. Does conscious leadership affect psychological empowerment among university teaching staff?
4. Which dimension of conscious leadership (Self- consciousness, Social consciousness, and situation consciousness) are ranks first in terms of its effect on psychological empowerment among university teaching staff?

The motivations for conducting this study are:

Psychological empowerment among employees has been greatly affected by the outbreak of COVID-19, which has led to a decrease in the performance of employees and their creativity (Yuni & Muafi, 2020).

The teaching staff is one of the most important components of the university, which can play an important role in achieving its goals. They are responsible for the implementation of the main activities of the university represented in education, scientific research, and authorship. Their performance is an important pillar in the development of the university. Therefore, the psychological empowerment of the teaching staff must be achieved to be able to perform their tasks with high quality.

The concept of conscious leadership is one of the modern concepts in the management literature, and although many field studies examined the relationship between leadership styles and employee's psychological empowerment (Abdul Sattar & Saaed, 2019), there is a scarcity of field studies that examine the relationship between conscious leadership style and employee's psychological empowerment especially within higher education (Jones, 2012).

According to the researcher's knowledge, in the Iraqi environment, no study examined the relationship between these two variables.

THEORETICAL REVIEW

Conscious leadership

Conscious leadership is one of the most modern theories of leadership. (Anderson & Anderson) is one of the first researchers to plant a seed for the first time in administrative science, then (Renesch) is the spiritual father of this theory, which contributed to its emergence in administrative fields based on Maslow's theory of needs, the deeper the self-exploration, the closer one gets to self-realization, which the leader should be able to achieve by being aware that conscious action makes one conscious (Abdul Sattar & Saaed, 2019). Conscious leadership involves a process in which the leader takes into account the elements of long-term and short-term leadership effectiveness when exercising leadership. According to this perspective, all members of the organization can actively participate in a common approach to leadership and learn how the organization becomes more collaborative, which in turn promotes accountability and personal responsibility group, and facilitate the process of group reflection, reflection, and decision-making (Jones and Brazdau, 2015).

As for the dimensions of situational leadership, the authors consider that facing environmental challenges requires leaders to possess three characteristics that constitute the dimensions of situational leadership, which are self-consciousness, social-relations consciousness, and situation consciousness (Ismail & Khalid, 2021; Abdul Sattar & Saaed, 2019; Brazdau, et al, 2014; Jones, 2012).

- **Self- consciousness:** It can be defined for an individual, as the awareness of his/her own body in a time-space continuum and its interactions with the

environment – including others (Keromnes, et al., 2019). It flourishes through their depth connection to themselves, relying on their inspiration, focus, and strength in life and humanity. A conscious leader chooses and exercises his tasks consciously, fully aware of his values and those of others (Hayden, 2017). Recent studies in the field of management science have recently indicated that employees who have a high level of self-consciousness are clearly and transparently aware of themselves, and they become more self-confident and more creative in their work (Abdul Sattar & Saaed, 2019).

- **Social-relation consciousness**: Refers to the leader's ability to be conscious of human relations and communication with employees of the organization with whom he interacts as a member of the organization (Abdul Sattar & Saaed, 2019). The leader must be conscious of the benefits for all subordinates and take responsibility for the results and impact of his plans and actions in the short and long term (Marincic & Maric, 2018). This does not mean only attending or presenting physically, but leaders must listen carefully, control and defend their positions bodily, provide opportunities, and take responsibility for others (Suifan et al., 2020).
- **Situation consciousness**: Situation refers to immediate or contextual surroundings, and consciousness means discerning apprehension; thus, it is the discerning apprehension of immediate surroundings. Situational consciousness is a phrase that refers to an insightful awakening with the explicit-tacit recognition of what is happening in the now moment in a particular circumstance (Parse, 2018). It expresses leadership's possession of knowledge about factors affecting performance and implementation of strategies, and how to adjust leadership strategies according to the situation (Ismail & Khalid 2021).

