Organizational Confidence Among The Female Principals Of Secondary Schools In Dammam And Its Relationship With The Female Teachers' Job Satisfaction

Shammaa Abdulrahman Al-Hamad and Ahmed Sulaiman Bani Murtadha

Abstract: *The study aimed to identify the level of organizational confidence among the female principals of secondary schools in Dammam and the level of teachers' job satisfaction from the point of view of female teachers in public secondary schools in Dammam and to reveal the relationship between them, and to search for any differences attributed to both variables of Years of service and educational qualification. To achieve the study's objectives, the correlational descriptive survey approach and the questionnaire tool were used to collect data. The study population consisted of all (1280) female teachers of the public secondary schools in Dammam. A simple random sample of (296) female teachers was used to apply the questionnaire. The data were statistically processed using the Statistical Packages for Social Sciences (SPSS) in light of the study questions. The study revealed a set of results, most notably: The level of organizational confidence among female principals of public secondary schools in Dammam, as perceived by female teachers, is at a (high) level for the axis as a whole, with a mean of (3.66). The dimensions are as follows: First, there is the dimension of information availability, followed by innovation opportunities, self-realization, dominant organizational values, and administrative policies. The level of job satisfaction among[1] female teachers at public secondary schools in Dammam, as perceived by them, is at a (high) level for the axis as a whole, with a mean of (3.50). The dimensions order is as follows: The dimension of the job, then the dimensions of direct management and supervision, professional growth and career progression, salary, and financial incentives. The results revealed a statistically significant positive correlation at the significance level ($\alpha \leq 0.05$) between the organizational confidence of their female principals; and their level of job satisfaction. Based on the findings, several recommendations and proposals were made.*

Keywords: *Organizational Confidence; Job Satisfaction; Secondary Female Teachers and School Principals.*

Introduction

Organizational confidence has caught the interest of management studies, particularly those investigating organizational behavior because it creates the conditions for an organization's success. It is an important factor in achieving their goals, reflected in the attitudes and actions of personnel inside their organizations, and eases problem-solving.

Department Of Educational Administration, College of Education, Imam Abdulrahman Bin Faisal University, Dammam, Saudi Arabia.

Organizational confidence is one of the most significant components of organizational life and one of the most important motivating elements in the work environment. It is important in boosting overall job outputs. (Al Otaibi, 2019). "It expresses the individual's belief in the organization to which he belongs, and that there is a mutual understanding between the boss and subordinates, as well as among coworkers, and that they all endeavor to fulfill the goals of their organizations." (Abousnina,2015, p. 67). When confidence is promoted in the workplace, employees feel comfortable and optimistic, which inspires them to develop and innovate. Organizations lacking confidence suffer from a lack of teamwork, poor communication, and lack of innovation and commitment among personnel, whether leaders or subordinates. (Al Arifi, 2019).

It promotes the short and long-term organizational survival of public and commercial organizations, particularly after increasing the competition among administrative organizations. It is a crucial aspect in attaining integration and organizational performance. Organizations cannot assume a place in the business world without confidence between people, as they contribute to the effective authorization of powers, embrace change and development without fear and opposition, create incentives to work, and take on greater responsibility (Abousnina, 2015). It creates an attractive work environment, where workers can express their views freely, build human relations, and inspire motivation and energy to achieve the best results. This is done by motivating members to accept responsibilities and achieve common goals, encouraging the exchange of information and knowledge among them, and avoiding opportunistic behavior. confidence leads to openness, acceptance of criticism, and increasing predictability (Hamila,2019). This is confirmed by a study by Li, et al. (2015). Confidence in organizations leads to greater production, efficiency, effectiveness, reduction in employee attrition, and a desire to quit the work.

If organizational confidence's importance is obvious, it will be promoted in the future, given the tendency of companies toward open connections and their dependency on information rather than control (Al Arifi, 2019). The need for organizational confidence, particularly in schools, is clear. This is because it helps to keep up with changes in the local and international environment in terms of globalization, competitiveness, the spread of information technology, and decentralization in decision-making, which requires schools to focus on developing a climate of confidence in the relationships between principals, teachers, and the organization's senior management. This helps to improve the quality of school performance and achieve the intended goals (Banat, 2016).

The school's success or failure to meet its objectives is based on the efficiency of the human element, within which the school administration is at the top of the organizational pyramid. The principal is perhaps the most important pillar of the school administration system's inputs, as he/she is the thinking mind within the system, and responsible for its planning, leadership, guidance, evaluation, and decision-making on each element of the system, as well as taking responsibility for dealing with any variables and adapting thereto. (Al Otaibi, 2019). Given that organizational confidence is an important element of success in contemporary educational organizations (Ameri, 2016), the school principal plays a pivotal role in adopting organizational confidence, by building collaborative relationships between school staff and creating a healthy organizational environment (Abousnina, 2015). The school administration deals with individuals having psychological attitudes, different personalities, and special abilities, which the school principal shall consider by believing that those working with him have rights and hopes related to their work and life. In this case, the principal shall promote high morale among teachers, as well as enhance understanding and confidence between them. The principal

shall raise team spirit, cooperation, and creativity. The researchers refer to this as organizational confidence. (Banat, 2016)

It is the fundamental component of integration and organizational effectiveness, and it inspires employees in the workplace by making each individual believe in the talents and competencies of the other party, whether it is a colleague, supervisor, or school principal. It is a basic variable in human relationships and interactions. It has a strong association with the prediction of individual behavior and its performance in today's organizations (Al Otaibi, 2016)**.**

There is no doubt that a teacher's job satisfaction is a critical and sensitive topic since it impacts productivity at work, and the quality of the teacher's work is reflected in all sectors and segments of society. The human element requires close attention to the institutional setting in which he operates. The appropriate environment characterized by the good behavior of colleagues and superordinate, fairness, justice, and equality, are all variables that play an important role in shaping job satisfaction, which is a concept and organizational behavior that has been associated with the human element within organizations (Al-Hweiti, 2018). Khattar and Mashti (2020) pointed out that employees, who enjoy job satisfaction, achieve better results than others, and execute their jobs slightly better than employees who are dissatisfied with their organizations. Al Jumaan et al. (2020) confirms that an individual's sense of satisfaction enhances productivity. If an individual is satisfied with his work and his subordinates, he promotes social and psychological compatibility with those who work with him, which improves the individual's performance. If job competence is a result of preparation, training, and experience, it is also a sign of the extent to of the individual feels satisfaction with his work. (Khattar, Mashti, 2020).

