The Status of Responsibility to Protect in the International Law and Whether Doctrine Advances Use of Military Force for Humanitarian Ends

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Abstract

This paper offers a delicate understanding of the responsibility to protect (R2P) principle and analyses the status of this significant principle within the international law. The place of the use of force is evaluated within R2P doctrine. The R2P norm and the pillars contained therein will be analysed to set out the legal responsibilities it contains towards member states and the international community, assessing the legality of the responsibilities held by states towards its population in addition to responsibilities owed by states to populations in other states and the obligation from the international community to intervene. Identifying the issues surrounding the principle of R2P in international law and the message it delivers with what it involves and what responsibilities it carries. It also illustrates the importance of the evolution of the concept, and the advances evolving around the principle including the use of military force for humanitarian ends.

Keywords: Responsibility to Protect, R2P, International Law, Military Force, Humanitarian Intervention, United Nations, Security Council.

1. Introduction

The so-called new norm to legalise humanitarian intervention, establishing the responsibility to protect as part of the 2005 Summit agreement. Despite the establishment of the new international legal norm, there still exists ambiguity as it has not appropriately been legalised. The issues surrounding the principle of R2P in international law and the message it delivers with what it involves and what responsibilities it carries. The R2P norm and the pillars contained therein, provide overarching, non-sequential guidance on matters in relation to the protection of vulnerable populations against acts of mortal endangerment and genocide, as agreed by the UN Member States. As noted above, the first pillar enshrines that a State has primary responsibility to protect its populations from genocide, however, when this responsibility is not upheld, the second and third pillars provide for assistance from the international community; firstly, by supporting the State to provide the necessary intervention (pillar 2) and further, when this assistance is not provided by the State in a meaningful way - or when a State is manifestly failing in its duty to protect - interventions will be delivered directly to the affected population via the international community, prioritising diplomacy and humanitarian means, and where a State

continues to fail in the delivery of its responsibilities, then via use of proportionate force consistent with the UN Charter (pillar 3) (UN, 2005 'Responsibility to Protect' A/RES/63/308).

2. Responsibility to Protect

Humanitarian intervention has long been controversial in both cases when it happens, and when it fails to happen in international law. The early 1990s sought a new era of humanitarian intervention, the Kosovo crisis and the Rwanda Genocide has led to significant developments within the R2P. The principle is conceptual; and practical tool developed by states, international organisations such as United Nations. The doctrine was formally introduced as an outcome of the 2005 United Nations World Summit. It is further formulated in the Secretary General's 2009 Report on Implementing the Responsibility to Protect. The doctrine carries three main responsibilities; the first pillar is the primary responsibility of the States to protect their populations from genocide, war crimes, crimes against humanity and ethnic cleansing, and their incitement. The second pillar of the doctrine focuses on the responsibility for the international community to encourage and assist States in fulfilling this responsibility and the third pillar states that international community has a responsibility to undertake appropriate diplomatic action, humanitarian, and other means to protect populations from these crimes (**Convention on the Prevention and Punishment of the Crime of Genocide 1948, Article 1**).

The doctrine requires apportioning responsibility to and promoting collaboration among concerned States and the International community. The major issue regarding the principle of R2P is sovereignty. With the establishment of the R2P, sovereignty is no longer exclusively a protection from foreign interference. This principle is preserved in Article 1 of the Genocide Convention, where the concept of sovereignty as responsibility is found, where States are held accountable for the welfare of their people (**Convention on the Prevention and Punishment of the Crime of Genocide 1948, Article 1**). This is followed by the second foundation of the R2P principle is that, where a population is suffering serious harm, as a result of internal war, insurgency, repression or state failure, and the state in question in unwilling or unable to halt or avert it, the principle of non-intervention yields to the international responsibility to protect (UN, 2005 'Responsibility to Protect' A/RES/63/308).

When considering the R2P principle in more depth, the three elements contained within the doctrine can be identified as to the responsibility to prevent, to address both the root causes and direct causes of internal conflict and another man –made crises putting populations at risk. Furthermore, the responsibility to react, this is when the responsibility to respond to situations of compelling human need with appropriate measures, which may induce coercive measures like sanctions and international prosecution, and in extreme cases military intervention. Finally, the element of responsibility to rebuild plays a great part in providing full assistance with recovery especially in cases of military intervention, reconstruction and reconciliation, addressing the causes of the harm the intervention was designed to halt. The three elements mentioned are found to be the foundation of the principle, though the priority concern remains with the most critical dimension of the R2P to be the responsibility to prevent. The prevention option of putting the population at risk is the first and most imperative dimension and must be exhausted before intervention is contemplated, and more commitment and resources must be devoted to it.

The R2P can be found to be the answer to the question of the Secretary-General Kofi Annan's Millennium report to the General Assembly as a reaction to the 54th session of the UN General Assembly in 1999, where he asked the question of "*if humanitarian intervention is, indeed, an unacceptable assault on sovereignty, how should we respond to a Rwanda, to a Srebrenica – to gross and systematic violations of human rights that offend every precept of our common humanity?*" This was a frustration illustrated by the General Secretary to recall the failures of the Security Council to act in Rwanda and Kosovo and challenged the member states of the UN to find common ground in upholding the principles of the UN Charter and acting in defence of our common humanity (**United Nations, 2000, K. A. Annan, "We the Peoples, The Role of the United Nations in the 21st century"**).

3. The Legality of the R2P

The legality of the doctrine is based on various guidelines of the international community. The main legal responsibility lies within the United Nations Security Council. Under Article 24 of the UN Charter, the Council

has the main responsibility to maintain international peace and security. In addition to the legal obligations found under human rights protection declarations, treaties, covenants, and international law. Starting with the 1945 UN Charter, committing the UN to 'promoting and encouraging respect for human rights and fundamental freedoms for all without distinction as to race, sex, language or religion' (United Nations Charter 1945). The Universal Declaration of Human Rights 1948 further contains moral, political and legal consensus of human rights universally. The International Covenant on Civil and Political rights and the International Covenant on Economic, Social and Cultural Rights 1996 affirmed that human rights norm as a significant principle of international law and the great impact on the Universal Declaration of the protection.

Further developments can be found with international criminal tribunals been specially designed to deal with crimes against humanity and the establishment of the International Criminal Court as part of the Rome Statute, resulted in a benchmark and news means of standards for state conducts, inspirational provisions for national laws, and significant impact on international law. The universality of the ICC's Rome Statute has a significant impact on the enforcement of the R2P doctrine. Universal jurisdiction at its core is when the concept of extraterritorial jurisdiction is applicable, despite absence of robust link to the crime and this constitutes a way to end impunity when serious human rights violations are perpetrated and helps victims to obtain a remedy for their harm suffered. R2P is based on the obligation of states to protect their people from genocide, war crimes, ethnic cleansing, and crimes against humanity (Ministry of Foreign Affairs, Estonia, 2013 ' The complex relationship between R2P and ICC'). The belief that the traditional view of security had left out the important element of protecting people or individuals, not just states and the matter of sovereignty. The matter of intervention and sovereignty was the main focus when introducing R2P. The fundamental components of human security involved the security of people against the threat to life, health, livelihood, personal safety, and human dignity.