Psychological empowerment

The term empowerment in the social sciences refers either to the leader's empowerment of the followers or to the psychological state of the followers resulting from the leader's behavior (Dajani and Mustafa, 2021). The term psychological empowerment which originated in industrial psychology refers to an individual's strong motivation to do work that reflects the presence of a sense of self-control about the active and active participation of the individual in work (Qian and Fangfang, 2021). Knezovic & Musrati, (2018) defines Psychological empowerment as a strong and self-conscious feeling of the employee to carry out the tasks of his job. It also expresses the process by which feelings of self-efficacy are aroused among employees and that removes all factors that hinder performance (Iqbal et al., 2020). Handayani (2020) describes psychological empowerment as a psychological trait, or it is a state of motivational perception created by an individual through an organizational environment that reflects the personality of an individual.

The importance to consider the Psychological process is that is seen as an approach utilized in developing a flexible firm that possesses the capacity for withstanding changes that may come from the external environment (Sani et al, 2021). Saira (2019) indicates that Employees can be motivated psychologically by increasing a sense of personal control and work participation in achieving organizational goals. Suifan et al., (2020) confirmed that psychological empowerment is an enhancer of leadership's effect on job-related outcomes of employees. An Irfan & Islam (2021) point out that psychological empowerment supports a sense in their employees, which encourages them to accept their accountability and responsibilities, finally leading them to engage in their work. Empowered employees report less contradiction and ambiguity in their tasks and experience more control in the workplace. They think this decreases emotional restriction.

As for the dimensions of Psychological empowerment, most authors are agreeing on four dimensions, which are Meaning, competence, self-determination, and impact (Van der, et al., 2021; Yuni and Muafi, 2020; Safrizal, et al, 2020; Zorlu, et al, 2019).

Meaning: It refers to the extent to which the individual perceives the job he does as important to the organization, and this means that it reflects the individual self-evaluation of the job he performs for himself and his or her organization, and thus leads to an increase in his loyalty to his job, role, and work (Van der, et al., 2021).

Competence: It refers to the degree to which the individual feels that he can perform his job tasks, and this reflects the individual's self-belief that he has the self-efficacy, skills, experiences, and abilities necessary to accomplish his tasks efficiently and effectively (Ayoub et al., 2018), and it also reflects the extent to which the individual believes that he can optimally use the organization's resources in the performance of its tasks (Yuni & Muafi, 2020)

Self-determination (autonomy): It refers to the degree to which the individual believes that he has the independence and freedom in carrying out his tasks, has sufficient authority to make decisions related to the requirements of his job, can control and influence the management, strategies, and operational results of his job, and as well as, has the autonomy to choose his career and professional future. (Yuni & Muafi, 2021).

Impact: Is the employee's perception about his ability to affect the organization and its performance (Zorlu, et al, 2019). If employees do not have a sense of progress toward goals, they will not feel empowered; therefore, they need to have a belief that their work is influencing administrative, strategic, and effective results in the workplace (Abdulrab, et al., 2017.) This means that employees

perceived that they may have real power to control and self-influence on or their jobs and organizational outcomes and strategies (Yuni &Muafi, 2021).

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Leadership is one of the main factors that affect the organization's decisions and organizational behavior, leaders are responsible for achieving empowerment in the workplace, they are also responsible for allocating tasks to employees and providing appropriate conditions for completing tasks, they can convince employees of the importance of the jobs they perform and the impact of those jobs on organizational performance, therefore leadership is one of the most important factors that affect the psychological empowerment of employees *(O*uliaei et al, 2017). Leaders are responsible for empowering their employees, they help employees to gain self-confidence, perceived the importance of their work, and provide freedom in conducting their work (Van der al. 2021; Yuni and Muafi, 2020; Khan, et al, 2020).