"Teachers' satisfaction with their work is one of the most essential variables influencing their efforts to enhance and develop their performance, as well as the educational process itself. One of the earliest theories that attempted to explain job satisfaction was the idea of scientific management, which viewed the financial factor as the only incentive to obtain satisfaction. However, it was subsequently discovered the relevance of the human aspects and other associated aspects" (Al Shahri, 2020, p. 705). To do this, attention must be paid to providing effective leadership that aims to enhance the job satisfaction of teachers by creating strong interactions with them, involving them, and encouraging them to work in a healthy environment, as indicated by the Al-Zahrani study (2019). This means that the strong confidence and ties between bosses and subordinates reduce conflict within organizations, and cooperative work prevails, resulting in positive attitudes toward work and the achievement of desired goals, because relations within institutions are dependent on confidence between principals and employees. "It is not enough for principals to have confidence in employees; people must also have confidence in principals, which constitutes a powerful motivator to work" (Abousnina, 2015, p. 66). Boyaci et al. study concluded that leadership indirectly affects job satisfaction through organizational confidence.

Based on the foregoing, this study aims to determine the nature of the relationship between secondary school principals' organizational confidence and the degree of job satisfaction of female teachers in Dammam from their perspective.

Study Problem

Organizational confidence has been and continues to be the foundation of organizational success, and it is one of the most effective administrative instruments for attaining objectives and creating the circumstances for excellence and success inside administrative

organizations. In light of the significant progress being made in education in the Kingdom of Saudi Arabia under its plan and a comprehensive future vision that is concerned with developing all aspects of the educational field, one of its goals is to improve the educational environment by stimulating creativity and innovation.

To put it simply, "providing a healthy environment by deepening confidence between individuals themselves, and providing confidence between them and their organizations form a basis for interaction and outstanding performance, supporting innovation, and increasing creative abilities and commitment" (Hamila, 2019, p. 6). However, according to the findings of several research, the level of organizational confidence among teachers at public secondary schools in the KSA was medium as specified in the study by Al Shitway (2016) and Al Shammari study (2020), as well as recording low degree in Al-Zahrani study (2019).

Given the importance of organizational confidence in improving relationships, exchanging information, opinions, and creative ideas, and achieving solidarity to achieve common goals, it is a fundamental starting point in improving school performance, and it has a strong relationship with the prediction of individual behavior and success in today's educational organizations. The most important of which is the job satisfaction of working individuals, which is one of the manifestations of organizational behavior affecting teacher performance and productivity, in addition to being one of the topics that should remain the subject of research and study from time to time among leaders, supervisors, and those interested in administrative development for various reasons, because what the individual is now content with may not satisfy him in the future. (Al Ahmad and Al Kurdi, 2020).

It has been relied on some studies, such as the study by Abu Ajama (2020), which concluded the achievement of job satisfaction for female teachers with a medium degree and recommended activating the principles of confidence and empowerment, by allowing female teachers to participate in administrative decision-making in practical sense, and encouraging school principals to change and update their administrative methods to be more clear, thus contributing to a high degree of smooth flow of information and administrative decisions to serve the educational-learning practice and help in achieving the female teachers' job satisfaction. The job satisfaction of female teachers was also moderate, in the studies by Al Ghaith(2015), the study of Al Jumaan et al. (2020), Al-Omari (2021), Al-Thubaiti and Al-Anzi (2014), where the latter recommended providing better working conditions to help the teacher to perform his/her duties effectively, and the study by Boyaci et al. (2018) concluded that organizational confidence has an important role in boosting teacher job satisfaction through leadership. The findings of the Ozcan study (2022) revealed that school principals play major roles in job satisfaction, and teachers have expectations of school principals. By meeting these expectations, school principals can improve teacher job satisfaction.

Al Otaibi's study (2019) recommended conducting more studies in the field of organizational confidence within the KSA, while Al Qarni's study (2019) recommended studying the relationship between organizational confidence and job satisfaction for female teachers. As far as the researcher knows, after examining, there is a scarcity of studies investigating organizational confidence and its relationship to job satisfaction in public education.

In light of the above, the problem of the study is determined: In revealing the level of organizational confidence among the female principals of public secondary schools in Dammam and its relationship with the female teachers' job satisfaction.

Study Questions

1. What is the level of organizational confidence among female principals of public secondary schools in Damma from the point of view of female teachers?
2. What is the level of job satisfaction among teachers at public secondary schools in Dammam from their point of view?
3. Is there a statistically significant correlation at the significance level $(0.05 \leq a)$ between the responses of female teachers in public secondary schools in Dammam towards the level of organizational confidence among their principals, and the level of their job satisfaction?

Study Aims

1. Revealing the level of organizational confidence among female principals of public secondary schools in Dammam from the point of view of female teachers.
2. Revealing the level of job satisfaction among teachers of public secondary schools in Dammam from the female teacher's point of view.
3. Revealing the nature of the relationship between Dammam public secondary school teachers' evaluations of organizational confidence among their principals and the averages of teachers' evaluations of their job satisfaction.

The Importance of the Study

The importance of the study lies in:

First: Theoretical (Scientific) Importance:

1. This study aligns with the stage of transition and development in education in the Kingdom of Saudi Arabia, as organizational confidence serves as a foundation for interaction and performance excellence.
2. The study contributes to bridging the current gap in field studies and research on this topic, as few studies deal with organizational confidence and job satisfaction together, to the researcher's knowledge.
3. The relationship of organizational confidence in the school female principals has an impact on the job satisfaction of secondary school female teachers, which contributes to directing the attention of researchers to conduct more studies in this important field, constituting an addition to administrative and educational literature.

Second: Practical (Applied) Importance

1. This study provides feedback to public secondary school female principals in light of its findings, regarding the degree to which they apply administrative practices of the organizational confidence, in a way that encourages individuals to improve their practices and behaviors, as well as carry out their obligations more effectively.
2. It assists people in charge of developing educational leadership programs by identifying some of the psychological characteristics that influence school teacher performance, allowing them to reflect on the development of training programs for school female principals.

Limits of the Study

1. **Thematic Limits:** Dimensions of Organizational Confidence representing: (Administrative policies - availability of information - prevailing values - self-realization and innovation opportunities), and its relationship to job satisfaction of its dimensions (direct management and supervision – professional growth and career progression – job – salary and financial incentives).

2. **Time Limit:** The study was conducted in its field form during the third semester of the academic year 1444 AH.

3. **Spatial Limit:** This study was conducted in public secondary schools in the city of Dammam.

4. **Human Limit:** The study tool was applied to public secondary schools (female teachers).

Study Terms

Organizational confidence is procedurally defined as the positive expectations, beliefs, and feelings that the female teachers of public secondary schools in Dammam have towards their female principals, concerning the following dimensions of study, namely: (administrative policies - self-realization and innovation opportunities - prevailing values - information availability).