Form a concept that was known as a fairy tale to an emerging legal norm. The R2P which was viewed as a moral responsibility and up until the end of the 2005 Summit Document some States have opposed the idea that it had a legal basis under international law to have such strong phrase such as the responsibility to protect as it only remains in the hands of the Security Council and the UN. Nonetheless, the 2005 Outcome Document, paragraph 138 and the 139 represent a mixture of political and legal considerations to the concept. Article 138 illustrates a very clear commitment in stating 'each State has the responsibility to protect its populations from genocide, war crimes, ethnic cleansing and crimes against humanity' this sentence reflects the traditional view of the bond of duty between the state and its citizens. Article 139 emphasises on the responsibility to react stating 'the international community, through the United Nations, also has the responsibility to use appropriate diplomatic, humanitarian and other peaceful mean, in accordance with Chapters VI ad VII of the UN Charter, to help to protect populations from genocide, war crimes, ethnic cleansing and crimes against humanity' (UNGA Resolution A/60/1, 60th Session, 2005 World Summit Outcome, Article 138).

A systematic duty for the international community to engage itself in responding to mass atrocities committed. Although there is an idea-driven from the sentence above regarding guidelines for the authorisation of Collective Security when reacting. The text of the Outcome Document does not firmly state the UN collective security ids the only means for responding to mass atrocities. The language of the Document can also be found leaving the door open to unilateral response through case-by-case vision of collective security a qualified commitment to act in cooperation appropriately. Meaning that it must be in accordance with the Chapter VI and VII of the UN Charter, in addition to the need for the General Assembly to consider the responsibility to protect remains within the principles of the Charter and international law.

Though critics have stated that line of the sentence illustrates ambiguity of the responsibility to protect doctrine, the legality remains vague as to the General Assembly must consider the implementation and the implications when carrying out the responsibility to react, this is due to the different opinions and different means of mass atrocities and implications in reacting and preventing such act, there remains a challenge in addressing the most appropriate measure. Nonetheless, there was certainly a legal meaning behind the drafters of the Outcome Document in emphasising the importance of the emerging norm for the international community to prevent Rwanda, Kosovo, and Bosnia happening again. The Security Council has the 'primary' responsibility under Article 24 of the UN Charter to for peace and security. Though, it does not expressly state the Council has the sole or exclusive primary responsibility.

The second crucial qualification within the UN Charter can be found under Article 39 of the Charter. This allows the Security Council to take action when 'determining the existence of any threat to peace, breach of the peace, or act of aggression'. When actions under Article 40 have failed, such as embargoes, sanctions and severance measures, Article 41 of the Charter can be considered, where measures enhance military intervention, such measures include actions by air, sea or land forces as may be necessary to maintain or restore international peace and security. Meaning, that it may resort to or permit the use of military force that's promised under Article 42. It will not be possible to say that the framework of R2P falls outside what is known as the international norm. This is due to the comprehensive legal framework that is compromised within the UN Charter and other international legal documents such as Geneva Convention, Genocide Convention, and the Rome Statute of the International Criminal Court.

Furthermore, Resolution 1674 adopted by the Security Council in 2006 on the Protection of Civilians in Armed Conflict, the Resolution entails the first official Security Council reference to R2P. Paragraphs 138 and 139 of the World Summit Outcome Document are reaffirmed and states that the Security Council's readiness to address gross violations of human rights. This was followed by a report released by the Secretary General Ban Ki-Moon focusing on 'Implementing the Responsibility to Protect'. The report further focused great importance on the responsibility to protect people against atrocities, however, nothing was noted regarding the international acceptance of the doctrine.

On the other hand, it cannot be said that R2P could be considered as an international binding source. This is because it does not fall into the selected recognised sources of international law under Article 38 of the International Court of Justice Statute (Statue of International Court of Justice 1945). When considering customary international law., the scope of R2P must be exercised by the States on regular occasions, as an outcome, the opinio juris principle of international law will apply to the R2P doctrine.

Finally, the soft law that is known to be based on a consensus within the international community. Although, political language can be found upon the R2P. Nevertheless, there are certainly legal responsibilities involved within it, hence the international community agrees to the responsibilities involved with the doctrine as already found within international treaties, and conventions, therefore, results in creating customary norms of international law. Soft laws are viewed to interact with hard laws in complex areas. This is surely present about R2P, the legal responsibilities adjoining the doctrine and the sovereignty principle of States. Though, one of the big achievements of the R2P was to prevent the sovereignty principle to be used to remove immunity for those who have committed atrocities.

Soft laws are found to be a great contribution towards future binding sources in international law. It might be found to lack binding status. However, it offers a great contribution towards legal interpretation and informal judicial reasoning. To summarise the legality of the R2P doctrine, it is best to say that it is known as a form of soft law. The doctrine is fairly defined and shaped by existing international legal principles, and it can be said it has been significantly successful in undergoing a transformation in accurately applying the process in the future.

4. Does The Doctrine Advances the Use of Military Force for Humanitarian Ends?

It is plainly clear that the UN Charter under Article 2(4) states that all UN members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state. Only under two exceptional circumstances use of force can be found lawful, the first one being self-defence under Article 51 of the UN Charter and the military measures authorised by the Security Council under Chapter VII in response to 'any threat to peace, breach of the peace or act of aggression'. The second exception is found most relevant regarding the R2P principle. Article 42 of Chapter VII allows the Security Council to make a decision on military measures when necessary to maintain or restore international peace and security.

This authorisation overrides any prohibition about military measures when international peace and security is considered. Without having a concrete definition of what is a threat to international peace and security, the High Panel of the ICISS Commission pointed out the Security Council and itself and the international community have come to accept that when pursuing the emerging norm of an international responsibility to protect, the Council under Chapter VII can always authorise military action to redress the situation if recognised as a threat to international peace and security. The debate on the use of force is found to be at the heart of the

R2P principle. The questions arise about use of force when it is legal and legitimate to use military force as part of R2P. The issue is based on force been applied to a State without the presence of consent.

It is argued that R2P has been solely focused on the military use of force, hence loses its purpose in preventing and protecting rather reacting with the military use of force. Though, it is vital to note that coercive military force is only defensible in the most extreme and exceptional circumstances when multiple criteria have been satisfied in addition to considering the threshold for the seriousness of the threat to human security. When reflecting the shocking disastrous atrocities that have occurred in the past, and the advantage of using military force, could have saved thousands of innocent lives. Rwanda 1994 and Srebrenica in 1995 are examples of where the military use of force could have been used to protect innocent civilians. Due to the seriousness of the issue and the immediate risk of those under threat it makes it extremely challenging to have a set of rules regarding the legitimacy and stages of when the military use of force is appropriate. Concerning the legitimacy of the use of military force against the will of the state in question, the Security Council must adopt the guidelines set out by the ICISS Commission. One of the five criteria is known as Just Cause, where there is a serious and irreparable harm occurring to human beings or imminently likely to occur, examples of serious harm are known as genocidal intent or large scale of loss of life that is a product of deliberate state action or state neglect or inability to act. The bar military intervention for this is believed to set deliberately high and tight. Followed by the right authority criteria (Massingham, E. "*Military intervention for humanitarian purposes: does the Responsibility to Protect doctrine advance the legality of the use of force for humanitarian ends*?" International Review of the Red Cross, 91(876) ,803-831. This refers to the question who should be authorising military intervention. The Commission have noted the Security Council, General Assembly and Sub-Regional Organisations have the right authority to authorise military intervention.

