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LEADER-MEMBER EXCHANGE (LMX) AND ITS IMPACT ON PSYCHOLOGICAL CAPITAL: AN ANALYTICAL STUDY OF THE OPINIONS OF A SAMPLE OF DEPARTMENT MANAGERS AND PEOPLES' OFFICIALS AT THE HEADQUARTERS OF THE MINISTRY OF EDUCATION

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ABSTRACT

The current research aims to verify the effect of (leader-member exchange) as an independent variable in psychological capital as a responding variable, in the departments of the Ministry of Education headquarters, and to try to come up with a set of recommendations that contribute to enhancing the practice and adoption of variables in the organizations under study. Based on the importance of the subject of the research to the community, and to the researched organizations and their individuals, the researcher adopted the descriptive analytical approach in completing this research, with choosing the headquarters of the Ministry of Education as a place of application, while the research sample was represented (and heads of departments and officials of the people at the level of the ministry and its departments) as a random stratified sample of the research community. In the general directorates at the headquarters of the Ministry of Education, as the researcher distributed (169) questionnaires of the research sample, then collected data from (154) respondents from the surveyed community by adopting the questionnaire, which included (45) paragraphs, and providing it with personal interviews and field observations as tools to help in strengthening it. The research adopted the program (Amos V.25, SPSS v25) with the adoption of descriptive and inferential statistics methods (normal distribution test, confirmatory factor analysis, building models of variables, arithmetic mean, percentages, standard deviation, relative importance, coefficient of variation, Pearson correlation coefficient, simple regression coefficient, path analysis, Sobel test) to test its hypotheses. As for the most prominent results of the research, it was represented by the presence of a clear positive effect of the exchange (leader-member) in the psychological capital through the presence of supportive and supportive leadership for human resources and for excellence and creativity that is provided by human resources, and therefore this support has contributed positively to achieving good levels of Self-efficacy, confidence and flexibility in performance among the research sample.

Keywords: *leader-member exchange (LMX), psychological capital*

INTRODUCTION

The exchange (leader-member) is one of the recent trends and relatively positive patterns of leadership in the field of administrative sciences, which has emerged on the scientific scene recently, as it is seen as a pattern of leadership that would achieve decentralization of authority, and give greater responsibility and self-direction to employees. And remove the conditions that enhance their feeling of helplessness, such as bureaucracy, and allow them a degree of

freedom and flexibility as circumstances require, in addition to providing a more robust and dynamic basic environment, and implementing procedures without supervision or direct intervention, and in line with positive leadership methods and the burgeoning field of research in modern administrative sciences, Leadership and member exchange are closely related to contemporary organizations mainly because of the increasing evidence of their effectiveness in finding possible solutions to the internal and external environmental complexities facing organizations that

have led to destabilizing the positive psychological resources of workers as well as undermining psychological capital with its components (self-efficacy, hope, optimism, flexibility). This led to a decrease in the level of positive thinking among workers and the initiative to find multiple solutions to problems that may arise at work. One of the main reasons for this is the individuals' sense of isolation resulting from the bias and discrimination behaviors of leaders when dealing with subordinates and the disparity in the extents of support and motivation resulting from the lack of harmony in the intellectual, cultural and social adoptions between leaders and subordinates, which is reflected negatively on the positive feelings of workers. A sample of middle management leaders in the Ministry of Education (General Headquarters) was selected as a field for the applied side of the research, as these leaders deal with senior and executive leaders to form a link in communicating decisions and retrieving proposals and the implications of these decisions, as well as participating in planning to build an educational sector. He has a number of positive psychological capabilities and capabilities, as well as dealing with their subordinates, directorates, departments and people, in a way that enhances the positive

psychological resources that contribute to mobilizing the organizational performance of the Ministry through paying attention to the context, content and operations of the Ministry, which requires finding effective leadership behaviors and according to situations that require strengthening their commitment to regulations and procedures And introducing new jobs and tasks.

THE FIRST AXIS: THE METHODOLOGICAL FRAMEWORK OF THE RESEARCH

First: The Research Problem

The research problem in its general framework is related to the limited realization of the relationship between the influence of the leader-member exchange on psychological capital and the extent to which the general directorates at the Ministry of Education headquarters apply these practices as an important factor that can be taken care of and which tries to affect psychological capital. The theoretical problem has been embodied through research Continuing in (leader-member exchange, and psychological capital) through previous studies, and out of interest in human resources, the current research sheds light on a problem caused by biased and segregation behaviors among the workers in the ministry with the apparent weakness in adopting leadership

that carries an intellectual perspective characterized by initiative. The ability to manage subordinates according to rational and realistic principles that include within it the principles of professional respect, emotional and emotional influence, and support, as well as understanding the social and organizational interaction of individuals, which depends largely on their psychological state, especially since they work within horizontal and vertical administrative relationships, i.e. at the level of the leader and subordinates among themselves. To benefit from it in promoting positive feelings among individuals, in a way that contributes to developing levels of confidence and self-efficacy. And flexibility in moving from places of psychological stress to recovery and restoring balance to achieve the goals of the ministry, which is what the field problem of this research produced. They have a lot of experience, and on the other hand, the stereotypical senior leadership indicates that they do not support their subordinates adequately when they fall unintentionally or in the face of difficult situations at work, in addition to the low level of interest required in the knowledge, experience and skill that subordinates possess, which was accompanied by an impact on the decrease in each of the self-confidence of The research sample in

solving work problems and the limited thinking of solving them in more than one way and trying and limiting their growth to constitute an obstacle to the completion of the rest of the other work, which in turn was reflected in the level of services provided by the ministry in general.

Therefore, the research problem is summarized in answering the main question (Does the leader-member reciprocity and its dimensions (as an independent variable) have an effect on psychological capital and its dimensions (as a dependent variable)), which led the researcher to put some important sub-intellectual questions in the current research problem, which embodies. In general, the main features of the research problem are:

1. What is the level of interest of the ministry under study in the independent variable, the leader-member exchange?
2. What is the level of interest of the ministry under study in the dependent variable psychological capital?
3. How can the leaders of the study sample achieve and maintain a distinguished level of psychological capital?
4. What is the nature of the effect of the dimensions of the leader-

member exchange on psychological capital according to the point of view of individuals (the research sample) in the ministry under study?

Second: The Importance of Research

The importance of the current research revolves around two levels, as follows::

A. The importance of research from the theoretical side:

1. The research presents intellectual and philosophical arguments related to the variables targeted for research, which are the leader-member exchange and psychological capital, which were not dealt with in previous studies by directly linking them, according to the researcher's knowledge.
2. An extension of research and studies that are concerned with the vital aspect and a modest addition to the existing Iraqi academic stock in the field of public administration science and organizational behavior studies .
3. A modest contribution to the enrichment of the Iraqi and Arabic libraries as intellectual and philosophical enrichment and knowledge accumulation regarding research variables and dimensions. 4. Benefiting from the nature and importance of the existing relationship

between the research variables (leader-member exchange, psychological capital) in developing government organizations and increasing knowledge in a way that reflects positively on the level of quality of their performance within the scope of their environment.