Job satisfaction is procedurally defined as the feelings of the teachers at public secondary schools in Dammam toward their job, resulting from their current understanding of what the job affords them, and their awareness of what they should obtain from it, with reference to the following dimensions of study: (direct management and supervision – professional growth and career progression – job – salary and financial incentives).

Previous Studies

After analyzing and extrapolating the theoretical literature to find the experiences of other researchers in the disciplines of scientific research linked to the variables of the present study, they were organized chronologically from the oldest to the most recent as follows:

The study by Tarawneh and Muasher (2012), aimed to analyze the impact of the objectivity of the performance evaluation system on the organizational confidence of male and female teachers in the directorates of education in Karak Governorate in Jordan. To achieve this, the researchers used the correlational descriptive approach (descriptive and analytical). A questionnaire designed and developed for this purpose was used. The first section of the questionnaire consists of (26paragraphs that measure the performance evaluation criteria. The second section consists of (26) paragraphs that measure the dimensions of organizational confidence (administrative policies, information flow, organizational values, creativity, and innovation opportunities). The study was conducted on a random sample of (755) male and female teachers from their original population, which is all teachers working in the directorates of education in Karak Governorate, amounting to (5031) male and female teachers. The study concluded a set of results, the most important of which were: The study sample members' opinions of the aspects of objectivity of the performance evaluation system, as well as the level of organizational confidence at the directorates where the study was conducted, were typically medium. There is an impact of the objective dimensions of the performance evaluation system collectively and individually on organizational confidence. The dimension of the

information flow came in the first rank, followed by creativity and innovation opportunities, then the dimension of the prevailing organizational values, and finally the dimension of the administrative policies.

Demir's study (2015) aimed to find out the impact of the level of organizational confidence of primary school teachers towards their organization concerning their perceptions regarding the school and the existence of a teacher leadership culture. The comparative approach was utilized to analyze the link between organizational confidence and teacher leadership. The data collection tool employed two measures: the teacher leadership culture measure and the comprehensive confidence measure of three dimensions, including teacher cooperation, administrative support, and a supportive work environment, with three sub-dimensions: confidence in principals, confidence in colleagues, and confidence in customers. The study sample included (378) teachers working in Burdur public elementary schools in Türkiye. The study discovered that teachers' confidence in their schools is beneficial and important for the school's leadership culture. The level of confidence of teachers towards organizing the explanation is 76% of the variation in the level of school teacher leadership culture. Confidence in school principals showed a significant correlation with administrative confidence. Confidence in colleagues also has a significant correlation between teacher collaboration and a supportive work environment.

Banat's study (2016), aimed to identify the level of organizational confidence among principals of primary schools at UNRWA in the Gaza governorates, and its relationship to the prevailing organizational environment from their point of view. To achieve the study's objectives, the researcher used the descriptive analytical method. The study sample included all principals of primary schools at UNRWA in Gaza governorates with a total of (155) female and male principals, who represent the entire study population. The study used a questionnaire that included the following dimensions of organizational confidence, administrative policies, prevailing values, information availability, creativity, and self-realization. The study concluded a series of findings, the most important of which are that primary school principals reported a high level of organizational confidence, and there was a moderate positive relationship with statistical significance between their ratings of the level of organizational confidence and their average estimates of the quality of the current organizational climate at UNRWA in the Gaza governorates.

Al-Hweiti's study (2018) aimed to identify the level of organizational confidence in public primary schools in Tabuk and its relationship to teachers' job satisfaction, and to reveal the differences between the response of the sample according to the variables of qualification and experience. To achieve the objectives of the study, a questionnaire was created, consisting of (56) statements distributed on two axes, and each axis includes four dimensions. The dimensions of organizational confidence consisted of (confidence in colleagues, confidence in school leadership, confidence in the work environment and organizational decisions, and confidence in educational supervisors). The study population consisted of all 1736 primary teachers in Tabuk. The study sample consisted of (375) teachers from the original study population selected randomly. The descriptive correlational approach was used, and the results of the study showed that the level of organizational confidence in primary schools in Tabuk from the point of view of the study sample was high. The level of job satisfaction among primary school teachers in Tabuk from the point of view of the study sample was high. There was a positive correlation between the level of organizational confidence and job satisfaction.

Boyaci et al. (2018) conducted a study to identify the impact of organizational confidence on the impact of school principals' leadership on teachers' job satisfaction, as well as to determine whether organizational confidence plays a role in the effect according to (retrospective causal design), and to develop three structural equation models based on maximum likelihood estimation, to determine the effect of leadership on organizational confidence and job satisfaction. The population on which the study was conducted consisted of (25,734) male and female teachers working in Şanlıurfa, Türkiye. The study sample consisted of (2561) male and female teachers, and the study used the questionnaire as a tool for collecting data. The study concluded with a set of results, the most important of which are that leadership indirectly influences job satisfaction through organizational confidence, and it has been determined that school principals exhibit appropriate levels of leadership. Teachers believe in their organizations and are satisfied with their jobs. Leadership has a very high impact on organizational confidence, and organizational confidence has a moderate impact on job satisfaction.

Al Otaibi's study (2019), aimed to identify the level of organizational confidence among school teachers in As Sirr region in the Kingdom of Saudi Arabia, and to reveal the statistically significant differences in the levels of organizational confidence among school teachers according to the variables of gender, experience, training courses, and to identify the factors affecting the level of organizational confidence among teachers. The study used the descriptive survey approach, and the researcher relied on the questionnaire to collect information. The sample number was (306) male and female teachers taken from the population of (1337) male and female teachers. The study sample was randomly selected, and the most important results were: The level of organizational confidence among school teachers in As Sirr, the Kingdom of Saudi Arabia, came to a high degree, and the dimensions came respectively, the dimension of the prevailing values in the first place, then innovation and self-realization, then the available information, and finally the administrative policy. There are no statistically significant differences in organizational confidence in public schools in As Sirr, due to gender difference. There are statistically significant differences in organizational confidence in public schools in As Sirr concerning the overall degree and dimensions (administrative policies, and information available in the organization) due to the different years of experience. There are statistically significant differences in organizational confidence in public schools in As Sirr about the dimensions (innovation and self-realization, prevailing values) due to the different years of experience.

Al Arifi's study (2019) sought to identify the level of organizational confidence among female leaders of public primary schools in Riyadh, as well as to identify the barriers to increasing the level of organizational confidence among female leaders of public primary schools, and to submit proposals that contribute to raising the level of organizational confidence among female leaders of public primary schools in Riyadh. The researcher used a "questionnaire" to collect data, and the study used a descriptive survey approach. The study population included (369) leaders of public primary schools in Riyadh city, as well as (51) school leadership supervisors in school leadership units in Riyadh city education offices. It included (36) statements distributed over three axes that were applied to a random sample of female leaders of public primary schools in Riyadh city, whose size reached (200) leaders selected in a simple random way, as well as (51) school leadership supervisors. The sample was selected using the complete census method. The most notable findings were that the level of organizational confidence among the leaders of public primary schools in Riyadh city reached a medium level, as follows: The dimension of self-

realization and innovation opportunities, followed by the prevailing values in the organization, then information flow in the organizational channels, and finally the dimension of the administrative policies.