Right intention is the third guideline of the criteria. To have the right intention present for the proposed military action, i.e., to prevent human suffering. Last Resort, every non-military option must have been explored, all types of peaceful resolution must be considered, does not necessarily mean to have tried and failed every option before the military intervention. However, it does require a reasonable ground for believing that other measures would not have worked. The scale and the duration of the planned military intervention must be based on the minimum necessary basis to secure the defined human protection known as Proportional Means as part of the criteria. Finally, the Reasonable Prospects is known for the reasonable chance of the military action being successful in meeting the threat in question. The test of balance of consequences is applied where the consequence of action is not likely to be worse than the consequence of inaction.

It is argued that the existence of the criteria does not guarantee that the Security Council will adapt every time military use of force is involved, nonetheless, to an extent it does reflect on the nature of the Security Council's debate on achieving a consensus regarding when and what action to be taken when deciding military intervention is required. It was further noted by the Commission that although the first point of call must be from the Security Council, however, due to the past inability of the Council, General Assembly or Regional Organizations would have a high degree of legitimacy, this, however, must satisfy the 'right authority' criteria for military intervention.

Military intervention for humanitarian purposes has always been a heated debate. As it is found in the International Commission on Intervention and State Sovereignty report, military intervention has a case of 'both when it has happened as in Somalia, Bosnia and Kosovo and when it has failed to happen, as in Rwanda'. In addition to the three elements of the R2P doctrine, though it is understood as a last resort measure, military intervention is a crucial part as part of the responsibility to react. Once again, a challenging issue to the principle is to respect the sovereignty of the state in question. Though the R2P principle has made it plainly clear that the concept of sovereignty is to provide protection rather than territorial control.

One of the arguments put forward to the co-chair of the Commission, Gareth Evans, was that the R2P is precisely another name given to humanitarian intervention. His response was that R2P is designed to be focused more on prevention, non-military forms of intervention and post-conflict rebuilding. With an integrated approach to prevent any conflict and avoid human rights abuses and mass atrocities. It is argued that the word protect has a very strong standing when understanding the phrase, and it leads to expectations. Intervention is then found lawful when failed states cannot deliver to protect the population from mass atrocities. Hence, military intervention for humanitarian ends can be added to the three main elements of the R2P. However, it

is vital to consider the UN Charter as previously discussed; it does not permit the use of force other than self –defence without the authorization of the Security Council.

As stated in the World Summit Outcome Document, the only operative military intervention is through the UN Charter, Security Council. The doctrine of non-intervention, therefore, remains the fundamental principle of the international legal system. From a legal perspective, there seem no other paths other than authorisation from Security Council, however, in practice the R2P doctrine and the responsibility to react element with military intervention for humanitarian ends may well take place outside the Security Council's authorisation due to the inactivity of the Security Council may well be illegal but morally legitimate.

There are many unanswered questions regarding the new international norm known as the R2P principle, though it is classified as a significant step forward for the international community for taking a holistic approach to protecting population from mass atrocities. Though every situation differs thus makes the doctrine extremely challenging when applying. However, R2P asserts that an inability to intervene in one situation should not be based as a justification for not intervening in another. Most importantly, the UN confirming the legality of the declarations by the Security Council in which they find Genocide, war crimes, ethnic cleansing, or crimes against humanity within the definition of what constitutes a threat to peace.

5. Conclusion – The Case of Syria

The Syrian conflict indicates no marks of abating. It has been observed that, the civil war has pulled on its violence has developed more extreme, systematic, and widespread. The dispute has also become more threatening and more intractable the stability and peace of entire Middle East. Already it had devastating outcomes for neighbouring Iraq and postures a permanent threat to Turkey, Jordan, and Lebanon. The R2P, the international commitment adopted at the United Nation 2005 World Summit, has been leading to the global discourse on how to react towards mass outrage crimes in Syria. On the other hands, in Libya in the year 2011, despite the bitter debate nearby the United Nations Security Council-mandated involvement regional organisations, individual states and UN agencies have writhed to discover ways and means of maintaining their R2P the Syria's people.

The responsibility to protect is the global norm; however, it does not have independent agency. The failure to protect civilian and to end atrocities in Syria is not a failure regarding responsibility to protect, but as of the imperfect institutions and actors charged with its execution. Afar from the main responsibility, three of the government of Syria to stop killing its inhabitants, responsibility rests with the one body mandated and trusted by the 193 UN members with the maintenance of global security. It has been observed that Syria has taken into unambiguous relief the realism of a twentieth century UN stressed to react toward twenty-first era challenges. The Security Council, without or with reform, is still obliged to assist crimes against humanity and end war crimes in Syria. Issues relate to the access of humanitarian, negotiating a political resolution and ending still complex and oppressed with political risk. However, the inability to resolve successfully after four years of disputes establishes a catastrophic historical in aid of the Security Council. The harsh truth is that there is no informal solution to the distress of the Syrian populaces, then that does not show that the Security Council has to select between inaction and invasion. As the civil war in Syria passes added bloody anniversary, this still is true now because it was when the dispute began (Stahn, C. "*Responsibility to Protect: Political Rhetoric or Emerging Legal Norm?*" (2017) American Journal of International Law.

In Syria, there was the problem of responsibility for three years of bulk atrocity crimes. The Council of Human Rights Commission of Inquiry has issued various reports recording mass atrocities committed by all sides. They provide detail on how forces of government and their associated militias have been accountable for the gross violation, large-scale massacres, and war crimes of global humanitarian law as an issue of country policy. It was important for regional authorities including Turkey, Qatar, Saudi Arabia, and Iran to accept the necessity to military separate from the Syrian conflict and accept that a wider regional sectarian blaze was not in the strategic interest of anyone. The Arab league behind these powers, Russia and United States had a vital role to play as possible guarantors of any assigned settlement. It was also important for the Security Council towards single its willpower to castigate violations of any peace contract. It is therefore arguing that the primary organ responsible for maintaining peace and security – is impacted by realpolitik.

Acknowledgement

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Curbing the Plague of Nepotism by Improving Job Performance

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Abstract

Nepotism is considered an ugly feature of corruption and is currently one of the most common plagues in the Syrian economy. The infestation of nepotism in public sector organizations is causing a major setback to the much-needed growth. This study examines the effect of nepotism on employee performance in the Syrian public sector and how the training and development of employees can curb this issue. Data were collected from the General Organization of Tobacco in Latakia, Syria. A total of 280 questionnaires were distributed among the organization's staff, and Regression Analysis was applied to test the hypotheses. The findings showed that the Syrian public sector employees were conscious of the undesirable effects of nepotism on job performance. In addition, employees who have the chance to participate in training and development programs tend to increase their job performance. Finally, the result indicates that nepotism has a noteworthy harmful impact on employee training and development in the Syrian public sector. The current results contribute valuable information to the existing literature on human resources.