According to Safrizal, et al., (2020) Leaders play an important role in achieving the psychological empowerment of employees, because leaders can meet the needs of employees by providing material and informational resources to employees so that they can perform their jobs. They also give them sufficient flexibility, appropriate support, and appropriate advice to solve work problems, and all this will contribute to creating feelings of self-esteem and self-respect in employees, as they will feel their importance and the importance of the job they perform, thus, psychological empowerment of employees is achieved (Guerrero et al., 2018).

Leaders seek to enhance psychological empowerment among creative and distinguished employees, as they represent the intellectual capital of the organization, and they are its most important assets Accordingly, all contemporary organizations, regardless of their field of activity, the nature of their objectives, and the markets in which they operate, seek to try to retain highly qualified employees who can improve the organization's performance and production efficiency(Suleiman, et al., 2021). Dobre, (2013) believes that one of the important methods that contemporary organizations can adopt in facing and overcoming the challenges they face is psychological empowerment of employees and enhancing their level of job satisfaction., to overcome these organizational challenges, organizations must establish potential and encouraging relationships with their employees and ensure their job satisfaction. Accordingly, psychological empowerment has become one of the important topics in the field of leadership (Park, et al., 2017).

The results of previous studies indicated that there is a significant relationship between leadership style and the psychological empowerment of employees (Fong & Snape, 2015). Numbers of studies have confirmed that conscious leader mostly works to achieve psychological empowerment among their followers (Allameh et al.,

2012; Dinh et al., 2014). Conscious leaders psychologically support employees when they improve positive behavior and attitudes among them in the workplace (Shareef & Atan, 2019). In addition, the results indicate that employees who work with conscious leadership will feel more competent, as they are provided the autonomy to encourage self-regulation and enhance their self-confidence to perform well at their work (Israr & GAO, 2018). Empowered employees with high self-efficacy and competence will exert more energy and dedication toward performing their tasks better (Macsinga, et al., 2015; Stander& Rothmann, 2010). The results of a study by Abdulrab, et al., (2017) suggested that the leadership of public universities need to focus on enhancing the level of psychological empowerment among the academic staff to promote their workplace behaviors, which, in turn, will enhance the performance and effectiveness of the public universities.

Based on the results of previous studies and the subject literature a conceptual framework for the current study is formulated to explain the nature of the relationship between conscious leadership and its dimensions, and psychological empowerment and its dimensions. Figure 1 shows the conceptual framework of the study.

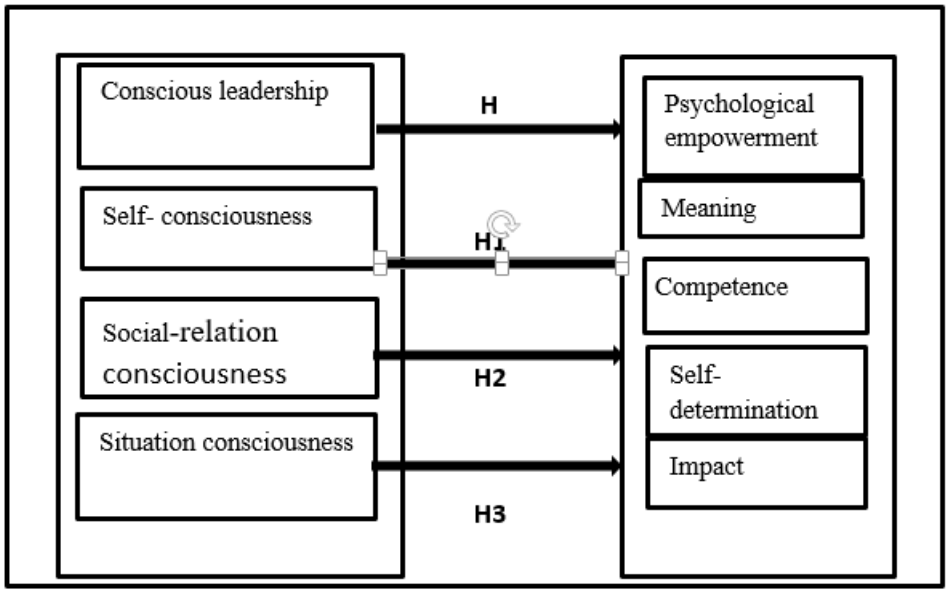


Figure 1. Conceptual framework of the study

The main hypothesis of this study (H) is: conscious leadership positively predicts university teaching staff's psychological empowerment. From the main hypothesis, we propose the following sub-hypotheses:

The first sub-hypothesis (H1): Self- consciousness will positively predict university teaching staff' psychological empowerment.