Al-Tuwaijri's study (2019), aimed to identify the level of job satisfaction among secondary school teachers in the city of Buraidah, and to reveal statistically significant differences in the satisfaction levels of the variable of specialization and training courses. The study used the descriptive survey approach and adopted a questionnaire to collect information. The number of the sample was (331) female teachers from the population of (1700) teachers. The study sample was chosen in a simple random way, and the most important results were: There are no statistically significant differences in job satisfaction among secondary school teachers in Buraidah concerning the overall degree and dimensions of (self-appreciation and self-esteem, nature of work, administrative and professional interaction, social interaction), due to the difference in specialization, while there are statistically significant differences concerning the dimensions of (affiliation, wages and rewards) due to the difference in specialization, and differences in favor of scientific disciplines. There are no statistically significant differences due to the difference in training courses.

The study by Al-Jumaan et al. (2020) aimed to identify the reality of job satisfaction among primary school teachers in the public schools in Riyadh, uncover the obstacles to achieving job satisfaction among them, and identify the most prominent suggestions that help achieve job satisfaction among primary teachers in the public schools in Riyadh. The sample of the study consisted of primary school teachers in public schools in the city of Riyadh, as the number of population individuals is (11243) teachers, and the sample was (333) teachers chosen in a simple random way. The study followed the descriptive approach with its survey input. The questionnaire was used as a study tool. The study also reached some results, which are that the study members agree with the statements of the job satisfaction reality to a medium degree and the statements of obstacles to achieving job satisfaction to a medium degree as well. The results explained that the study members strongly agree with the suggestions that help achieve job satisfaction among primary school teachers in the city of Riyadh.

Al-Azmi's study (2020) aimed to identify job satisfaction and its relationship to organizational commitment among teachers in secondary schools in Kuwait. The research relied on the descriptive approach. The study tools were a personal interview form and a questionnaire form consisting of (the dimension of work nature- wages and rewards - social relations - self-realization). It was applied to a sample of principals and assistants of principals, first teachers, and teachers in secondary schools in the State of Kuwait, which consisted of (222) individuals who applied the method of selecting the intended intentional sample. It was limited to the first teachers in secondary schools in the State of Kuwait. It was applied to the study population of secondary schools in six regions in Kuwait. The study's findings confirmed the lack of close relationships between teachers and parents, the compatibility of teachers' personal goals with the school's aims, and the school principal adopting the democratic approach in dealing with instructors.

Ozcan study (2022) aimed to verify the job satisfaction of secondary school teachers using the convergent method, which is one of the mixed research methods (in which quantitative and qualitative data of the same phenomenon are analyzed, combined, and interpreted together). The (Minnesota Job Satisfaction Scale), consisting of 20 statements of the

dimensions of substantial and external job satisfaction, was used as a tool for the study in addition to the semi-structured interview form in the qualitative part of the study, consisting of 4 questions to reveal the substantial and external job satisfaction factors for the participants. The study tools include the following demographic variables: Gender, branch, professional experience, and education level variables. The participants from the sample were identified for quantitative and qualitative parts using the usual sampling approach. The standard sampling approach is used to pick participants based on preset criteria related to the goal of the research in the quantitative component, which included 330 instructors, and in the qualitative part, which included 30 secondary teachers. According to the study's findings, the participants' general job satisfaction and substantial job satisfaction levels were satisfied, while their external job satisfaction levels were unsure. It was also clarified that the participants' levels of job satisfaction do not change according to the variables of gender, branch, and educational level, but there are differences between the two groups according to the variable of professional experience, and that appreciation, success, promotion, merit, recognition, motivation, and responsibility are factors that affect the substantive job satisfaction of the participants, and that payment, management, working conditions, justice, and living standards are factors that influence participants' external job satisfaction.

Akbay and Zeybek (2023), aimed to examine teachers' perceptions of organizational confidence according to different variables. The descriptive survey approach was used, and the questionnaire tool was used based on the "Organizational confidence Scale" developed by Yilmaz (2006) to determine teachers' perceptions of organizational confidence consisting of the following dimensions: confidence in principals, confidence in colleagues, and confidence in stakeholders, and then examined the differentiation in teachers' organizational confidence levels by gender, educational level, years of service, and educational stage. The sample included (156) male and female teachers. The study's findings revealed that teachers had a high level of confidence in their schools and that gender, educational status, and seniority had no effect on their judgments of organizational confidence. Regarding the school stage variable, it influences teachers' assessments of organizational confidence. Teachers in primary schools report higher levels of organizational confidence. As a result, initiatives must be devised to improve the perceptions of organizational confidence among secondary and intermediate school teachers.

Distinctive Features of the Present Study

– The present study differs from all previous studies in its objective, temporal, and spatial boundaries.
– The study is distinguished by addressing the relationship between the two variables of organizational confidence and job satisfaction, but using different aspects of organizational confidence than other studies that link these two variables.
– It is distinguished by studying the level of (organizational confidence) among Dammam teachers, and to the best of the researcher's knowledge, no study has been undertaken to identify this variable in the same population.

Study Approach

Based on the nature of the study and the information to be obtained, the study used the descriptive (correlational) approach, to identify the level of organizational confidence

among the female principals of secondary schools in Dammam and the level of teachers' job satisfaction. The descriptive approach depends on the study of the phenomenon as it exists in reality, and focuses on its accurate description, and it is expressed as a qualitative and quantitative expression. The qualitative expression describes the phenomenon and clarifies its characteristics. On the other hand, the quantitative expression gives us a numerical description that clarifies the magnitude or volume of this phenomenon and its degrees of association with other phenomena. Al-Khalili (2012) defined it as "one of the types of scientific approaches that are concerned with determining the relationship between two or more quantitative variables and the degree of strength of this relationship" (p. 330).

Second: Study Population

In the present study, the study population consists of all the female teachers at government secondary schools in Dammam for the academic year 1444 AH, who are (1280) principals, according to the statistics of the Planning and Development Department at the General Directorate of Education in the Eastern Province shown in Appendix No. (5). Table (1) and Figure (1) show the statistics of the number of female teachers in public secondary schools in Dammam.

Table (1): Statistics of the number of female teachers in public secondary schools in Dammam.