Keywords: Nepotism, Employee Training, Syrian Public Sector, General Organization of Tobacco, Job Performance.

1. Introduction

The performance of government employees is a measure of a country's production and growth status. The performance also shows how efficient and effective governments are in managing public organizations. Therefore, higher employee performance can raise citizens' confidence in their government, as well as the awareness of products and services (Miao et al., 2019). Successful organizations are measured by the performance of their employees, and non-productivity and workplace failures are due to hiring the wrong people or not anticipating the variations in hiring requirements (Djabatey, 2012).

According to the Syrian Justus and Accountability Centre (2017), the public sector is hiring the wrong people, which has resulted in a shortage of the products and services provided by this sector. In addition, the number of unqualified employees with poor performance is increasing. Consequently, this practice resulted in an undesirable outcome for the government. Nimri et al. (2015) claimed that the poor performance of public sector employees is related to a lack of confidence in the employers' acknowledgment of the workers' output. Therefore, employees believe that their wages are inadequate to sustain their economic needs. Also, they lose trust in their organizations because of the Syrian public sector bureaucracy rules with a long managerial hierarchy. Thus, there are no promotions, training opportunities, or job involvement in decision-making.

Therefore, promotional opportunities based on good performance are rare. This forces the hardworking employees to leave this sector for a better opportunity and opens the door for nepotism when filling the vacant spot.

 "*It is not important what you know, but who you know.*" This statement was repeatedly heard during the conversations with my family and friends in Syria. When I asked for their opinion on the young people's complaints about lack of work, the answer was always that nepotism is the way to get a good job. Everyone now recognizes that nepotism has existed for a long time in the Middle East and is deeply ingrained in the design of public administration for many years. It is embodied in many cases, ranging from the seizure of political affairs in the country by a few to aspects of daily life such as appointment decisions, awarding contracts, and providing public goods. According to Transparency International's (2022) Corruption Perception Index (CPI), Syria scored 13 on a scale of 0 ("highly corrupt") to 100 ("highly clean"). Syria ranks the second lowest along with South Sudan, at 178th position among the 180 countries in the index.

   Theoretically, nepotism is a type of courtesy extended to family members or friends. It is the privilege of hiring an individual who is related to the owner or manager of a public organization. Nepotism benefits friends and family members in their jobs and career advancement on the grounds of special treatment as a substitute for skills and expertise (Kawo and Torun, 2020). Most studies identify that owners and managers who give a job to a friend, or a family member are considered nepotism (Farahmand, 2013).

 In the Middle East, nepotism is a major factor in hiring many civil servants (Loewe et al., 2007). Haywood (2018) indicated that nepotism can have negative consequences on employee satisfaction, turnover, and loyalty. Administrative decisions related to favouritism can adversely affect a firm's productivity and output. As a result, numerous competent staff will leave the workplace because of the unfair treatment practiced by government officials (Makhoul and Harrison, 2004).

   Chen (2008) presented a solution for unfair conduct in the workplace by applying Adams' Equity Theory principles – equality between employees is attained by realizing the employee's contributions to their productivity. This practice can provide the management with an awareness of what is ethical and equitable and what is not. Inequity in promotion and advancement can be devastating to competent employees; therefore, seeing incompetent employees being hired because of nepotism will result in attrition and a loss of capable and talented employees (Nyukorong, 2014).

   Few studies have acknowledged the influence of nepotism on job performance (Alreshoodi, 2018; Ombanda, 2018; Serfraz et al., 2021). Other studies have had no decisive indication of the relationship between performance and nepotism. For example, Altindag (2014) considered nepotism as a sign of organizational weakness; nevertheless, it may become an opportunity for small and medium enterprises in Turkey. According to Altindag (2014), placing family members in top positions inside a business can result in improved performance. Those relatives considered themselves responsible for the business. Because of the inconsistency in the outcomes of previous studies, it is necessary to conduct more studies in this field. Therefore, this current study builds on the present literature by combining vocational training as an answer to the undesired consequences of nepotism on worker performance.

   Vocational training is a key component of organizational performance and productivity (Shaheen et al., 2019). The researcher examines the impact of nepotism on employees' training and development. Through proper training, employees' performance can be improved. Massoudi (2016) indicated that continuous training permits personnel to acquire knowledge and experience. Eventually, their performance was improved. Likewise, the devotion of organizations to training sessions seems to satisfy and motivate workers (Algharibeh et al., 2014).

   Appropriate training enhances the self-confidence of the employee to embrace modern technology and organizational change, thus increasing employee morale. According to Massoudi and Hamdi (2017), development-focused management has a vibrant mission to train personnel to withstand and improve the organizational productivity of the firm. Any employee with the opportunity to participate in training and development would see himself appreciated by his organization, which inspired him to work harder. By contrast, the notion of nepotism may deject or demoralize employees in the execution of their jobs because nepotism promotes relations and kinship. This can generate an adverse impact, such as injustice in promotions and opportunities. Although vocational training openings have been claimed to curb the bearing of nepotism on employees' performance, few studies have validated this concept. A few previous studies have debated the effects of nepotism on organizational or employee performance. Previous studies such as Alreshoodi (2018);

Alreshoodi and Andrews (2015); and İlişki et al. (2018) lean toward examining the relationship between nepotism and employee concerns, apparent capability, employee conduct, career planning, and employment procedure.

The goal of this study is to examine how nepotism affects employees' vocational training and performance at the General Organization of Tobacco in Latakia, Syria, in light of the aforementioned limitations.

2. Theoretical Background and Hypotheses

2.1. Job Performance

Thomas (2014) defined job performance as the achievement of responsibility and duty or the modest working effectiveness of employees. It is the achievement of goals through recurring activities by public or private organizations. Thus, it measures how well workers performed on a given job. The importance of job performance in organizations is derived from organizational objectives, which is the task of human resources to accomplish these objectives (Apase, 2013; Oravee et al., 2018).

Job performance has been extensively studied in organizational psychology (Xie and Yang, 2020). Previous studies, such as Murphy (1989) and Rotundo and Sackett (2002), mentioned that job performance is an activity and behaviour of personnel that can impact a firm's performance. Performance resolute employees' skills, aptitudes, and competencies to accomplish goals or potential through a performance appraisal process. Performance assessment aims to gauge and improve an individual's performance to strengthen future potential and value to the organization and to decide his salary and promotion.

According to Borman and Motowidlo (1997), job performance can be divided into two dimensions: task performance is the action that leads to business success and contextual performance is the behaviour that aids and outlines the organizational behaviour of the firm. This behaviour can be achieved through the impartiality of employees (Van Scotter and Motowidlo, 1996).