B. The Importance of Research from the Practical Side

1. The current research is a scientific and applied contribution to find out the level of influence (leader-member exchange) on the psychological capital of the Ministry of Education.
2. The importance of field research is highlighted in its selection of the educational sector, which represents one of the important sectors in the country as it provides services of scientific value to individuals, as well as its role in raising and rehabilitating individuals mentally, then providing some solutions through analysis and interpretation of data with a variety of statistical means and coming up with conclusions and recommendations for the benefit of researched ministry.
3. The importance of this research also lies in its attempt to provide a database that can be employed in the Ministry of Education in order to face the current

and future changes, and to update its methods of work, in a way that ensures its benefit from the mutual relations between the leader and the member and in a way that contributes to strengthening psychological capital.

Third: Research Objectives

The current research seeks to achieve a number of objectives, as follows:

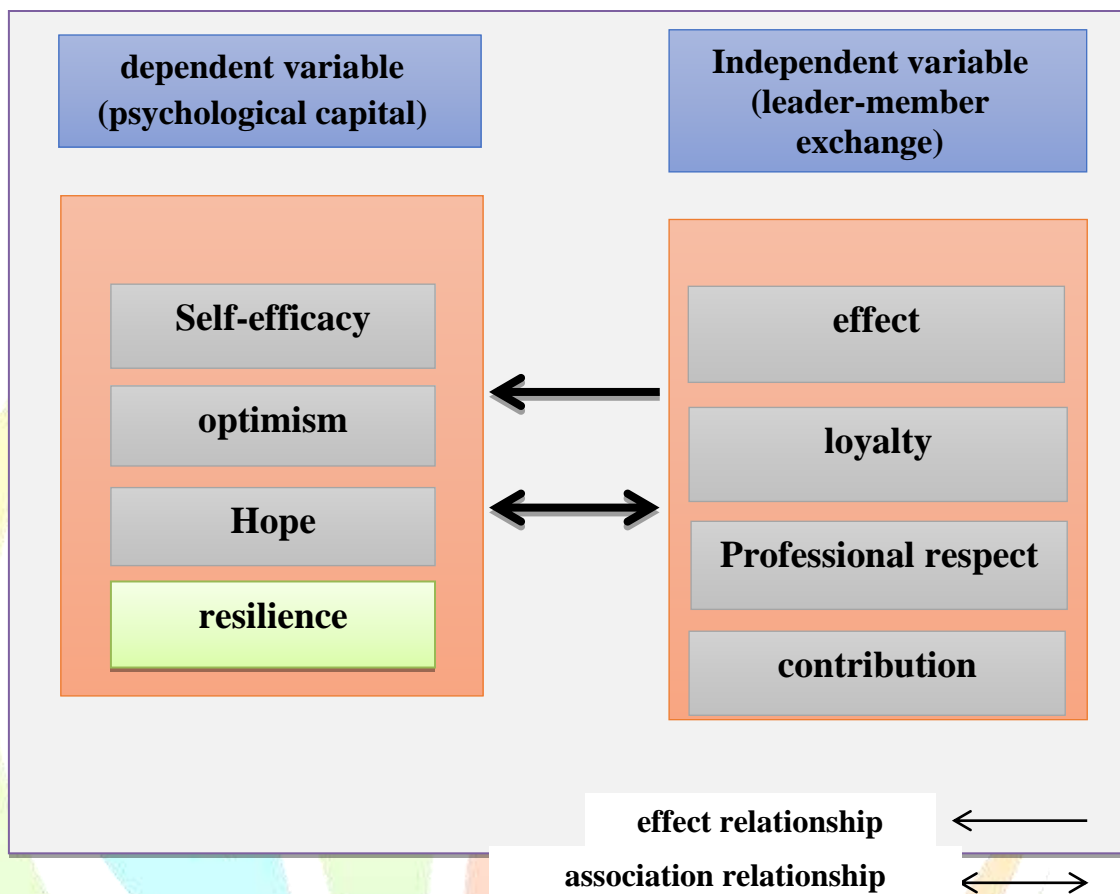
1. Providing a theoretical framework for the research variables, by presenting the contemporary literature that dealt with the leader-member exchange and psychological capital, and identifying its intellectual contents and extracting the most important useful indicators from it.
2. Determining the nature of the correlations between the leader-member exchange and psychological capital in the ministry under study.
3. Determining the level of influence of the leader-member exchange with its dimensions on the psychological capital with its dimensions in the ministry under study.

4. Submit proposals to the ministry in question in the light of the results of the study, as well as to researchers in general.

Fourth: The Hypothetical Scheme of the Research

The hypothetical diagram of the research shows the image that expresses the basic idea of the research, and explains the nature of the correlation and influence relationships between the main and its sub-variables. Thus, the problem of the study, achieving its objectives, and clarifying its hypotheses and intellectual and philosophical premises. Figure (1) shows the hypothetical scheme of the study, which consists of two main variables:

1. The independent variable: which is represented by the leader-member exchange in its dimensions (influence, loyalty, professional respect, contribution) and is derived from the study of **(Alshamasi & Aljojo, 2016)**
2. The dependent variable: which is represented by psychological capital in its dimensions (self-efficacy, optimism, hope, resilience), which is drawn from the study of **(Luthans et al., 2007)**.



Source: Prepared by the researcher in the light of the literature that has been viewed

Figure (1) The hypothetical scheme of the research

Fifth: Research Hypotheses

Based on the research problem and within the framework of its hypothetical scheme, the main and sub-hypotheses of the research were formulated as follows:

1. The third main hypothesis (correlation): There is a significant correlation between leader-

member exchange (LMX) and its dimensions and psychological capital. The following sub-hypotheses emerged from it:

- (1-3) There is a significant correlation between the influence dimension and psychological capital.

- (2-3) There is a significant correlation between the loyalty dimension and psychological capital.

- (3-3) There is a significant correlation between the contribution dimension and psychological capital.

- (3-4) There is a significant correlation between the dimension of professional respect and psychological capital

2. **The sixth main hypothesis (effect): There is a statistically significant effect between the leader-member exchange (LMX) in psychological capital:**

- (6-1) There is a statistically significant effect of the influence dimension on psychological capital

- (2-6) There is a statistically significant effect of the loyalty dimension on psychological capital

- (3-6) There is a statistically significant effect of the contribution dimension in psychological capital

- (4-6) There is a statistically significant effect of the

professional respect dimension on psychological capital

- (5-6) There is a significant effect between the dimensions of the leader-member exchange (LMX) together in psychological capital

Sixth: Research Methodology

The analytical descriptive approach will be followed in the theoretical side of the study to clarify the basic concepts and indicate their importance and impact. And the analytical method for analyzing data and information in the questionnaire, as well as the statistical method for analyzing the questionnaire, in order to project the theoretical study on the reality of the headquarters of the Ministry of Education.

Seventh: The Research Community and Its Sample

The research adopted the stratified random sample method, due to the difficulty of counting all the vocabulary of the study population, as (department managers and people officials in the center of the Ministry of Education) were chosen, as the sample included (155) department directors and division officials out of a total of (260) according to the ministry's records and through an interview with a director The Human Resources Department in the Ministry and looking at

the lists that include preparing the community as well as looking at the organizational structures of the general directorates in place and with the aim of reaching a selection of a statistical sample that represents the community well. In order to ensure the fulfillment of the requirements of the study, the researcher worked on distributing (169) questionnaires for the sample from the Ministry of Education, as (158) of them were retrieved and valid for statistical analysis.