Office	Number of Daytime Female Teachers	%
East Dammam Education Office	493	38.5%
West Dammam Education Office	787	61.5%
Total	1280	100.0%

Third: Study Sample

 The study sample, based on Kergesi and. Morgan's table consisted of a core sample of (296) female instructors from public secondary schools in Dammam (daytime) during the academic year 1444 AH / 1445 AH. A survey sample of (30) parameters was selected by the (convenience random) method, to verify the validity and reliability of the questionnaire, while the basic sample was selected by the (simple random) method.

Fourth: Study Tools

The questionnaire was utilized by the researcher to gather the necessary data from the study population. The questionnaire is the most commonly used method for collecting information from individuals. A questionnaire is "a tool with dimensions and items used to obtain information or opinions, to which the one being examined responds, and it is written" (Al-Agha and El Ostaz, 2004, p. 116). A questionnaire with two axes was used to determine the level of organizational confidence among Dammam's secondary school female principals and its relationship to female teachers' job satisfaction, and it was administered electronically after being distributed by the Education Office in East and West Dammam.

The present study tool has been created according to the following steps:

A. Determine the purpose of the questionnaire: Identify the organizational confidence among the female principals of secondary schools in Dammam and its relationship with the female teachers' job satisfaction.

B. Refer to theoretical literature and some previous studies: Theoretical literature and prior studies on organizational confidence and job satisfaction were reviewed.

C. Access the questionnaire's initial form, which consisted of two axes and eight dimensions as follows:

First Questionnaire: Organizational Confidence Axis

It is represented in the **level of organizational confidence of the principals of public secondary schools in Dammam from the point of view of female teachers**, and it includes (19) paragraphs, divided into (4) dimensions:

First Dimension: Administrative policies, consisting of (5) paragraphs.

Second Dimension: Availability of information, consisting of (4) paragraphs.

Third Dimension: Prevailing organizational values, consisting of (5) paragraphs.

Fourth Dimension: Self-realization and innovation opportunities, consisting of (5) paragraphs.

Second Questionnaire: Job Satisfaction Axis

It is represented in the **level of job satisfaction for teachers at public secondary schools in the city of Dammam**, and includes (15) paragraphs, distributed over (4) dimensions:

First Dimension: Direct management and supervision, consisting of (4) paragraphs.

Second Dimension: Professional growth and career progression, consisting of (4) paragraphs.

Third Dimension: Job, consisting of (4) paragraphs.

Fourth Dimension: Salary and financial incentives, consisting of (3) paragraphs.

To answer the questionnaire paragraphs and calculate the degree of responses of the sample individuals, the five-point Likert scale was used, and the degree was estimated according to the following calculation table:

Table (2): Level Rating Categories.

Mean Rank	Mean	Grade	Answer Scale
5	Means ranging from 1,000 to 1,80	1	Very Low
4	Means ranging from 1.81 to 2.60	2	Low
3	Means ranging from 2.61 to 3.40	3	Medium
2	Means ranging from 3.41 to 4.20	4	High
1	Means ranging from 4.21 to 5.00	5	Very high

D. Validity of the Study Tool

Face Validity of the Questionnaire

The validity is based on the opinions of the interraters, where the researcher presented the questionnaire in its initial form to many experts and specialists, and they were requested to analyze the questionnaire and give their opinions in terms of The appropriateness of the statements and their fulfillment of the study's objectives, their comprehensiveness, the diversity of their content, the appropriateness of each statement to the dimension to which it belongs, the appropriateness of the dimensions and axes to achieve the study's objectives, the evaluation of the level of linguistic formulation, output, and any other observations they consider appropriate regarding modification, change, or deletion. They provided valuable feedback that aided the study, enriched the questionnaire, and helped its finalization well. Thus, the questionnaire has achieved the so-called face or logical validity.

Validity of the Internal Consistency

The validity of the internal consistency of the questionnaire statements was calculated by calculating the following:

- Pearson correlation coefficient (correlation) between the degree of each statement and the total degree of dimension to which each statement belongs. Tables (5) and (6) show such results.

- Pearson correlation coefficient (correlation) between the degree of each dimension and the total degree of the axis to which each dimension belongs. Tables (7) and (8) show such results.

- Pearson correlation coefficient (correlation) between the degree of each axis and the total degree of the questionnaire. Table (3) shows such results.

Table (3): Pearson correlation coefficient (correlation) between the degree of each statement, and the total degree of dimension to which each statement belongs, as well as the axis of organizational confidence.

Number	Administrative Policies	Availability of Information	Prevailing Organizational Values	Self-realization and Innovation Opportunities
1	$.875^{**}$	$.872^{**}$	$.902^{**}$	$.773^{**}$
2	$.843^{**}$	$.915^{**}$	$.939^{**}$	$.877^{**}$
3	$.863^{**}$	$.919^{**}$	$.918^{**}$	$.937^{**}$
4	$.881^{**}$	$.960^{**}$	$.799^{**}$	$.876^{**}$
5	$.764^{**}$		$.917^{**}$	$.856^{**}$

** Statistically significant at a significance level of less than (0.01)

It is clear from Table (3) that all the values of the correlation coefficients between the degree of each statement, and the total degree of the dimension to which each statement belongs, as well as the axis of organizational confidence, are statistically significant, which indicates the linkage of these statements and their applicability to the study sample.

Table (4): Pearson correlation coefficient (correlation) between the degree of each statement, and the total degree of dimension to which each statement belongs, as well as job satisfaction

Number	Direct Management and Supervision	Professional Growth and Career Progression	Job	Salary and Financial Incentives
1	.922**	.907**	.778**	.937**
2	.885**	.899**	.877**	.982**
3	.855**	.944**	.877**	.959**
4	.810**	.832**	.796**	

** Statistically significant at a significance level of less than (0.01)

It is clear from Table (4) that all the values of the correlation coefficients between the degree of each statement, and the total degree of the dimension to which each statement belongs, as well as the axis of job satisfaction, are statistically significant, which indicates the linkage of these statements and their applicability to the study sample.

Table (5): Pearson correlation coefficient (correlation) between the degree of each dimension and the total degree of organizational confidence

Number	Dimension	Correlation Coefficient
1	Administrative Policies	.935**
2	Availability of Information	.902**
3	Prevailing Organizational Values	.961**
4	Self-realization and Innovation Opportunities	.944**

** Statistically significant at a significance level of less than (0.01)

It is clear from Table (5) that all the values of the correlation coefficients between the degree of each dimension and the total degree of the axis of organizational confidence are statistically significant, which indicates the linkage of these dimensions and their applicability to the study sample.