2.2. Nepotism

Nepotism is a Latin word that refers to the nephew of bishops from ancient times. The Oxford English Dictionary defines nepotism as the exercise of the Pope's authority to present different courtesy to nephews or other family members in the conferring office. In modern times, it indicates the hiring and sponsoring of an individual for his family ties or relationships with someone in power without considering his experience and skills. Also, Kurian (2013) defined it as a preferable treatment and consideration for family members or friends during organizational staffing or career advancement procedures.

Nepotism is widespread in many Arab organizations (Tlaiss and Kauser, 2011). It represents the strong cultural bonds that exist between families and friends in the Middle East, which have a big impact on work, professional growth, and decision-making (Mohamed and Hamdy, 2008). With nepotism or personal connections, anyone in the Middle East can be hired and promoted, regardless of their abilities, competencies, or expertise (Altindag, 2014). Nepotism is prevalent in Syria, due to the socially and ethnically based need to uphold authority. Nepotism in Syrian society is one of the factors contributing to the country's high unemployment rate. The presence of nepotism in Syria led to the reduction of workplace diversity and job involvement; it also destroyed the reputation of many factories and institutions (Albdour and Altarawneh, 2012). According to Al-Shamari (2012), nepotism is considered a type of corruption because it promotes the misuse of authority to advance personal agendas. It is an undesirable practice that treats individuals unfairly (Alwerthan and Swanson, 2016).

2.3. Literature Review and Hypothesis Development

Numerous studies have recognized the harmful effects of nepotism on job performance (Makhoul and Harrison, 2004; Tlaiss and Kauser, 2011). They concluded that when nepotism is practiced, individuals with family links or connections will be given the open post, even if they lack the expertise or the skills needed for that position. Therefore, the result of this action is an unskilled workforce that affects the productivity of an

organization. Similarly, qualified employees lose opportunities for advancement and promotion. Subsequently, they will be dissatisfied and demotivated to perform their tasks.

In addition, numerous studies have stated that nepotism can damage organizational performance (Sarwar and Imran, 2019; Serkina and Logvinova, 2019; Szakonyi, 2019). The practice of nepotism is related to the tolerance of society toward unethical behaviour, which will eliminate organizational justice, commitment, and loyalty to the organization (Massoudi et al., 2020).

In the Middle East, Sidani and Thornberry (2013) examined the current practice of nepotism in the Middle East and conclude that nepotism is a destructive tool for the performance of any organization. Additionally, a study by Alreshoodi and Andrews (2015) in Saudi Arabia indicated the undesirable influence of nepotism on job satisfaction, commitment, and morale. Another study by Mohamed and Hamdy (2008) showed that employee recruitment through nepotism demonstrated less effectiveness and organizational ethics compared to non-nepotism employees. Nepotism triggers a conflict between staff, which negatively affects the performance of the organization. In Syria, apart from the delicate senior ranks in a public organization, hiring in a public institution is generally based on favouritism and kinship relationships rather than on experience and skills. This affects the efficiency of the qualified staff (Khatib and Sinjab, 2018). Based on this, this article hypothesizes that

H_{01}: Nepotism in Syrian public sector organizations have an undesirable effect on employees' job performance.
H_{a1}: Nepotism in Syrian public sector organizations have a desirable effect on employees' job performance.

Occupational training is a vibrant source for expanding job performance (Mpofu and Hlatywayo, 2015). When organizations depend on a better-skilled, knowledgeable, and talented workforce, it creates a competitive advantage (Shu-Rung and Chun-Chieh, 2017). Also, Gerpott et al. (2017) added that training can make the employees committed and promoted. This eventually generates trust and performance enhancement as well as inspires them to stay on the job. The above literature shows that training is an active ingredient in job performance because trained employees also obtain new experiences and skills that will advance their career plans (Halawi and Haydar, 2018; Mpofu and Hlatywayo, 2015). Based on the above, this article further proposes that

H_{02}: Employee training and development have a negative effect on job performance.
H_{a2}: Employee training and development have a positive effect on job performance.

A study by Bute (2011) revealed that nepotism negatively affects human resource practices, including training, satisfaction, and commitment. Audretsch (2015) has specified that nepotism creates unequal chances for employees when it comes to training. Subsequently, well-connected employees of nepotism are offered the opportunity to enrol in vocational and training courses to improve their skills, although they may not need them. The organization may also discriminate against employees who were not hired through nepotism by denying them the ability to grow and learn (Altarawneh, 2009). Finally, Ombanda (2018) explained that the primary proposed goal of training is made worse by the dishonest nature of supervisors in organizations. Based on this argument, this article also postulates that

H_{03}: Nepotism can create an adverse effect on employees' training and development.
H_{a3}: Nepotism can create a positive effect on employees' training and development.

3. Methodology

The 4900 employees who work in the General Organization of Tobacco in Latakia, Syria, who are part of the Syrian public sector, make up the study's population. The sample size was set to 280. The researcher used simple random sampling to represent the target population and drop sampling bias.

Prior to data collection, the researcher was granted permission to conduct the study by the institution's managers. A self-administered questionnaire was distributed to 280 employees from the General Organization of Tobacco. Only 260 of the 280 questionnaires that were distributed were deemed legitimate, representing a 93% response rate.

The questionnaire had four outline sections; statements were adopted from earlier literature. Section 1 describes the respondents' demographic characteristics. In Section 2, six items that were modified from Vveinhardt (n.d.) measure the degree of nepotism in public sector organizations. Six items measuring training are used in Section 3 (adapted from Halawi and Haydar, 2018), and six items measuring job performance are

used in Section 4 (adapted from Ombanda, 2018). A 5-point Likert scale was applied, ranging from (1) strongly disagree to (5) strongly agree.

The demographic profiles are presented in Table 1. It shows that most of the respondents were male (71.5%), almost half of the respondents were aged between 26 and 30 (44.6%), qualified workers with high school diplomas (73.1%), and the result also showed that 71.5% of respondents worked as administrators. Finally, the majority of the respondents had 6–10 years of experience.

Table 1. Respondents' demographic profiles (%).

Demographic Characteristic	Category	Frequency	Percent (%)
Gender	Male	186	71.5
	Female	74	28.5
	Total	260	100.0
Age (in years)	18–25	6	2.3
	26–30	116	44.6
	31–35	48	18.5
	36–40	38	14.5
	41–50	34	13.1
	51 and above	18	6.9
	Total	260	100.0
Educational qualification	School level	4	1.5
	High school	190	73.1
	Bachelor degree	34	13.1
	Post-graduation	18	6.9
	Ph.D.	6	2.3
	Total	260	100.0
Job title	Security	6	2.3
	Administrative work	186	71.5
	Production	24	9.2
	Marketing	36	13.8
	Other	8	3.1
	Total	260	100.0
Work experience	1–5 years	72	27.7
	6–10 years	106	40.8
	11–20 years	62	23.8
	More than 20 years	20	7.7
	Total	260	100.0

4. Results and Discussion

4.1. Reliability Statistics

For the reliability of the respondents' statements, Cronbach's alpha coefficient was applied, which is a recognized technique for estimating dependability. According to Nunnally (1978), an unwavering quality score or alpha that is 0.60 or above is adequate. In this article survey, all 260 respondents noted their answers, just components that have great degrees of unwavering quality (more noteworthy than 0.70), all of which met the threshold requirement suggested by Nunnally (1978), below those that were removed. Six items were from training, six from job performance, and six from the nepotism statement. Table 2 presents the overall reliability statistics of 0.892. As shown in Table 3, all items achieved a reliability of more than 0.800.