THE SECOND AXIS: THE THEORETICAL FRAMEWORK

First: Leader-Member Exchange

With the end of the last century and the beginning of the new millennium, a new trend has emerged in global organizations that calls for abandoning the traditional concept of leadership based on hierarchy, trusteeship, and the authority of the center, and adopting new leadership models and patterns based on relationships and focusing on the qualities and behaviors of the leader and subordinates, and encourages teamwork and participation in making Decision making, caring for subordinates and promoting their growth (Abd, 2019: 52)

The studies and researches of theorists, including (Dansereau et al, 1975),

contributed to proposing a dual model as one of the modern and most well-established models that developed an alternative approach to study and understand the effectiveness of leadership (Sahlueller et al, 2022:1)) through which the focus is on the distinct bilateral relationships that It arises between the leader and the member outside the framework of formal ties. This model was known at the time as the theory of “vertical bilateral association” (Mascareno et al, 2020: 496), which came as a reaction to the concept of “average leadership style” (Schriesheim et al, 1999: 64), which assumes that the leader uses a unified method in dealing with all employees within the organization (Greaen & Uhl-bien, 1995: 220), thus the theory of vertical bilateral association focuses on how to determine leadership through bilateral exchange between the leader and subordinate in the workplace in different organizations and administrative levels (Harris et al, 2007: 92), and the focus continued in the eighties of the last century on bilateral relations, which resulted in a shift in naming this theory from vertical bilateral interdependence to the leader-member reciprocity, as the main trend was And conducting more studies and research on the bilateral relations between the leader and the member (Graen & Uhl-bien,

1995: 222), so I began to study the potential individual outcomes of high-quality relationships for members. Therefore, this stage is useful in exploring the benefits that members can obtain when forming relationships of high quality. High quality with their leaders (Mayer, 2004: 9), as well as a group of studies and research related to the characteristics of the bilateral relations between the leader and the member, represented by (interaction patterns used by individuals or members in mutual relations of high quality, loyalty of members and influence in the decision and other studies related By analyzing the relationship between leader-member reciprocity and the organizational effects of (job satisfaction, organizational commitment, performance appraisal, low turnover, creativity, organizational justice, and organizational citizenship behavior) (Dose, 2005: 5)

Some researchers presented their definition of leadership in the early twentieth century as the focus of collective activities, and the leader is responsible for the aspirations and hopes of the group, and by the end of the twentieth century the previous vision differed and leadership became viewed as a dynamic relationship between leaders and members (Gandolfi & Stone, 2018 (263: 263), so the focus on defining leadership from the perspective of

the reciprocal relationship that binds them (Mayer, 2004: 6) can be shed light and studied through the reciprocal theory of the leader - the member (Arrasyid, et al, 2019: 4) as a relational approach to leadership that focuses on The essence of the relationship between the leader and the subordinate (Ahmadi & Bauer, 2021: 2), as the nature of the exchange in this theory confirmed that leadership is not a one-way process and that ideas and communication are two-way between leaders and members, so the employee's relationship with the leader reflects a meaningful task and a predetermined goal. Social influences on the subordinate, including differences in status, interest, autonomy, opportunities, or access to information (Buengeler, 2021: 263). The LMX theory assumed that the greater the willingness of subordinates to advance additional and distinct efforts and roles for their leader, the more benefits and rewards they would receive in return. In these relationships, leaders provide support, development opportunities, guidance, and other benefits to the employee at a level that raises their level of motivation for achievement. As opposed to showing behaviors such as loyalty, contribution, and volunteer efforts, as the degree to which employees view the promises of their leader to be fulfilled is a link between

the quality of LMX and positive results (Pradhana, 2021: 12) This interaction includes shared perceptions among team members and unique self-perceptions for each member, which leads to mixed results at the level of the employee and the team (Montorio, 2021: 451).

As the leader distinguishes between subordinates by forming two different groups and engaging in different types of exchange patterns with subordinates (Northouse, 2019: 240), which results in the formation of exchange relationships of different quality (ranging from low to high) with them, as such the LMX differentiation indicates to the set and outcomes of the dynamic and interactive exchanges that occur between leaders and members, the nature of which may vary across pairs within a work group (Henderson et al., 2009; p. 519)

Davis & Gardner (2004: 448) added to the efforts of previous researchers. A third type, known as the negative group, is characterized by many problems and conflicts With the president, and thus there are three virtual groups, namely:

1. The first group (+) is the group close to the president.
2. The second group (0) is the farthest group from the boss.
3. The negative group (-), which is characterized by many problems

and conflicts with the president, and is also far from him and not favored by him. It must be noted that the group formed under the LMX relationship does not constitute a formal organization, nor is it an informal organizational form, rather it is a mixture created by the combined forces of formal and informal organizational relations. In such hybrid organizations, formal contractual relations between employees and the organization provide the basis for the development of a close LMX relationship. The mutual content between the leader and group members is not determined by the formal contractual agreement, but by informal negotiations between the manager and the members (Yu & Liang, 2004: 256)

Second: The Dimensions of the Leader-Member Exchange

The research relied on dimensions in measuring the leader-member reciprocity because it is compatible with the application environment, in addition to the existence of previous studies that adopted these dimensions in the Iraqi environment

and in various organizations, so the current research agreed with them, as follows:

1- **Affect**

Leadership includes a process of influence between the boss and his subordinates to ensure its effectiveness (Al-Tamimi, 2016: 61), as it means mutual personal inclination, or mutual feelings between both the leader and the subordinate, which are based primarily on personal attraction more than work relationships or Professional values (Hardianto & Sari, 2021: 1091), as these mutual feelings appear when both the leader and the subordinate have the same interests or hobbies outside the scope of the organization, which increases friendship, admiration, and the strength of the relationship compared to work-related relationships (Ashri, 2021: 298) Influencing often occurs as a result of personal interaction between the two parties, the influencer and the one affected, and the one influenced generates a certain reaction through which the behavior of the other party is changed or modified (Liden & Maslyn, 1998:50), and this influence of the leader is classified into negative and positive, the first being a result of coercive power And the second stems from the power of persuasion, reward, legitimacy, experience, persuasion, and charisma that express the sources of power associated

with influence (Goncalves, 2013: 2). As for subordinates (influencer), (Kinicki, 2000) describes him as a person who makes good use of communication skills, persuasion, listening, and others (Ibrahim, 2010: 61), but this influence may be limited depending on the type of leadership followed by the leader (Cable & Judge, 2003). : 198).