Table (6): Pearson correlation coefficient (correlation) between the degree of each dimension and the total degree of job satisfaction

Number	Dimension	Correlation Coefficient
1	Direct Management and Supervision	.898**
2	Professional Growth and Career Progression	.880**
3	Job	.938**
4	Salary and Financial Incentives	.852**

** Statistically significant at a significance level of less than (0.01)

It is clear from Table (6) that all the values of the correlation coefficients between the degree of each dimension and the total degree of the axis of job satisfaction, are statistically significant, which indicates the linkage of these dimensions and their applicability to the study sample.

Table (7): Pearson correlation coefficient (correlation) between the degree of each axis and the total degree of the questionnaire

Number	Aspect	Correlation Coefficient
1	Organizational Confidence	.966**
2	Job Satisfaction	.976**

** Statistically significant at a significance level of less than (0.01)

It is clear from Table (7) that all the values of the correlation coefficients between the degree of each axis and the total degree of the questionnaire are statistically significant, which indicates the linkage of these axes and their applicability to the study sample.

A. Questionnaire Reliability

The reliability of the questionnaire was verified by the Cronbach-Alpha coefficient, and Table (8) shows such results.

Table (8): The reliability of the questionnaire with the Cronbach-Alpha coefficient.

Number	Dimension/ Axis	Number of the Statements	Cronbach-Alpha
1	Administrative Policies	5	.893
2	Availability of Information	4	.933
3	Prevailing Organizational Values	5	.938
4	Self-realization and Innovation Opportunities	5	.913
5	**Organizational Confidence Axis**	19	.973
6	Direct Management and Supervision	4	.889
7	Professional Growth and Career Progression	4	.914
8	Job	4	.841
9	Salary and Financial Incentives	3	.953
10	**Job Satisfaction Axis**	15	.955
11	The total questionnaire	34	.980

It is clear from Table (8) that all reliability values of the Cronbach-Alpha equation for all dimensions and axes of the questionnaire, and the questionnaire as a whole, are statistically acceptable, as (Abu Hashim, 2003, p. 304) indicates that the reliability coefficient is statistically acceptable if its value is higher than (0.60), which indicates the validity of the questionnaire to apply to the research sample.

Results of the First Question's Answer: **What is the level of organizational confidence among female principals of public secondary schools in Damma from the point of view of female teachers?** The mean, standard deviation, ranking, and level estimation were used, and tables (11) to (15) show such results.

Organizational Confidence Axis:

The axis consisted of four dimensions of organizational confidence, and the axis included 19 statements. Means, standard deviations, and the rank of means were extracted, and the degree to which the total responses agreed on the areas and statements of organizational confidence. Table (11) and Figure (3) below illustrate the level of organizational confidence among the principals of public secondary schools in Dammam from the perspective of teachers at (all dimensions)**:**

Table (9): The mean, standard deviation, ranking, and estimating the level of organizational confidence among the female principals of the public secondary schools in Dammam from the point of view of female teachers at (all dimensions).

S. No.	Dimension	Mean	Deviation	Ranking	Level
2	Availability of Information	3.69	1.001	1	High
4	Self-realization and Innovation Opportunities	3.66	1.020	2	High
3	Prevailing Organizational Values	3.65	1.093	3	High
1	Administrative Policies	3.63	0.987	4	High
	Level of Organizational Confidence as a whole	3.66	0.984		High

Table (9) regarding the level of organizational confidence among the female principals of the public secondary schools in Dammam from the point of view of female teachers at (all dimensions), indicates the following:

All dimensions came in the (high) level, where the mean came in the category of estimation (3.40 to less than 4.20), and the means of these dimensions ranged between (3.63) and (3.69).

The overall axis of the level of organizational confidence among the principals of public secondary schools in Dammam came from the point of view of female teachers at (all dimensions) recorded at a (high) level, with a mean of (3.66). This result was consistent with the results of the study of Banat (2016), Al Otaibi (2019), and the studies of Demir (2015), Boyaci et.al (2018), Al-Hweiti (2018), and Akbay & Zeybek (2023). This result

differed from the study of Ibrahim (2022) and Al Otaibi (2019), the study of Tarawneh and Muasher (2012), as each one of which recorded a medium degree of organizational confidence, and the study of Al-Aswad and Younis (2018) was very high. The increase in organizational confidence degrees can be linked to:

- The Ministry of Education in the Kingdom of Saudi Arabia's continual development of secondary school principals has had a good impact on school leaders. In addition, secondary school principals' conviction of the necessity of improving teacher morale and accomplishing goals and successes persuades both parties based on a sense of confidence and reassurance.

Results of the Second Question Answer, which state: What is the level of job satisfaction among teachers at public secondary schools in Dammam from their point of view? The mean, standard deviation, ranking, and level estimation were used, and the following tables show such results:

Job Satisfaction Axis

The axis consisted of four dimensions of job satisfaction, and the axis included 15 statements. Means, standard deviations, and the rank of means were extracted, and the degree to which the total responses agreed on the areas and statements of organizational confidence. Table (11) below illustrates the level of job satisfaction among the female teachers of public secondary schools in Dammam from their perspective at (all dimensions)**:**

Table (10): The mean, standard deviation, ranking, and estimating the level of job satisfaction among the female teachers at the public secondary schools in Dammam from their point of view at (all dimensions).

S. No.	Dimension	Mean	Deviation	Ranking	Level
3	Job	3.78	0.889	1	High
1	Direct Management and Supervision	3.70	1.082	2	High
2	Professional Growth and Career Progression	3.47	1.053	3	High
4	Salary and Financial Incentives	3.05	1.130	4	Medium
	Job Satisfaction Level as a whole	3.50	0.873		High

Table (10) regarding the level of job satisfaction among the female teachers at the public secondary schools in Dammam from their point of view at (all dimensions), indicates the following:

Three dimensions came in the (high) level, where the mean came in the category of estimation (3.40 to less than 4.20), and the means of these dimensions ranged between (3.47) and (3.78).

The overall axis of the level of job satisfaction among the teachers of public secondary schools in Dammam came from their point of view at (all dimensions) recorded a (high) level, with a mean of (3.50). This finding was consistent with that of Al-Hweiti (2018), Al Zahrani (2019), and Boyaci et al (2018) in that job satisfaction was high. However, the result differed from the study of Al-Thubaiti and Al-Anzi (2014), Al-Jumaan et al. (2020), and the study of Al-Omari (2021), each of which recorded a medium degree of job satisfaction, as well as the study of (2022) Ozcan, in which the result was the dissatisfaction of the sample members on the axis of job satisfaction. The study of Al Zahrani and Sharif (2020) was very high. The rise in the degree of (job satisfaction) is due to recent trends and the continuous development of education at the level of all fields in the Kingdom of Saudi Arabia have generally resulted in teacher satisfaction in terms of the characteristics and advantages of his job, and the continuous improvement of the level of teachers by providing the types of experiences that help them grow and involve them in situations in which they exploit their abilities, in addition to the presence of carefully selected educational leaders.