Table 2. Reliability statistics.

Cronbach's alpha	Cronbach's alpha based on standardized items	No. of items
0.892	0.894	18

Table 3. Item-total statistics.

Item	Scale means if an item deleted	Scale variance if item deleted	Corrected item-total correlation	Squared multiple correlations	Cronbach's alpha if the item deleted
Nepotism_1	97.46	272.157	0.457	0.604	0.888
Nepotism_2	97.12	277.437	0.509	0.633	0.887
Nepotism_3	97.12	282.002	0.329	0.560	0.891
Nepotism_4	97.05	279.550	0.401	0.619	0.889
Nepotism_5	97.15	277.191	0.486	0.643	0.888
Nepotism_6	97.19	277.036	0.470	0.634	0.888
Training_1	97.23	285.275	0.300	0.466	0.891
Training_2	97.22	278.996	0.454	0.512	0.888
Training_3	97.54	290.026	0.167	0.509	0.893
Training_4	97.39	277.104	0.524	0.563	0.887
Training_5	97.57	281.883	0.374	0.541	0.890
Training_6	97.56	282.965	0.376	0.528	0.890
Performance_1	97.35	278.791	0.488	0.628	0.888
Performance_2	97.31	282.098	0.372	0.597	0.890
Performance_3	97.25	279.032	0.540	0.622	0.887
Performance_4	97.18	282.030	0.424	0.486	0.889
Performance_5	97.61	289.089	0.142	0.572	0.895
Performance_6	97.34	288.534	0.195	0.521	0.893

Table 4 shows the mean score of 3.138, which means that respondents agree with the subject, but they are not highly satisfied. The value of the variance was 9.287, which is acceptable. The value of standard deviation is 0.538 < 1, i.e., which is considered to be good.

Table 4. Scale statistics.

Mean	Variance	Std. deviation	N of items
3.138	9.287	0.538	18

4.2. Descriptive Statistics

Descriptive statistics were used to measure the mean and standard deviations of the constructs used. Table 5 illustrates item statistics, which range from 2.85 to 3.38. This denotes that respondents are satisfied but not highly satisfied. In a subsequent discussion, it was found that the respondents were threatened by nepotism. Respondents said, "*In the era of troublesome times, there are no effective human resource policies in their organizations, which causes insecurity feeling in the mind of respondents while asking for more training opportunities.*". However, the respondents very much agree that training time increases job performance.

Table 5. Item statistics (N=260).

Item	Mean	Std. deviation	Item	Mean	Std. deviation	Item	Mean	Std. deviation
Nepotism_1	2.96	1.509	Training_1	3.03	1.083	Performance_2	3.34	1.163
Nepotism_2	3.3	1.095	Training_3	2.85	1.119	Performance _4	3.24	1.229
Nepotism_4	3.31	1.236	Training_4	2.86	1.038	Performance _1	2.88	1.116
Nepotism_5	3.38	1.207	Training_5	3.08	1.059	Performance _2	3.25	1.105
Nepotism_6	3.28	1.153	Training_6	3.12	1.109	Performance _3	2.84	1.068
Nepotism_3	3.23	1.195	Training_1	3.17	0.956	Performance _4	3.38	1.056

Table 6 further illustrates the descriptive statistics of the study (N = 260) (groupwise). The results show that nepotism in Syria is socially unacceptable (M = 2.98). This indicates that the respondents viewed nepotism as negative. This is not surprising because nepotism was one of the main causes of the Arab Spring of 2011. In

addition to favoritism and nepotism being important factors in determining who received what in the public sector in Syria, the government maintained its authority by ensuring that loyalists infiltrated business, religious, social, and tribal circles (Khatib and Sinjab, 2018).

Table 6. Descriptive statistics of the study (*N* = 260) (groupwise).

Item	Mean	Std. deviation
Nepotism	2.988	1.0816
Organizational training	3.254	1.0728
Job performance	3.246	1.2427

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4.3. Results of Factor Analysis

Factor examination distinguishes the fundamental structure inside a lot of watched factors. The Statistical Package for the Social Sciences software was used to evaluate legitimacy. Eighteen questionnaire items were initially considered; however, after factor analysis, 13 items were found to be applicable and accessed. The correlation matrix was scrutinized to identify the appropriateness for the factor analysis. The Kaiser–Meyer–Olkin (KMO) value for 13 survey items was 0.738. Moreover, the sphericity statistical test value was based on the chi-squared transformation. The determinant of the correlation matrix score was 6176.959, which is high; the required appropriate significance level was 0.000, which is low. Table 7 presents the factor analysis results. The result indicated that the data were multivariate and normal. In addition, the correlation matrix has satisfactory covariation for factoring. Confirmatory factor analysis is an analytical tool for assessing the interrelationship among latent constructs, which allows the examination of fundamental relations between latent and observed variables in a stated theoretical model (Mueller and Hancock, 2001).

Table 7. KMO and Bartlett's test.

KMO measure of sampling adequacy		0.738
Bartlett's test of sphericity	Approx. chi-square	6176.959
	df	861
	Sig.	0.000

The total variance is presented in Table 8. From the analysis, it was found that 13 factors had a strong impact on respondents' opinions (up to 72.51%).

Table 8. Total variance.

Component	Initial eigenvalues			Extraction sums of squared loadings			Rotation sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative e %
1	10.408	24.780	24.780	10.408	24.780	24.780	4.133	9.840	9.840
2	3.391	8.075	32.855	3.391	8.075	32.855	3.755	8.941	18.781
3	2.216	5.275	38.130	2.216	5.275	38.130	2.949	7.021	25.802
4	2.098	4.996	43.126	2.098	4.996	43.126	2.422	5.766	31.568
5	1.846	4.396	47.522	1.846	4.396	47.522	2.359	5.616	37.184
6	1.749	4.165	51.688	1.749	4.165	51.688	2.198	5.233	42.418
7	1.623	3.864	55.551	1.623	3.864	55.551	2.132	5.075	47.493
8	1.486	3.538	59.089	1.486	3.538	59.089	2.009	4.782	52.275
9	1.260	3.000	62.089	1.260	3.000	62.089	1.989	4.736	57.012
10	1.144	2.724	64.813	1.144	2.724	64.813	1.821	4.335	61.347
11	1.127	2.682	67.495	1.127	2.682	67.495	1.743	4.150	65.497
12	1.091	2.597	70.093	1.091	2.597	70.093	1.724	4.105	69.602
13	1.013	2.413	72.505	1.013	2.413	72.505	1.219	2.903	72.505
14	0.935	2.227	74.732						

15	0.822	1.957	76.689						
16	0.792	1.886	78.575						
17	0.749	1.784	80.359						
18	0.726	1.728	82.087						
Extraction method: Principal component analysis.									