2- **Loyalty**

It was stated in the (Colins and Oxford) dictionaries that loyalty (loyalty) means loyalty to a person or something, and there is agreement with the word (Allegiance), which means obedience, sincerity and support. To the extent of the strength of the individual's integration with the organization in which he works (Porter, 1974:63), as loyalty represents the indication of the internal and legal relationships and emotions that bind the individual to the group or its symbols, or devotion to what he believes to be right, such as family, work, and the homeland (Badawi, 1982:16). And due to its importance, specialists in sociology and psychology have recently focused more on studying the loyalty of workers towards the organization and leadership, which led to this focus providing many interpretations of this term, as it was defined as (an expression of full support for collective and

personal goals in The mutual relationship between the leader and the subordinate in different situations (Hardianto & Sari, 2021: 1091), in addition to the extent to which both the leader and the member openly support each other on the professional and personal levels (Abdul Sattar, 2013: 60) It is also expressed by providing mutual support and defense for each other, through the commitment of the two parties to the goals and visions of each (Zaki et al., 2019: 264), and it refers to a deliberate commitment to promoting the interests of the business owner even when that requires sacrificing some aspects of one's self-interest. Beyond what is required of the individual's legal and other moral duties (Aityan & Gupta, 2011: 2), the mutual relations between the two parties depend on the expectation that each of the stakeholders will act in an ethical manner without the intention of causing harm to the opposite party (Laka-Mathebula, 2004:9).

3- Contribution

It means the behaviors that the subordinate performs in order to develop and improve the mutual relationship between him and the leader, meaning to what extent the subordinate contributes to assuming work responsibilities and tasks that fall outside the scope of the job description, and that contribute to achieving the goals of the

organization, and in return to what extent does the leader provide Financial and moral support, as well as giving more opportunities and information necessary to complete these tasks (Ashri, 2021: 298), as the contribution of subordinates to the completion of work is the most important point that the leader focuses on when distributing rewards, so when the leader evaluates the contribution of subordinates and notes their performance, he issues He judges according to their contributions and then classifies them into two groups. Subordinates who contribute better will have a good relationship with their boss, compared to other subordinates whose contributions are limited. Subordinates who contribute a lot are more willing to work hard and pursue organizational goals (Shu & Quynh, 2015: 58), which contributes to creating internal motives for the individual to perform their work well, and the formation of a positive attitude towards work (Breevaart et al, 2015: 255)

4- Professional respect

Respect is defined as the mutual appreciation provided by the two parties to the relationship with regard to the capabilities possessed by each of them. And the capabilities and experiences of the other party and dealing with it from this standpoint (Zaki et al., 2019: 264) and a reflection of how to imagine the extent to

which the mutual relationship can build a reputation inside or outside the organization based on historical data about the person, as it includes building perception on recognition and professionalism of the achievements of others. Therefore, it is possible that the perception of respect for a person exists before working with this person or when meeting him, as leaders with achievements are often viewed as role models (Hardianto & Sari, 2021: 1091) because he possesses many positive qualities and respect for others is one of these. The qualities that must be available, as he deals with human beings who carry different psychological and emotional resources that make it necessary to deal with them with caution and seriousness (Al-Samel, 2011: 27), by giving way to subordinates to express their opinions, and praising them and not criticizing them in front of others because of the harm it causes. It has a great impact on their psychological state and its reflection on their careers in the future. The successful chief is the one who establishes a relationship of mutual respect with subordinates (Al-Nayrab, 2003: 20).

Third: Psychological Capital

Most of the writings agree that the subject of psychological capital was born from the womb of theories and studies of

economics, sociology and psychology in particular, but the first apparent use of this concept emerged through the economist Goldsmith in the year (1997) when he emphasized that the productivity of the worker Affected by his personal characteristics and psychological abilities, and thus these qualities are reflected in the self-esteem and positive feelings that control the motives of the worker and his general attitude towards work (Huimei & Xuan, 2011: 662), followed by a number of administrative theories such as the social cognitive theory (Barbosa, 2017:4) and motivation theories Work (Amunkete, 2015:31) and the theory of hope (2002 (Snyder, and the theory of psychological resources by Hobfoll, 2002), to help researchers reach psychological capital as well as their depth through research in human capital to reach the treatment of psychological strength for employees and creating cognitive frameworks that enhance and develop this power (sahoo et al., 2015:12).

And increased interest worldwide, especially at the end of the nineties and the beginning of the third millennium, in this field, especially in the field of management and organizational behavior, in the wake of the research and assertions launched by the President of the Association of American Psychologists

(Martin Seligman), which focused on changing the course of psychological research from human disability, such as mental illness, to assets and capabilities. This research focused on studying and discovering human strengths, subject to its scientific methods in diagnosing those hidden places in the human self and enhancing them to allow individuals, groups and even organizations to grow and prosper (Lorenz et al, 2016: 1).

The year (2004) witnessed a great expansion in this field through a group of research carried out by (Luthans & Youssef) in this regard. This scientific effort was followed by writing a book in the year (2007) with an extensive research that included studies to ensure the validity of this construction and to set the appropriate scale. It has, based on the (POB) criteria of (competence, hope, optimism, resilience), which in turn combine to form psychological capital (Luthans & Avolio, 2009:300). There were many opinions of specialists in defining a specific definition of psychological capital due to the different starting points and intellectual and cultural backgrounds of scholars and researchers.

The concept of psychological capital emerges from the answer to the question (Who are you?) because that answer includes indicators about the personal and

psychological status of the individual, which leads to the formation of a clear picture of what he possesses of psychological capabilities and capabilities that reflect his eligibility to work in an environment full of challenges (Al-Maani et al., 2011: 292), it reflects a positive state of mental development that is distinguished from human capital and social capital, as psychological capital is a psychological characteristic that can be measured and developed to move from the actual self to the potential self (Kim & Lee, 2020:976). As psychological capital was defined as (a system consisting of four components (hope, optimism, flexibility, efficiency) that embodies the employee's tendencies to be motivated towards achieving the goal, realizing the path to achieve it, believing in success in reaching it, and recovering from the obstacles that appear in the way of achieving it. Caza, et al, 2010:54)) as defined by (Woo, & Park, 2017, 24) as (a high predictive ability of the individual to deal with work-related situations and performance outcomes), and Kalyar (2020) (Kalyar et al) referred to it as (a resource A positive psychological that enables individuals to achieve their goals), as Ras Al-Am helps Psychological research in creating positive psychological feelings among employees towards different professional attitudes such as

well-being and psychological well-being, and developing and managing them to improve organizational performance.

Fourth: Dimensions of Psychological Capital

The researchers' opinions varied in defining the dimensions of psychological capital, as a group of them agreed that psychological capital is the positive psychological state of the individual that can be developed, modified and improved, and is linked to his behavior and performance at work and includes four dimensions as follows (self-efficacy, optimism, hope, and flexibility), according to (Luthans, et. Al, 2007) & (Cheng & Chen, 2011) & (Poon, 2013) & (Wyk, 2014) & (Alessandri et al, 2015) & (Badran, 2015) & (Rad, 2017) & (Zhang, 2019) & (Richard, 2020), (Ibrahim & Abu Halawa, 2020) (Mohammed, 2021).

As for the 2013 study (Baron & Hmieleski), it included the previous four dimensions, in addition to the following: (self-confidence, courage, initiative, diligence, and perseverance). Efficiency), while a study (2015 Cavus & Gokcen) showed the individual's ability to succeed and achieve through (the two dimensions of motivation and perseverance).

The current study will be limited to the following four dimensions of psychological

capital (self-efficacy, optimism, hope, flexibility) derived from positive organizational behavior. (Luthans, 2009, 204), which as a whole represents the positive psychological development of the individual, being more frequent and circulated in organizational and behavioral research and literature.