Results of the Third Question Answer, which state: Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the responses of female teachers in public schools in the city of Dammam towards The level of organizational confidence among their principals, and the level of their job satisfaction؟ Pearson Correlation was used, and Table (11) shows such results.

Table (11): Pearson correlation coefficient between the responses of female teachers in government schools in the city of Dammam towards the level of organizational confidence among their principals, and the level of their job satisfaction

	Administrative Policies	Availability of Information	Prevailing Organizational Values	Self-realization and Innovation Opportunities	Organizational confidence as a whole
Direct Management and Supervision	.888**	.856**	.917**	.893**	.927**
Professional Growth and Career Progression	.779**	.761**	.734**	.805**	.802**

Job	.647**	.668**	.600**	.668**	.672**
Salary and Financial Incentives	.473**	.457**	.430**	.419**	.463**
Job Satisfaction Level as a whole	.828**	.813**	.798**	.826**	.850**

** Statistically significant at a significance level of less than (0.01)

It is clear from Table (11) that there is a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the responses of female teachers in public schools in the city of Dammam towards organizational confidence among their principals; and their level of job satisfaction. All values of correlation coefficients are statistically significant.

The correlation can be explained using the theoretical framework and earlier findings. According to Ismail et al. (2021), organizational confidence is a vital aspect in attaining organizational integration and is expected main key for personal behavior as well as any type of human interaction. It influences a wide range of subordinate trends and behaviors. When organizational confidence is high, employees are more supportive of regulatory authorities and the organizations they represent since they create high satisfaction in their interactions with the authorities and more affiliation to the organization.

The result is consistent with the study of Akbay & Zeybek (2023) and Mahmoud et al. (2018) stated that organizational confidence is important for productivity and very effective in achieving job satisfaction. The result of the study is consistent with the study of Al-Hweiti (2016) that there is a high correlation between the organizational confidence variable and the job satisfaction variable, and also with the study of Boyaci et al (2018), but the degree of correlation differed, as it was moderate.

Conclusion

The present study inspected the organizational confidence among the Female Principals of Secondary Schools in Dammam and its Relationship with job satisfaction. The results provided an important basis for understanding the attitudes of subordinates toward the prevailing organizational confidence in the educational environment. It should be emphasized that, based on the available literature and relevant studies, the present study's findings indicate that the level of exercise of organizational confidence in the domains of study recorded a high level of practice. Thus, the prevailing methods can affect the motivation of teachers towards conducting their educational duties, as well as the General Education Department's endeavor to promote the values of organizational confidence in its various fields, elements, beliefs, customs, and future expectations, through various available means, as it applies all the values it calls for and attempts to be a role model because it recognizes the importance of the role of organizational confidence and the existence of a positive correlation between the responses of female teachers in public

schools in Dammam towards The level of organizational confidence among their principals, and the level of their job satisfaction.

Second: Study Recommendations

Based on the findings of this study, the researcher recommends the following:

1) The Eastern Province's Training and Scholarship Department should organize training courses and seminars for school principals on administrative techniques that boost organizational confidence and how to adopt them in schools to help achieve educational goals.

2) The Ministry of Education should adopt a system of values as a basis for organizational confidence to enhance organizational confidence within the field.

3) School principals should be keen to employ administrative skills, particularly communication skills such as listening and accepting constructive criticism because they have a positive impact on teacher job satisfaction, which in turn improves work efficiency.

4) The Ministry of Education should aim to improve the chances for teachers to attend work-related seminars and conferences both locally and abroad.

Sources and References

References in Arabic Languages

1. Ibrahim, Alaa Hassan.(2022). The degree to which school principals in Irbid governorate practice the skill of managing organizational conflict and its relationship to the level of organizational confidence as seen by teachers and principals (PhD Thesis). Yarmouk University.
2. https://search.mandumah.com/Record/1335107
3. Abousnina, Awnieh.(2015). The level of organizational confidence in public secondary schools in Jerash Governorate from the point of view of teachers. Journal of Al-Quds Open University, 4(14), 63-94. https://journals.qou.edu/index.php/nafsia/article/view/174/169
4. Abu Ajama, Nada (2020). Administrative transparency and its relationship to job satisfaction among middle school teachers in Abha. Journal of Educational Sciences, 21 (4), 79-97.
5. https://search-mandumah-com.sdl.idm.oclc.org/Record/1154328
6. Al Ahmad, Suleiman, and Al Kurdi, Ismat.(2020). The prevailing leadership patterns in the deanships of the faculties of the University of Zaytouna, Jordan, and its relationship with the satisfaction and organizational loyalty of the faculty members towards their university. Educational Journal, 73(73), 761-788. https://edusohag.journals.ekb.eg/article_85741.htm
7. Ismail, Qesham, Rumaila, Lamour, Fattoum, Bouzidi.(2021). Attitudes of staff at the University of Ghardaia towards the degree of exercise of factors affecting organizational confidence. Journal of the Institute of Economic Sciences, 23(2),1031-1049. https://search.mandumah.com/Record/1174268
8. Al-Aswad, Fayez, Yunus, Nevin. (2018). The degree of effectiveness of organizational confidence among teachers in UNRWA schools in the governorates of Gaza and its relationship to some variables. Also Educational Journal, 37(2), 171-200.
9. https://search.mandumah.com/Record/1236842
10. Al-Jumaan, Shaden , Bin Salman , Shurooq, and Al-Fagham, Abtaa (2020) . The reality of job satisfaction among primary school teachers in public schools in Riyadh. Journal of

Youth Researchers in Educational Sciences, 9 (9), 389-437. https://jyse.ekb.eg/article_188028.html

11. Al-Agha, Ihsan, and El Ostaz, Mahmoud (2004). Introduction to Educational Research Design (3rd Edition), Rantisi Printing and Publishing Press.