Table 9 summarizes the results of the three hypotheses proposed by the author.

Table 9. Summary of the hypotheses testing.

Item	Correlation value	Significance	R^2	α	β	t	Sig.	Remarks
Nepotism to job performance	0.073	0.121	0.005	8.162 SE 0.557	0.039 SE 0.033	14.650 1.171	0.000 0.243	H_{01}: is accepted. H_{a1}: is rejected.
Employee training opportunity to job performance	0.284	0.000	0.081	5.983 SE 0.697	0.259 SE 0.054	8.580 4.763	0.000 0.000	H_{02}: is rejected. H_{a2}: is accepted.
Nepotism to employees' training and development	0.112	0.035	0.013	5.326 SE 0.459	0.091 SE 0.050	11.612 1.814	0.000 0.071	H_{03}: is accepted. H_{a3}: is rejected.

Hypothesis 1—Nepotism effects on job performance: The value of correlation = 0.073 and significance = 0.121; the values of α and β were not significant, while the value of R^2 = 0.005. Since the significance value is 0.243 > 0.05, H_{01} is accepted and H_{a1} is rejected. The findings showed that Syrian public employees were conscious of the undesirable effects of nepotism on job performance. The respondents observed the effect of nepotism in the selection and recruitment process had produced unqualified staff in the organization. This condition leads to insufficiencies and effectiveness in performing duties. In addition, they noted that training unqualified employees leads to further escalation and problems and affects the productivity and resources of the firm. Likewise, Syrian public employees professed that nepotism leads to unfair treatment and unethical behaviour that could lead to poor job performance. The outcome of this study is consistent with previous studies (Alreshoodi, 2018; Kawo and Torun, 2020).

Hypothesis 2—Employees' training and development effect on job performance: The value of correlation = 0.284 and significance = 0.000; the values of α and β are significant, while the value of R^2 = 0.081. Since the significant value is 0.000 < 0.05, H_{02} is rejected and H_{a2} is accepted. The results of this hypothesis are consistent with earlier studies (Diab and Ajlouni, 2015; Halawi and Haydar, 2018), which contended that employees who have the chance to join training and development programs tend to increase their job performance. Improved training and development can decrease turnover rates and increase the level of effectiveness and growth of firms (Issahaku et al., 2014). Therefore, employees with training opportunities can deliver public services with advanced proficiency.

Hypothesis 3—Nepotism effects on employees' training and development: The value of correlation = 0.112 and significance = 0.035; the values of α and β are significant, while R^2 = 0.013. Since the significant value is 0.071 > 0.05, H_{03} is accepted and H_{a3} is rejected. These results indicate that nepotism has a noteworthy harmful impact on personnel training and development. Dissatisfied employees create a turnover, disloyalty, and lack of commitment. In addition, with nepotism, training is assigned to personnel who do not need training, whereas an employee who requires training is not given the chance. Syrian public employees at the organizations under study displayed injustice and unfairness on their faces, which was evident in their performance. As a result, productivity in the Syrian public sector is extremely poor. The result of this study is corresponding to the outcomes of prior studies (Ali et al., 2017; İlişki et al., 2018).

5. Conclusion and Implications

This study examined the effects of nepotism on job performance. The results of this study offer empirical suggestions for Syria. This study extends previous research, particularly in human resource management, by concentrating on nepotism as an impediment to job performance. The crucial significance of training and development as a feature that could reduce the unfavourable impact of nepotism and its influence on job performance has also been made clear in this article.

The practical implications of the results are recommended. The executives and directors of the Syrian public sector organization must exert all efforts to lessen or abolish the nepotism practice in their institutions and avoid nepotism interference during recruitment, selection, and employee training and development. Nepotism and favouritism negatively impact an organization's ability to improve the competencies and skills of its employees. In addition, assigning training and development sessions on the grounds of kinship, associations, and networks, rather than on the employees' credentials, experiences, and merits, generates occupational anxiety. Consequently, employees will be unenthusiastic and discouraged in their jobs, which will affect their productivity and output. We conclude that nepotism-sponsored firms are undesired organizations, mainly for knowledgeable and talented employees. Since 2011, Syria has suffered the exodus of its talented minds and skilled workers, causing poor growth in the public sector and disastrous economic conditions.

Nepotism is considered a key cause of the backwardness of Arab countries and their calamities. The researcher suggests that placing the wrong person in a leadership position cannot be tolerated and harms the interests of all employees. It is necessary to establish strict laws related to professional and ethical behaviour in work in all public and private sectors and to organize more awareness and educational sessions that contribute to implanting ethical principles in society. In addition, there are other ways to deal with nepotism, one of which is to limit the authority of managers when appointments are made, ensuring that the position is maintained based on logical, scientific, and unbiased basis by scrutinizing the employees' job descriptions and the applicant's qualifications. Also, personnel decisions should be made based on the public interest; otherwise, organizations will be susceptible to nepotism and favouritism.

This study had a few limitations. The most important limitation is the small sample size; therefore, similar studies are proposed to be conducted to expand the sample size and generalize the results. A similar study can also be conducted in private sector organizations for the purposes of comparison with the results of the current study.

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Critical Thinking in the Kurdistan Region of Iraq Schools: A Case Study of Two Prominent Schools in Erbil

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Abstract

Critical thinking goes beyond memorization, promotes independent thinking and reasoned judgment. It is a crucial element in connecting ideas, solving problems, and creating knowledge. Schools are considered to be among the initial steps in developing critical thinking where pedagogical methods would guarantee the formation of it. Critical thinking in schools develops the intellectual capability instead of using it as a memory bank of information where mind does not have any role to play. This work is an attempt to demonstrate role and effect of practicing critical thinking in primary school and analyse reflection and ability of practicing critical thinking in the Kurdistan Region of Iraq. The study relies on deep interview and observation of eighth-grade students and teachers in two prominent schools in Erbil, focusing on four different subjects. Type of questions raised by teachers and students during the lectures have been examined, and a detailed analysis of the reflection and ability to practice critical thinking is presented.

Keywords: Critical Thinking, Education, Education System, School, Kurdistan Region.

1. Introduction

Human beings begin to think from an early age since childhood, and each is looking at things from their own perspective when they are exposed to certain experiences that develop their capacity to be scrutinizing and focusing on a specific point. Scholars call that 'self-centred', where they think of themselves as the centre of universe (Little and Little, 2016). This is a quite common way of thinking for children since it increases the ability to focus on the world around. The problem raises when later in life, lack of proper education occurs that cannot help improvement of their thinking and cognitive development to terminate the self-centred stage. At that point, the self-centred stage is strengthened to create a sense of selfishness. Nowadays challenge in the education system is about how to pass one's own perspective and examine other perspectives to testify different angles and approaches in thinking.