The second sub-hypothesis (H2): Social-relation consciousness will positively predict university teaching staff' psychological empowerment.

The third sub-hypothesis (H3): Situation consciousness will positively predict university teaching staff' psychological empowerment.

METHODOLOGY

Research design

To investigate the nature of the relationship between conscious leadership and psychological empowerment, the current study is characterized as a descriptive-analytical approach, as it is appropriate to the nature of the current study.

Participants

Data collection was limited to university teaching staff at Duhok polytechnic university (DPU), Kurdistan Region of Iraq, in the academic year 2021-2021(N=301). 180) surveys were distributed during October and November 2021, of which (173) were valid for analysis, i.e. with a response rate (of 96%).

The approval of the research center at DPU was obtained before distributing the questionnaire to the respondents. To avoid bias, the following Procedure were taken: firstly, sending questionnaires with a cover letter via email and using a face-to-face method for data collection, second, the purpose of the questionnaire was explained to the respondents, and it was confirmed that their answers would remain confidential and would only be used for scientific research purposes. We explained the purpose of the survey and assured the participants that their answers would remain confidential. Third .the participants were also asked not to write their names on the questionnaire, and whether they were free to participate in the questionnaire or not.

Males constituted the majority of the respondents, with a percentage of (71%) males, while the percentage of females was (29%) of the respondents. The age group of 35-45 years constituted the majority of respondents (55%). The majority of respondents are holders of a master's degree, with a percentage of (72%) holding a master's degree, while those with a doctorate are (28%).e Regarding years of service as a lecturer at DPU university, the majority have been working for over (5) years (62%). Regarding, the scientific title, (42%) were assistances lectures, (28%) were lecturing, (24%) were assistances professors, and (6%) were a professor.

Instrument

The study utilized modified questionnaire forms adapted from the previous studies in the literature for measuring university teaching staff' perceptions of their leader adopting a conscious leadership style, and their psychological empowerment. Conscious leadership style was measured by 21 items adapted from jones's (2012)

scale, and the Consciousness Quotient Inventory scale developed by Brazuca et al, (2014); this variable was developed in three dimensions: Self- consciousness, Social consciousness, and situation consciousness; each dimension had 7 items. Higher Scores referred to higher levels of conscious leadership style. Based on Spreitzer's (1995) scale, psychological empowerment was measured by 16 items; four dimensions were adopted for this variable, which are Meaning, competence, self-determination, and Impact; each dimension was measured using (4) items.

Questionnaire items were formulated according to a five-point Likert scale, which ranges from (1) strongly disagree to (5) strongly agree. Before distributing the questionnaire to the respondents, it was distributed to the respondents using the official email of the university, as this study was conducted during the outbreak of Covid-19. SPSS program version (22) was adopted for data analysis.

Reliability and normality test

To assess the internal consistency between the items used in the questionnaire, Cronbach's alpha coefficient was calculated for all items of the study scales separately to assess the internal consistency between the items used in the questionnaire, and it is clear from the data in Table 1 that these values ranged from (0.65) to (0.92). Accordingly, the scales have an acceptable level of reliability.

The normality distribution of the collected data was examined using kurtosis and skewness. According to the results in table 1, the maximum value of kurtosis was (4. 879), and the values of skewness were ranged between (-0.198) and (-0.651). Thus, the distribution of the data used in this study was at normal levels. According to Kline (2011), the acceptable values of kurtosis are 7 or below, and the accepted values of skewness range between -3 and 3.