12. Banat, Aida (2016). The organizational confidence of the principals of primary schools in UNRWA in the governorates of Gaza and its relationship with the prevailing organizational environment[unpublished master's thesis]. The Islamic University. https://iugspace.iugaza.edu.ps/handle/20.500.12358/17348

13. Al-Tuwaijri, Sahar (2019). The level of job satisfaction among secondary school teachers in the city of Buraidah. Journal of the Faculty of Education, 35(9), 288-327.https://search-mandumah-com.sdl.idm.oclc.org/Record/1013733

14. Al-Thubaiti, Mohammed, and Al-Anzi, Khaled (2014). Factors of job satisfaction among teachers in Qurayyat Governorate from their point of view: Department of Education Studies in Qurayyat Governorate. Specialized International Educational Journal, 9(6), 3-118.https://search-mandumah-com.sdl.idm.oclc.org/Record/843027

15. Al-Hweiti, Ahmed bin Oudah (2018). Organizational confidence and its relationship to job satisfaction among teachers of public primary schools in Tabuk. Educational Journal, 51 (51), 515-547.https://edusohag.journals.ekb.eg/article_15241.html

16. Khattar, Zahia, and Mashti, Roya.(2020), Career commitment and its relationship to job satisfaction among university education professors (a field study of some Middle Zone Universities in Algeria).Journal of Psychological and Educational Sciences, 6 (2), 134-150. https://www.asjp.cerist.dz/en/article/113839

17. Al-Khalili, Yousef Khalil. (2012). Fundamentals of Educational Scientific Research (Edition 1), Dar Al Qalam Publishing and Distribution. https://altibrah.ae/book/11935

18. Al Zahrani, Salwa. (2020). The degree to which female leaders of schools in Qalwa governorate practice ethical leadership and its relationship to the job satisfaction of female teachers from their point of view. Education Journal, 33 (185), 723-673.

19. https://search.mandumah.com/Record/1085315

20. Al Zahrani, Salih, and Sharif, Sharif (2019). Distributed leadership of school leaders and their relationship to organizational confidence: A field study on public education schools in Al Quwayiyah Governorate. Journal of the Association of Arab Educators, 108(108), 196-211. https://search-mandumah-com.sdl.idm.oclc.org/Record/952891

21. Shitway, Suleiman (2016). Organizational confidence of the principals of secondary schools in Riyadh. Journal of the Faculty of Education, 32(2), 286-323.https://search-mandumah-com.sdl.idm.oclc.org/Record/968731

22. Al Shammari, Fawzia. (2020). The degree to which female leaders of public education schools in the Kingdom of Saudi Arabia practice ethical behavior and its relationship to the level of organizational confidence of female teachers. Amman Arab University Journal of Research, 3(1), 165-180. https://search-mandumah-com.sdl.idm.oclc.org/Record/1091723

23. Al Shahri, Abdulaziz .(2020). The degree of exercising ethical leadership among the leaders of Dammam schools and its relationship to job satisfaction among teachers. Educational Journal, 2 (186), 701-751. https://search-mandumah-com.sdl.idm.oclc.org/Record/1085708

24. Tarawneh, Majdulain, Muasher, Ziad. (2012). Effect of Performance Assessment System objectivity on organizational confidence: An applied study on male and female teachers in the directorates of education in the Governorate of Karak in Jordan. Jordan Journal of Business Administration. 8(4) 652-624. https://search.mandumah.com/Record/388830

25. Al-Azmi, Issa (2020). Job satisfaction and its relationship to the organizational commitment of teachers in secondary schools in the State of Kuwait, Journal of Educational Sciences, 3(3), 325-384. https://search.mandumah.com/Record/1129425

26. Ameri, Ibrahim .(2016). Organizational confidence and its relationship to evaluating the job performance of employees in the Directorate General of Human Resources Development, the Ministry of Education in the Sultanate of Oman [Published Master's Thesis, University of Nizwa]. Emirates College for Educational Sciences. https://www.unizwa.edu.om/content_files/01029-1978.pdf

27. Al Otaibi, Bandar (2016). The level of organizational confidence of the principals of Ahmadi Governorate schools in the State of Kuwait [unpublished master's thesis]. Al al-Bayt University. https://search-mandumah-com.sdl.idm.oclc.org/Record/856853

28. Al Otaibi, Maha. (2019). The level of organizational confidence in As Sirr region from the point of view of school teachers. Scientific Journal, 35 (11), 424-456. https://mfes.journals.ekb.eg/article_99744.html

29. Al Arifi, Dalal. (2019). Level of organizational confidence among female leaders of public primary schools in Riyadh [Published Master's Thesis, Imam Mohammad Islamic University]. Ain Shams University. http://search.shamaa.org/FullRecord?ID=260328

30. Al-Omari, Najla. (2021). Job Satisfaction and Its Relationship to the psychological unit of secondary school female teachers. Journal of RISALAT UL-KHALEEJ AL-ARABI, 42 (160), 83-104. http://search.shamaa.org/FullRecord?ID=289099

31. Al Ghaith, Alanoud Mohammed (2015). The level of organizational culture of the principals of public secondary schools in Riyadh and its relationship to the female teacher's job satisfaction from the point of view of school female principals and teachers. Zarqa Journal for Research and Human Studies, 35(3),1-20. https://search-mandumah-com.sdl.idm.oclc.org/Record/742208

32. Al Qarni, Aziza (2019). The level of practice of management by walking around by female school leaders in Balqarn Governorate and its relationship with the organizational confidence of female teachers. Journal of the Faculty of Education, 35(4), 198-222. http://search.shamaa.org/FullRecord?ID=282723

33. Mahmoud, Mohamed, Ahmed, Nancy, and Hassan, Manal.(2018) Organizational Confidence in Educational Organizations. Journal of Educational Sciences, South Valley University, 37(2),191-204. https://doi.org/10.21608/maeq.2018.140653

34. Hamila, Fatima. (2019). The distributed leadership among the leaders of general education schools in Tabuk and its relationship to organizational confidence [Published Master's Thesis, University of Tabuk]. Rowad Alebdaa Journal. https://scpmagazine.com/preparation

Foreign References:

1. Akbay, H. ,Zeybek, B.(2023). Examining the levels of organizational confidence of teachers according to different variables. European Journal of Education Studies,10(3),257-266. https://www.researchgate.net/publication/369637799

2. Boyacı, A., Bozkuş, K.,& Karacabey, M. (2018). The role of organizational trust in the effect of leadership of school administrators on job satisfaction of teachers. Education Sciences,24(3),437-482. https://eric.ed.gov/?id=ED589702

3. Demira , K.(2015). The Effect of Organizational Trust on the Culture of Teacher Leadership in Primary Schools. Educational Sciences, 15(3), 621-634. https://files.eric.ed.gov/fulltext/EJ1067440.pdf

4. Li, Joanna., Hallinger, P. & Walker, A. (2015), Exploring the mediating effects of trust on principal leadership and teacher professional learning in Hong Kong primary

schools. Educational Management Administration &li; Leadership 44(1), 20-42. https://www.academia.edu/23702184/Exploring

5. Özcan, Mehmet.(2022) Secondary School Teachers' Job Satisfaction: A Mixed Method Research Study. International Journal of Educational Leadership and Management, v10 n2 p195-221. https://eric.ed.gov/?q=Job+Satisfaction&id=EJ1357841