1. Self-efficacy

The first beginnings of the emergence of self-efficacy go back to the year (1977) when the scientist (Albert Bandura) presented an integrated theory for this concept, separating through it the sources and dimensions of self-efficacy that soon spread in the literature of social psychology to show the enthusiasm of individuals and the theory of learning, and then after that it was Addressing self-efficacy as one of the solutions within the field of nursing and psychology to increase the role that self-efficacy plays in more than one field (Jallab and Tain, 2015: 14), as self-efficacy is defined according to (Bandura) as "employees' belief in their ability to produce desired effects through their own behaviors." Self-efficacy, which includes the skills and abilities of employees, is the answer to the questions raised (what can the employee do?) (How can the employee do this task?) (Sahoo et al, 2015:13) because it depends on the theory of social perception that tries to

understand Human logic, work motivation and passion. Employees who possess high levels of self-efficacy generate a strong belief in their strength, which generates motivation, knowledge resources and work paths required to fulfill specific roles within a policy. Specifically, the fact that self-efficacy affects the behavior shown by individuals as well as their perseverance in facing challenges and obstacles and adapting to new environments (Kotze & Massyn, 2019:2).

2. Hope

Hope is one of the most unique elements in positive organizational behavior, despite the lack of interest in it compared to other elements, as it provides a sense of strength and determination to achieve individual and organizational goals. It is a positive motivational state based on a sense derived interactively from the success of (a) strength (directed energy Towards the goal) and (b) paths (planning to achieve goals), meaning that individuals have great hope in using contingency planning to remove obstacles and identify many paths proactively to achieve the set goals (Ağ & Balci, 2019:1603), so he defines hope as “a set Positive expectations are associated with achieving goals”, as it is an essential resource that enables individuals to maintain self-confidence to overcome

challenges, as individuals who are more hopeful in life are able to deal with more complex life events and adapt to them or recover from them faster than their peers (Santilli et al, 2014 , 68).

3. Optimism

Optimism is a term commonly used in daily life, but it is not understood enough, as an optimist is seen as a person who thinks positively and expects good things, unlike a pessimist who sees things going for the worse. However, this understanding is not a deep understanding despite its validity because optimism More than just happy thoughts, as defined by (Seligman, 1998) as "an explanatory method through which the employee attributes positive events to stable internal causes while attributing negative events to unstable external causes." That is, the employee, through optimism, will attribute positive events to his own actions, which is what Known (Mcgee, 2011: 10-11), as it is a positive individual behavior, a psychological component, and a cognitive building that focuses on the individual's ambition and positive expectations in reaching success in Work (Zhang, 2019: 4)

4. Resilience

(Masten) and his colleagues are among the first researchers in the field of resilience, as they define it as “the positive reaction shown by an employee if he is exposed to

problems and crises” (Al-Kardawi, 2013: 7). It refers to the individual’s ability to recover quickly from adversity, setbacks, and failure (Zhang, 2019, 4) Flexibility is also described as “the employee’s ability to bounce back when faced with problems to achieve success.” Flexibility is a psychological ability that can be learned and developed, being similar to a “case,” (Nolzen, 2018:9), as it includes in its entirety psychological, social, mental, and emotional dimensions. And the academic of the individual, which gives him the ability to adapt to undesirable events that impede the growth of his personality in the natural way, but from the organizational perspective, flexibility represents the adjustment for capabilities and energies, and the ability to retain desired jobs under conditions of stress and challenge, and it represents the dynamic ability of organizational adaptation that grows and develops with Time, and flexibility is a proactive state and a return from the nervous state, and it is more than being an improvement only because it contains a certain level of the ability to adapt to environmental influences, whether positive or negative (389:, 2010 Avey)

THE THIRD AXIS IS THE PRACTICAL FRAMEWORK

Descriptive Analysis of Research Variables

First: Presentation, analysis and diagnosis of the first independent variable Leader-member exchange:

The independent variable (leader-member exchange) was measured through four dimensions (influence-loyalty-contribution-professional respect) through (17) items and through the answers of (154) samples of workers at the headquarters of the Ministry of Education, as the independent variable got the leader-member exchange On the arithmetic mean of (3.904), the level is high, and the results indicate, in general, that there is a good presence of mutual leader-member within the Ministry of Education under study. As the researcher found that there is cooperation and respect by both parties, which generated their loyalty in carrying out the tasks and contributing to the leadership of the ministry towards achieving its goals. The (leader-member exchange) got a standard deviation (0.483), and a relative interest (78%) is good. And with a relative coefficient of difference (12.361%), it indicates agreement in opinions about its availability and practice from the point of view of a sample of middle management managers at the headquarters of the Ministry of Education. And to arrange the relative

importance of the variable dimensions (leader-member exchange), as it came after (contribution) in the first order in terms of the dimensions of the variable (leader-member exchange) with a high-level arithmetic mean (4.023), and a standard deviation (0.529), and its coefficient of variation was (13.147). As the proportion of availability of the dimension in the Ministry of Education in general reached (80.454), while the size of the gap was (19.546), as this dimension came at the first level in terms of relative importance, and this indicates that there is a good presence of contribution within the Ministry of Education, and the researcher believes that the reason is That is the presence of acceptability among the employees towards the senior management, which created the presence of mutuality as a result of the true belief, so we find that the employees and middle managements believe that what the direct official provides represents a qualitative addition in performance, and there is also cooperation and assistance from them in completing the work even if it is on behalf of the direct officials.

While the dimension (influence) came in the second order in terms of the dimensions of the variable (leader-member exchange) to obtain a high arithmetic mean (3.950), with a standard deviation of

(0.574), and with a relative coefficient of difference (14.535), and the percentage of availability of this dimension was (78.994). It reached (19.546), while the professional respect dimension ranked third in terms of dimensions of the variable (leader-member exchange) with a high-level arithmetic mean (3.948), as it obtained a good availability rate (78.962%), which indicates that and this indicates a good presence of the dimension Influencing the leaders, that is, they have a good influence on the employees as a result of several factors, the most important of which is the interest of the senior management in the ministry in the behavioral aspect of the employees, through the method of management used that the employees find acceptable and understanding of the problems and obstacles that may occur during work, in a way that develops their feeling of closeness From senior management with no gap between the two levels, and therefore when we find this model in leadership, it will have an active role in achieving influence and change according to the vision of the senior leadership in the ministry, with a standard deviation (0.593), and with a relative coefficient of difference (15.024%) and the size of the gap (21.038). Finally, the dimension (loyalty) came in the fourth order in terms

of the dimensions of the variable (leader-member exchange), so it got a high-level arithmetic mean (3.696), as it got an availability rate (73.928%) at a good level, and through that it becomes clear to the researcher that there is a good level of loyalty. The employees and middle managements have the attitude of the senior management, and this loyalty came as a result of the positive reflection on the behavior and methods of management that made the employees and departments believe that their efforts will be praised and appreciated by the direct supervisor, i.e. the employee's work or effort is not

attributed to himself, and as we find that respect The appreciation found by the senior management of the employees has motivated the employee to defend the decisions of the senior management even in the absence of his direct supervisor. These results indicated agreement on availability with a standard deviation of (0.665), a relative coefficient of difference (17.985%), and a gap size of (26.072). As shown in the results of Table (1), my agencies:

Table (1) Summary of the dimensions of the leader-member reciprocity (LMX) variable

Dimensional arrangement	gap size	Availability	coefficient of difference	standard deviation	Arithmetic mean	Dimensions of the variable leader-member exchange (LMX)	ت
2	21.006	78.994	14.535	0.574	3.950	Affect	1
4	26.072	73.928	17.985	0.665	3.696	loyalty	2
1	19.546	80.454	13.147	0.529	4.023	contribution	3
3	21.038	78.962	15.024	0.593	3.948	Professional respect	4
	21.916	78.084	12.361	0.483	3.904	Leader-Member exchange (LMX) Variable	

Source: SPSS V.25 output.