Table: 1 Reliability and Normality Test

Scale	Number of item	Cronbach 's alpha	Skewness	Kurtosis
Conscious leadership scale				
Self-consciousness	7	0.78	-1.198	3.118
Social-relation consciousness	7	0.87	-.651	.465
Situation consciousness	7	0.84	-.883.	1.003
Total conscious leadership	21	0.92	-.908	1.960
Psychological empowerment scale				
Meaning	4	0.65	-.743	2.546

Competence	4	0.63	-.648	2.348
Self-determination	4	0.66	-.822	2.051
Impact	4	0.70	-.984	3.051
Total psychological empowerment	16	0.87	-1.128	4.879

Descriptive statistics and correlation

Mean values and Standard deviation (Std.) of the respondents' scores for the questionnaire items were categorized into five levels that are: very low (Mean values equal or less than 1.80), low (Mean values between 1.80 and less than 2.60), moderate (Mean values between 2.60 and less than 3.40), High (Mean values between 3.40 and less than 4.20), and Very High (Mean values of 4.20 or higher). According to the results, the mean value (total score) was 3.63 for conscious leadership which was fall at a high level. Each dimension of consciousness had a score higher than 3.40 score which fell into high level. The highest importance level was for self-consciousness (Mean =3.68, Std. = 0.62), while, the lowest importance level was for a consciousness of the situation (Mean =3.65, Std. =0.64). The mean value of Psychological Empowerment (total score) was (4.02) and rank high level. Each dimension of Psychological Empowerment had a score higher than 3.40 which fell into high level. The highest importance level was for Self-determination (Mean=3.65, Std. =0.64), while, the lowest importance level was for Competence (Mean=3.65, Std. =0.64).

Pearson Correlation (R) was used to investigate the correlation between the study variables. According to the results in Table 2, conscious leadership has a significant positive relationship that exists between conscious leadership and psychological empowerment (R=0.43). A significant and positive relationship also exists between the dimensions of conscious leadership (self-consciousness, social-relation, and situation consciousness) and psychological empowerment, meaning, competence, self-determination, and impact. According to the results, among the dimensions of conscious leadership, social relation consciousness showed the strongest correlation with psychological empowerment (R= 0.41), and then self-consciousness (R= 0.39), while situation consciousness showed the weakest correlation (R= 0.34).

Table -2 Descriptive Statistics and Correlations

Variab	Mea	Std	Ranki	Degr	Pearson Correlation values							
					1	2	3	4	5	6	7	8
1.Sc	3.68	.62	1	High								
2.SRC	3.55	.76	2	High	.67							
3.SIC	3.65	.64	3	High	.65	69**						
4.CL	3.63	.59	---	High	.86	.91**	.88*					

5.ME	4.04	.56	1	High	.23	.36**	.28*	.33*				
6.SD	3.97	.57	4	High	.28	.32**	.26*	.33*	.66*			
7.CO	3.98	.60	3	High	.41	.35**	.30*	.40*	.55*	.54*		
8.IM	4.10	.60	2	High	.38	.35**	.28*	.38*	.60*	.62*	.61*	
9.PE	4.02	.49	---	High	.39	.41**	.34*	.43*	.84*	.84*	.81*	.85*

** p=0.01

Hypotheses Testing

To provide a more refined picture of conscious leadership dimensions and psychological empowerment relationships, as well as to determine which dimension of conscious leadership is the best predictor of psychological empowerment, β values were calculated and their significance was tested using the t-test. The Determination Coefficient (R^2) was used to indicate the percentage of changes in the dependent variable resulting from the independent variable, while the F test was used for determining whether the regression model is valid or not. As mentioned before there are one main hypothesis and three sub-hypotheses in the study:

The main hypothesis (H):

β value of conscious leadership in table 3 shows the one unit increase in conscious leadership raise psychological empowerment by .354 units (β =.345, t=6.243, P=.000), and there is a statistically significant impact of conscious leadership on psychological empowerment. According to results 3, 19% of the variance in the values of the dependent variable (psychological empowerment) is explained by the independent variable (conscious leadership) (R^2 = 0.19). The regression model is psychological empowerment =2.743 + 0.354 x conscious leadership and it is significant (F = 38.79, p = 0.000). Based on these results, it is clear that conscious leadership will positively predict university teaching staff' psychological empowerment, and thus, the main hypothesis (H) was supported.

Table 3: Regression results for the main hypothesis (H)

Independent variables	B	Std. Error	Beta	T	Sig.
Constant	2.743	.209		13.148	.000
Conscious leadership	.354	.057	.431	6.243	.000
Dependent Variable: Psychological empowerment, R^2 =.19 , Adjusted R^2= .18 , F=38.97 , p= 0.000					

The first sub-hypothesis H1:

The results in Table (4), show the one unit increase in self-consciousness raises psychological empowerment by .307 units, and there is a statistically significant impact of self-consciousness on psychological empowerment (β = 0.307, T=5.517, P=0.000). According to the results (15%), the variance in the values of Psychological

empowerment as a dependent variable is explained by self-consciousness as the independent variable (R2 = 0.15). The regression model is psychological empowerment =2.896 + 0.307 x self-consciousness and it significant (F=30.44, p=.000). Thus, self-consciousness will positively predict university teaching staff' psychological empowerment and it can be concluded that the first sub-hypothesis (H1) is supported.

Table 4: Regression results for the sub-hypothesis (H1)

Independent variables	B	Std. Error	Beta	T	Sig.
Constant	2.896	.208		13.913	.000
Self- consciousness	.307	.056	.389	5.517	.000
Dependent Variable: Psychological empowerment, R^2 =.15 , Adjusted R^2= .15 , F=30.44 p= 0.000					

The second sub-hypothesis (H2):

Table (5) shows the results of the simple regression analysis between social-relation consciousness as the independent variable and psychological empowerment as the dependent variable. The results show the one unit increase in social-relation consciousness raises psychological empowerment by .266 units, and there is a statistically significant impact of social-relation consciousness on psychological empowerment (β =.266, t=5.909, p= 0.000), and its coefficient is positive. The results also imply that social-relation consciousness can explain 17% of the variance in the values of psychological empowerment (R^2 = 0.15). The regression model is psychological empowerment = 3.081+2.66 Social-relation consciousness and it is significant (F = 34.92, p = 0.000). Accordingly, these results indicate that social-relation consciousness will positively predict university teaching staff' psychological empowerment, thus, the second sub-hypothesis (H2) was supported.

Table 5: Regression results for the sub-hypothesis (H2)

Independent variables	β	Std. Error	Beta	T	Sig.
Constant	3.081	.164		18.800	.000
Social-relation consciousness	.266	.045	.412	5.909	.000
Dependent Variable: Psychological empowerment, R^2 =.17 , Adjusted R^2= .17 , F=34.92 , p= 0.000					

The third sub-hypothesis (H3):

According to the results demonstrated in table 6, the one-unit increase in situation consciousness raises psychological empowerment by .256 units, and there is a statistically significant impact of situation consciousness on psychological empowerment (β =.256, t=4.691, p= 0.000), with a positive coefficient. The results also show that 11% of the variance in the values of depended variable (psychological empowerment) is explained by situation conscious as independent variable (R^2 = 0.11) empowerment = (3.092 +.256 x Situation consciousness, and it is significant ((F = 22.00, p =.000)

Based on the results it is clear that situation consciousness will positively and significantly predict psychological empowerment, and it can conclude that the third sub-hypothesis (H3) was supported.