Second: Presentation, analysis and diagnosis of the dependent variable Psychological capital:

The respondent variable was measured according to the title of the research and the hypothetical scheme, psychological

capital through four dimensions (self-efficacy, hope, optimism, flexibility) and through (17) items and through answers (154) from a sample of middle management managers at the headquarters of the Ministry of Education, as psychological capital was

obtained Overall, on a calculated mean of (4,084) well-levelled, psychological capital obtained a standard deviation of (0.421), a good availability rate of (81.67%), and a relative coefficient of difference (10.303%). In general, the results indicate that there is a good presence of capital. psychology in the ministry under study. And in order to arrange the relative importance of the dimensions of the psychological capital variable, as the (hope) dimension is considered first, and it obtained an arithmetic mean of (4.253) at a good level, and an availability rate of (85.064%) is good, with a standard deviation of (0.479), and with a relative coefficient of difference (11.265%), and this indicates There is a good dimension of hope in the ministry under study, as there is hope for what is to come, especially in light of the internal conditions of the ministry that encourage improving performance at low levels of achievement of the tasks entrusted to them. its strategy. While the dimension (flexibility) came in the second order, so that the dimension obtains an arithmetic mean (4.127) of a good level, and a good availability rate (82.532%), with a standard deviation (0.492) and a coefficient of difference (11.922%). This indicates a good presence of flexibility in

the Ministry of Education under study. This indicates the possibility of flexible and dynamic dealing by the Ministry with environmental variables. This flexibility came as a result of the quality of the human resources that the Ministry possesses, who have a good ability to compete with the pressures they face, difficulties and changing situations, with the possibility of undertaking additional work and duties if necessary. Therefore, this leads to mobilizing the spirit of readiness and challenge in enduring and adapting to difficult situations and accomplishing work, even if it represents an addition to the responsibilities and tasks assigned to them. Whereas, the dimension (self-efficacy) ranked third in terms of the dimensions of the psychological capital variable as a result of obtaining a good level arithmetic mean (4.053), with a standard deviation of (0.475), with a relative coefficient of difference (11.726%) and an availability rate of (81.064%) which is good. The departments in the Ministry of Education surveyed have a good stock of self-efficacy, as the results show that most of the sample have high confidence that gives them the capabilities and abilities that qualify them to present their opinions and overcome their fears when attending meetings with senior leaders, and the

results indicated that the research sample did not object to the experience And the implementation of new tasks for the first time, in addition to this indicates the presence of the spirit of challenge and adventure they have. As shown in the results of Table (2):

Table (2) a summary of the dimensions of the psychological capital variable

Dimensional arrangement	gap size	Availability	coefficient of difference	standard deviation	Arithmetic mean	Dimensions of the psychological capital variable	sequence
3	18.936	81.064	11.726	0.475	4.053	Self-efficacy	1
4	21.98	78.02	17.515	0.683	3.901	Optimism	2
1	14.936	85.064	11.265	0.479	4.253	Hope	3
2	17.468	82.532	11.922	0.492	4.127	Resilience	4
	18.33	81.67	10.303	0.421	4.084	Psychological capital variable	

Source: SPSS V.25

Second: Testing the Research Hypothesis

1. The third main hypothesis (correlation): There is a significant correlation between leader-member reciprocity (LMX), its dimensions, and psychological capital, as shown in Table (3).

The value of the correlation coefficient between the leader-member exchange (LMX) and psychological capital was (0.528**) at the level of significance (0.000), which is less than the level of significance (0.05), as the value of (Z) calculated was (7.218), which is greater than the value of (Z) tabular value of

(1.96), and this result indicates the significance of the correlation value, as it came at an average level, and this means rejecting the null hypothesis and accepting the alternative hypothesis, which states (there is a significant correlation between the leader-member exchange (LMX) and the head psychological money), that is, there is a correlation between the leader-member exchange (LMX) and psychological capital, that is, the ministry in question when it has the mutual role of the supreme leadership and has influence, loyalty and contribution to the implementation of tasks with the presence of mutual respect that helped in promoting

positive psychological resources for individuals.

-Testing the research's first sub-hypothesis: which states (there is a significant correlation between the dimension of influence and psychological capital)

The correlation coefficient between the dimension of influence and psychological capital was (0.455**) at the level of significance (0.000), which is less than the level of significance (0.05), as the calculated (Z) value reached (6.033), which is greater than the tabular (Z) value of (1.96). That is, the dimension of influence has a clear role on achieving psychological capital. This indicates that the positively influential senior leadership in its management with employees will contribute to creating motivation and enhancing psychological capital.

- Testing the second sub-hypothesis: which states (there is a significant correlation between the loyalty dimension and psychological capital)

The correlation coefficient between the loyalty dimension and psychological capital was (0.477**) at the level of significance (0.000), which is less than the level of significance (0.05), as the calculated (Z) value was (6.379), which is greater than the tabular (Z) value of (1.96).

), and this result indicates the significance of the correlation value, as it came at an average level, and this means rejecting the null hypothesis and accepting the alternative hypothesis, which states (there is a significant correlation between the dimension of loyalty and psychological capital). That is, there is a correlation between the loyalty dimension and psychological capital, and this indicates that interest in developing a sense of loyalty will help in the future in achieving psychological capital. Hence, the presence of loyalty on the part of the departments towards work and contribution to the implementation of the objectives of the Ministry will reflect positively on achieving psychological capital.

- Testing the third sub-hypothesis: which states (there is a significant correlation between the contribution dimension and psychological capital)

The correlation coefficient between the contribution dimension and psychological capital was (0.416**) at the level of significance (0.000), which is less than the level of significance (0.05), as the calculated (Z) value reached (5.442), which is greater than the tabular (Z) value of (1.96), and this result indicates the significance of the value of the correlation, as it came at an average level, and this means accepting the alternative

hypothesis, which states (there is a significant correlation between the dimension of contribution with psychological capital), meaning that the presence of active departments in the ministry in question will raise the level of their capabilities, the fact that these departments will be able to add and contribute to the implementation of the objectives of the Ministry, as this will have a clear role in achieving psychological capital.

- Testing the fourth sub-hypothesis: which states (there is a significant correlation between the dimension of professional respect and psychological capital)

The correlation coefficient between the dimension of professional respect and psychological capital was (0.372**) at the

level of significance (0.000), which is less than the level of significance (0.05), as the calculated (Z) value reached (4.802), which is greater than the tabular (Z) value of (1.96), and this result indicates the significance of the correlation value, as it came at an acceptable level, and this means rejecting the null hypothesis and accepting the alternative hypothesis, which states (there is a significant correlation between the dimension of professional respect and psychological capital). That is, professional respect has an effective relationship with psychological capital. Whenever there is mutual professional respect and appreciation for the capabilities and skills possessed by employees and middle administrations, this will reflect positively on achieving psychological capital.

Table 3: The values of the correlation between the dimensions of the leader-member exchange (LMX) and psychological capital

relationship direction	Relationship strength	indication	Correlation value and significance level		Dimensions of the variable leader-member exchange (LMX)	intermediate variable
Positive exponential	Medium	incorporeal	0.455**	R	Affect	psychological capital
			0.000	Sig		
			6.033	Z		
Positive exponential	Medium	incorporeal	0.477**	R	loyalty	
			0.000	Sig		
			6.379	Z		
Positive exponential	Medium	incorporeal	0.416**	R	Contribution	
			0.000	Sig		
			5.442	Z		

Positive exponential	acceptable	incorporeal	0.372**	R	Professional respect
			0.000	Sig	
			4.802	Z	
Positive exponential	Medium	incorporeal	0.528**	R	Leader-member exchange (LMX)
			0.000	Sig	
			7.218	Z	
5				The number of accepted hypotheses	
100%				percentage	
** Correlation at the level of significance 0.01					
Sample size = 154					

Source: program output SPSS V.25

2. **Testing the sixth main hypothesis (effect):** There is a statistically significant effect between the leader-member exchange (LMX) in psychological capital, as shown in Table (4).

- **Testing the sixth main hypothesis:** To test the hypothesis that states the following (there is a statistically significant effect between the leader-member exchange (LMX) in psychological capital), as the analysis will be conducted according to the simple linear regression model as follows:

$$\text{Psychological Capital} = 2.287 + 0.460 (\text{Leader-Member Exchange (LMX)})$$

As it appears from Table (4) the following: The calculated (F) value achieved a value of (58.732). It is greater than the tabular (F) value of (3.94) at the level of significance (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis, which states (there is a

statistically significant effect between the leader-member exchange (LMX) in psychological capital). That is, there is an effect of significant significance for the mutual leader-member with psychological capital, that is, the presence of the mutual leader who has the effective influence, loyalty, and contribution to granting knowledge and experience to workers with the presence of professional respect and appreciation for the work of employees and departments, the presence of this will have a clear impact on achieving and strengthening the presence Psychological capital within the ministry. From the value of the Adjusted Determination Coefficient (R^2) of (0.274), it is clear that the leader-member reciprocity (LMX) explains 27% of the variables that occur in psychological capital, as the calculated value of (t) was recorded for the marginal tendency coefficient of the reciprocity variable. Leader-Member (LMX) (7.664). It is

greater than the tabular (t) value of (1.984) at the level of significance (0.05). This indicates that the marginal slope coefficient of the leader-member reciprocity (LMX) is significant, as evidenced by the value of the marginal slope coefficient (β) of (0.460). That increasing the leader-member exchange (LMX) by one unit will lead to an increase in psychological capital by (46%). Psychological money will not be less than this value.

▪ **Testing the first sub-hypothesis:**

To test the hypothesis that stipulates the following (there is a statistically significant effect of the dimension of influence on psychological capital), as the analysis will be carried out according to the simple linear regression model as follows:

$$\text{Psychological capital} = 2.768 + 0.333 \text{ (effect)}$$

As it appears from Table (4) the following: The calculated (F) value achieved a value of (39.600). It is greater than the tabular (F) value of (3.94) at the level of significance (0.05). Therefore, we reject the null hypothesis. The alternative hypothesis is accepted, which states (there is a statistically significant effect of the dimension of influence on psychological capital) at the level of significance (5%). That is, with a confidence level of (95%). That is, the existence of a dimension of influence on workers, whether in terms of

knowledge, skill, or charisma that the leader possesses, will have a clear impact on achieving psychological capital. From the value of the Adjusted R2 coefficient of (0.201), it is clear that after the effect, it explains (20%) of the variables that occur in the psychological capital. The calculated value of (t) for the marginal slope coefficient of the impact dimension was (6.293). It is greater than the tabular (t) value of (1.984) at the level of significance (0.05), and this indicates that the marginal slope coefficient is significant for the impact dimension, as is evident through the value of the marginal slope coefficient (β) of (0.333) that an increase in the impact dimension by One unit will lead to an increase in psychological capital by (33%). The value of the constant (α) was recorded in equation (2.768), meaning when the effect dimension is equal to zero, the psychological capital will not be less than this value.

▪ **Testing the second sub-hypothesis:**

To test the hypothesis that states the following (there is a statistically significant effect of the loyalty dimension in psychological capital), as the analysis will be conducted according to the simple linear regression model as follows:

$$\text{Psychological Capital} = 2.967 + 0.569 \text{ (Loyalty)}$$

The calculated (F) values were (44.828). It is greater than the tabular (F) value of (3.94) at the level of significance (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis, which states (there is a statistically significant effect of the loyalty dimension in psychological capital) at the level of significance (5%), i.e. With a confidence level (95%). That is, the loyalty dimension has an effective and clear effect on achieving psychological capital, that is, the presence of loyalty to the ministry and management and the true belief that everything that is presented will be appreciated, respected and appreciated for the efforts. This will lead to the promotion and achievement of psychological capital among workers. From the value of the Corrected Determination Coefficient (R²) of (0.223), it is clear that the loyalty dimension explains (22%) of the variables that occur in psychological capital. It is greater than the tabular (t) value of (1.984) at the level of significance (0.05), and this indicates that the marginal tendency coefficient is significant for the loyalty dimension, as is evident through the value of the marginal tendency coefficient (β) of (0.302) that an increase in the loyalty dimension by One unit will lead to an increase in psychological capital by (30%). The value of the constant (α) was recorded

in equation (2.967), meaning when the loyalty dimension is equal to zero, the psychological capital will not be less than this value.

▪ **Testing the third sub-hypothesis:**

To test the hypothesis that states the following (there is a statistically significant effect of the dimension of contribution to psychological capital), as the analysis will be carried out according to the simple linear regression model as follows:

$$\text{Psychological capital} = 2.752 + 0.331 (\text{contribution})$$

As it appears from Table (4) the following: The calculated (F) value achieved a value of (31.798). It is greater than the tabular (F) value of (3.94) at the level of significance (0.05). Therefore, we reject the null hypothesis, and the alternative hypothesis is accepted, which states (there is a statistically significant effect of the contribution dimension in psychological capital), which indicates that the contribution has an active role on Achieving psychological capital, that is, when the senior leadership works to contribute to providing assistance and contributing to the implementation of administrative tasks, and at the same time there is an active and reciprocal contribution by the leadership and lower management, this will contribute

effectively to strengthening professional capital. From the value of the corrected determination coefficient (R²), which is (0.168), it is clear that the contribution dimension explains (17%) of the variables that occur in psychological capital. The value of (t) calculated for the marginal slope coefficient for the contribution dimension was (5.639). It is greater than the tabular (t) value of (1.984) at the level of significance (0.05), and this indicates that the marginal slope coefficient is significant for the contribution dimension, as is evident through the value of the marginal slope coefficient (β) of (0.331) that an increase in the contribution dimension by One unit will lead to an increase in psychological capital by (33%). The value of the constant (α) was recorded in equation (2.752), meaning that when the contribution dimension is equal to zero, the psychological capital will not be less than this value.