Table 6: Regression results for the sub-hypothesis (H3)

Independent variables	B	Std. Error	Beta	T	Sig.
Constant	3.092	.203		15.263	.000
Situation consciousness	.256	.055	.338	4.691	.000
Dependent Variable: Psychological empowerment, R^2 =.11 , Adjusted R^2= .11 , F=22.00 , p= 0.000					

DISCUSSION

This study aimed to reveal the nature of the relationship between conscious leadership and psychological empowerment. Conscious leadership consists of three dimensions (self-consciousness, social-relation consciousness, and conscious of situation), while psychological empowerment consists of four dimensions (meaning, competence, self-determination, and Impact). This study proposed that conscious leadership would positively predict psychological empowerment.

The Pearson correlations showed that conscious leadership (total) and the three dimensions of conscious leadership were positively and significantly related to psychological empowerment. These findings suggest that conscious leadership makes the university teaching staff psychologically empowered. This means that the higher the level of self-consciousness, social-relation consciousness, and situation consciousness of the administrative leaders at the university, the more it increases the level of psychological empowerment of the university teaching staff.

The finding of simple Regression supports the main hypothesis of this study, the results of indicated that conscious leadership explains % of the changes in psychological empowerment, and indicate that high levels of practicing conscious leadership style by the administrative leadership at the university, will lead to enhancing the levels of psychological empowerment among the teaching staff at the university. This result is consistent with previous studies.

Based on (β) values, Self- consciousness ranked first in its importance in predicting psychological empowerment among the dimensions of conscious leadership (β = .307), followed by Social-relation consciousness (β = .266), then Situation consciousness (β = .256).

The current study makes both theoretical and practical contributions. The theoretical contributions of the current study are that it is an extension of the literature that deals with conscious leadership and its dimensions (Self-consciousness, social relation consciousness, situational consciousness), as well as the literature that dealt with psychological empowerment and its dimensions (Meaning, competence, self-determination, and impact).

Concerning the practical contributions made, to increase the university teaching staff' psychological empowerment, especially in the time of Covid -19, leadership in Duhok polytechnic should develop a conscious leadership style and create a supportive environment to encourage the university teaching staff to be psychologically empowered, to their sense of personal control and work participation in achieving organizational goals, encourages them to accept their accountability and responsibilities, and lead them to engage in their work. When teaching staff realizes the importance and trust they receive from university leadership, they become more active in their work. This study is an extension of the theoretical and practical literature in the field of conscious leadership and psychological

empowerment. It is also possible to benefit from the results of the current study by the researched university and other universities, as these results represent a guiding guide that universities can rely on to enhance the level of psychological empowerment of teaching staff by adopting a conscious leadership style, and thus it is positively reflected in improving the level of university performance, efficiency, and development, In addition, the results of the current study can be an important resource for researchers and academics in achieving a better understanding of the nature of the relationship between conscious leadership and psychological empowerment.

CONCLUSIONS, LIMITATIONS, AND FUTURE RESEARCH

This study focused on examining the extent to which psychological empowerment can be predicted by a conscious leadership style... Based on the results, this study has concluded that conscious leadership is a factor to predict psychological empowerment Therefore, the first question of the study (Does conscious leadership was a factor to predict psychological empowerment among university teaching staff?) has answered. Accordingly, it was suggested that university leaders should adopt a conscious leadership style.

In addition, arranging the dimensions of conscious leadership in terms of their importance in predicting psychological empowerment is one of the most important results of this study, where social relation – consciousness appeared first, and this provides the answer to the second question of the study (Which dimension of the conscious leadership is the best predictor of psychological empowerment among university teaching staff?

Like any other experimental study, the current study is not without limitations. First: The study adopted a quantitative approach only, so we suggest in similar future studies the use of a qualitative approach or a mixture of quantitative and qualitative approaches. Secondly, the current study was conducted in only one public university and suggested conducting a future study in a private university with the same variables of this study. Thirdly, this study approached the conscious leadership style as a predictor of psychological empowerment, while future research can be conducted by considering other leadership styles like transformational leadership, charismatic leadership, and ethical leadership.

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