- Testing the fourth sub-hypothesis: to test the hypothesis that states the following (there is a statistically significant effect of the professional respect dimension in psychological capital), as the analysis will be conducted according to the simple linear regression model as follows:

$$\text{Psychological capital} = 3.041 + 0.264 \text{ (professional respect)}$$

As it appears from Table (4) the following: The calculated (F) value showed a value of (24.467). It is greater than the tabular (F) value of (3.94) at the level of significance (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis, which states (there is a statistically significant effect of the professional respect dimension in psychological capital), meaning that the professional respect dimension has an effective effect on Achieving professional capital, the presence of respect and appreciation with the skill and experience possessed by the leader will lead to the imposition of mutual respect between the leadership and other departments, and thus will contribute to the achievement of psychological capital. From the value of the corrected determination coefficient (Adjusted R²) of (0.133), it is clear that the professional respect dimension explains (13%) of the variables that occur in psychological capital, as the calculated (t) value of the marginal tendency coefficient for the professional respect dimension (4.946) was recorded.). It is greater than the tabular (t) value of (1.984) at the level of significance (0.05). This indicates that the marginal propensity coefficient for the professional respect dimension is significant, as is evident from the value of the marginal propensity coefficient (β) of

(0.264) that an increase in the professional respect dimension By one unit, it will lead to an increase in psychological capital by (26%). It also achieved the value of the constant (α) in equation (3.041), meaning when the professional respect dimension is equal to zero, the psychological capital will not be less than this value.

Table (4) Statistical indicators for analyzing the effect of the dimensions of the leader-member exchange (LMX) on psychological capital

indication	Sig	(t)	(F)	Adjusted (R ²)	(R ²)	Dimensions of the variable leader-member exchange (LMX)			intermediate variable
							(α)	(β)	
cursor	0.000	6.293	39.600	0.201	0.207	2.768	(α)	Affect	psychologic al capital
						0.333	(β)		
cursor	0.000	6.695	44.828	0.223	0.228	2.967	(α)	Loyalty	
						0.302	(β)		
cursor	0.000	5.639	31.798	0.168	0.173	2.752	(α)	Contribution	
						0.331	(β)		
cursor	0.000	4.946	24.467	0.133	0.139	3.041	(α)	Professional respect	
						0.264	(β)		
cursor	0.000	7.664	58.732	0.274	0.279	2.287	(α)	leader-member exchange (LMX)	
						0.460	(β)		

Tabular (F) value = 3.94

Tabular value (t) = 1.984

Sample size = 154

Source: program output SPSS V.25

THE FOURTH AXIS IS THE CONCLUSIONS AND RECOMMENDATIONS

First: Conclusions

1- The Ministry of Education believes in renewal and the exchange of

experiences in light of its possession of higher university degrees, but it is below the level of ambition, as it is not keen on involving workers in the decision-making process or presenting constructive proposals seeking to advance the organizational performance

of the Ministry, relying on what they possess of accumulated stock of knowledge and skills from Their functional service, which caused the creation of a gap between decision-makers and makers in the ministry, which led to destabilizing the confidence of individuals in their abilities and professional capabilities, and was negatively reflected on the level of confidence and optimism within the ministry.

2- The research community in the Ministry of Education showed remarkable interest in mutual relations with their direct leaders, as they showed acceptable levels of loyalty and professional respect for the professional knowledge enjoyed by the senior leadership with their continuous endeavor to improve the reputation of the Ministry through their possession of the ability and experience that enables them to overcome difficult circumstances As well as their expectations of events due to their confidence in analyzing problems and their ability to find solutions to them.

3- The senior leadership in the Ministry of Education showed acceptable levels of support and support for employees in the event that they made an unintended error, but this

support was not at the required level, which caused a decrease in the desire for diversity and creativity in the work paths according to new methods that reduce routine procedures and keep pace with what is required. New developments or complications may arise in the work.

4- It is noted that the research community needs more reinforcement of self-confidence to achieve the goals as well as activating the role of continuous self-improvement and increasing focus in achieving the planned goals in addition to accomplishing the work entrusted to it and overcoming difficulties and failures if they occurred.

5- It was found that the adoption of leader-member exchange by the leaders of the Ministry of Education enhances psychological capital, which indicates a good interdependent relationship between them, especially the dimensions of influence and loyalty, which had a stronger correlation than the rest of the dimensions with psychological capital, then followed by the dimensions of professional respect and contribution. respectively.

Second: Recommendations

1- The need to attract holders of higher degrees as a work force within

which the Ministry of Education operates and to include them in the structure of its expertise and knowledge in a way that contributes to renewing its blood and its work force, especially since the cross-pollination of experiences gives more renewal and change in the means of achieving its goals and objectives, with the need for leaders to pay attention to conscious and directed effort To provide various opportunities for its members and to improve the level of their participation in decision-making power by relying on efficient and effective elements to participate in decision-making directly or indirectly with the delegation of the necessary powers to develop creativity and develop their innovation aspects to meet work challenges.

2- The Ministry of Education should pay more attention to mutual relations based on support, support and professional respect in order to accomplish its work through the following:

A. Find reward programs that support and encourage the completion of future-oriented tasks, and motivate their members to perform current tasks to the fullest

B. Finding work methods that increase the flexibility of achievement by

granting its middle leadership more powers that prevent the spread of red tape and unjustified bureaucracy in making decisions related to the future of the educational process.

C. Paying attention to the dialogue and brainstorming sessions and giving enough space to its middle leaders to think, plan and prepare visions and scenarios that achieve its goals.

D. Paying attention to finding control and decision support systems that share information to speed up decision-making and action in the face of emergency situations and face risks.

E. To stay away as much as possible from the methods of punishment for subordinates because of the mistakes that they make, and to work on continuous encouragement to overcome the crises that prevent the completion of tasks, as well as the distribution of workloads in a fair manner in order to achieve optimism and hope for them.

3- The Ministry of Education must invest the capabilities of its leaders by influencing the behavior of its members and strengthening its educational activities, as well as striving to possess flexibility, stimulating programs, managing the educational process, and keeping pace with change in order to achieve advanced levels of performance.

4- The need for the Ministry of Foreign Affairs to pay attention to the personal perspectives and psychological capabilities of individuals' self-confidence, as well as strengthening their will, capabilities and experiences in order to achieve goals and overcome failures in light of perseverance and motivation through:

A. Holding training workshops in which experienced and competent people participate to practice positive modelling from leaders towards subordinates, in addition to experiences of mastery of performance, social persuasion, and psychological and physiological stimulation.

B. Encouraging subordinates to participate in formulating clear goals and defining them accurately, as well as submitting proposals to solve the problems facing the ministry in more than one way.

C. Training subordinates on how to deal with crises and their consequences to adapt to future changes as a proactive approach.

D. leaving the methods of rebuking subordinates for previous mistakes and continuous encouragement to overcome the difficulties that prevent the completion of tasks as well as

distributing workloads in a fair manner in order to achieve realistic optimism

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