In the less developed countries and particularly in the Middle East, weakness in the education system and reliance on the banking method in teaching led to individuals who have a self-centred way of thinking. That is

called psycho-education way of teaching, an approach that might become a socio-centrism culture which might create a serious issue. For instance, an individual's religious point of view is formed from his/er ideology, own country, and/or city, and they see their opinion as the only right opinion in the world. This creates problem with acceptance for example acceptance of others' perspectives and opinions.

Critical thinking plays a crucial role in accepting others and makes us open to others' perspectives and cultures. In critical thinking settings, students are centre of education process. They participate in analysing concepts through discussions and learn how to interpret various possibilities for strengthening their ability in thinking and distinguishing between 'truth' and 'personal opinion'. In environments where critical thinking is encouraged and practiced, teachers are not allowed to impose their opinion, in contrast, they are the motivator who eagerly assist students' cognitive, mental, and emotional capacities to improve. Students themselves will be thinkers who dig deep to find answers and will not be imprisoned with textbooks and what has been said in classroom. Teachers will have facilitator role instead of conveying and transferring information.

This study examines the practice of critical thinking in the Kurdistan Region of Iraq schools and is conducted on Fakhir Mergasori and Cambridge-Capital schools in Erbil by examining the questions raised by teachers and students in different class subjects including science, social sciences, religion, and Kurdish language. The work is organized in four sections. In this section a brief introduction about the topic is presented. Section two includes the theoretical framework of critical thinking in the education process. Section three contains analysis and the study findings. The last section contains conclusions and a few recommendations.

2. Critical Thinking in the Education Process

section contains a brief overview about critical thinking and the benefits of critical thinking in the educational process and teaching.

2.1. Critical Thinking Overview

Thinking is an activity of mind, within the limits of information recorded in one's memory, to reach a conclusion. It is a mental process that becomes the dynamo and source of behaviour, reaction, and movement. Human is by nature a free being with thinking quality. All people normally have this quality equally, but it is often deprived of by cultural, political, and social systems. In many societies and countries, thinking in the interests of certain people is suppressed just like many people are politically and economically deprived of political, economic, and social privileges. Therefore, it is important to emphasize in the education process that, above all, the dignity of the individual and the right to freedom of expression and thought as a thinking creature is protected so that all are defined as free people who have the ability to think without discrimination.

Critical thinking is an objective intellectual analysis of facts to reach a conclusion (Cottrell, 2011). It is an attempt to understand the facts and examine the different dimensions of each subject, through questioning, analysis, evaluation, and comparative work, based on evidence, considering opposites, reading different perspectives, and estimating all possibilities. Philosophers and sociologists agree that critical thinking is a way to ensure development of individuals, families, societies, and even official institutions (Alsaleh, 2020).

Douglass North, who is an American economist and a Nobel Prize winner in 1993 in economy, emphasizes the importance of critical thinking and states that "*If you want to know if a country is developing, do not look at its technology, factories, and buildings, because it is easy to buy, steal, and copy all of them. Oil can be sold and imported. To predict the future of a country, go to schools and primary schools and see how they educate children there. If they teach their children to be inquisitive, creative, patient, organized, fearless, ready for dialogue, public consultation, and group cooperation, they can be sure that the country is on several steps of sustainable and widespread progress*" (North, 1990). For critical thinking to develop, the education process must be systematically at an innovative level, that is what Benjamin Bloom calls 'creative expression', which is a reference of the type of learning where learners think thoughtfully and critically to link facts to real-world experience (Bloom, 1956).

In the developed countries, since the middle of the 20th century, educational and social experts indicate that the classical education system cannot produce critical thinking students as learners are repeating teacher's knowledge only. Therefore, they thought to develop another approach that can create individuals that can contribute to knowledge and innovate. In this regard, Benjamin Bloom, an American educational psychologist

who made significant contributions to the educational theory, has developed a taxonomy and stated that learners initially just remember information, and the classical education system encourages learners to stay in that stage without reaching to understanding, applying, analysing, evaluating, and creating or innovating stages (Willms, 2003).

Educators are criticizing the current educational system for not having the capability to grow the intellectual level of learner despite highlighting the theoretical importance of innovation. For instance, a university like Harvard could not contain a learner like Bill Gates as he has looked for a proper environment for invention. He started innovation outside the education system to become that giant innovator. That means even in the educational institutions of the most developed countries like the United States of America, they have failed to provide environment for innovators.

According to Bloom's taxonomy, the teacher as evaluator is the highest example of an educated person. However, according to the recent studies about the classification, innovation is above evaluation (Zheng et al., 2022). That is, teachers do not have to be role models, they can be role models for those who want to be evaluated i.e., innovator normally has a higher level of cognitive ability than evaluator. Therefore, innovator, even if s/he is a learner, is now more cognitively significant than teacher. Nowadays as there is a kind of democracy in education, which is called educational democracy in universities and educational institutions, the relationship between teachers and students is not a relationship between a higher-level person and a lower-level person. Even in the design of classroom settings, the social interaction between student and teacher is not vertical which is an indication of the balance and horizontal power between teacher and learner. That means, the relation is based on equal 'knowledge' power which encourages universities and schools to become environments for educating talented, creative, and thinking individuals. However, in the Kurdistan Region of Iraq, in addition to the classical education, we have another issue which is attention not much paid to thinking in terms of religious and cultural interpretations. The people who think and ask questions is considered to be a 'lost' person. That means, till now, we equate the act of thinking with random thinking, or excessive or over thinking.

In that framework, we conclude that in the Kurdish society, some of our problems are educational, and is related to the process of socialization of the individuals, some are cultural related to the interpretation of religion that does not encourage thinking, and some are political as our society does not encourage growth of free and thinking individuals. In politics, humans are seen as numbers as the more people are considered numbers, the easier it is to control. A thinking person is a free person, who is not easily monopolized or swallowed up in the political sphere.

2.2. Critical Pedagogy

The replacement of 'banking' with 'dialogic' teaching is fundamental to make change in the educational systems. Banking education is a characteristic of the culture of silence and a means of continuing, developing and stabilizing that culture (García-Carrión et al., 2020). Therefore, critical thinking, critical awareness, and struggle against fear of freedom, backwardness, and oppression must be directed towards banking education because without prevention of such system, educational revolution will not happen, and the society of oppression will not end. Banking teaching is the flow of information, advice, rules, and regulations from teacher to student and then retrieved through experiences. It is a teaching based on oppression which is an example of authoritarianism. It goes on a boring rhythm, and the learner's submission to the teacher constitutes the law of relationship. This kind of teaching includes the rules of silence, submission, chewing and repeating information, and takes it into the broad and various relationships of all institutions of society.

Paulo Freire, who was a Brazilian educator and philosopher, has criticized the banking teaching (Freire, 2000). He believed that this popular global teaching shows a distorted picture of human life, carves a cover of myth, prevents consciousness of workers, peasants and all the oppressed in the world from following free dialogue. It views learners as weak and worthy of 'help' and leaves them without independency, killing their critical, conscious thinking, and creativity such that the learner has a passive role in the process that does not contribute to any innovation (Freire, 2000). In addition to that, banking education leaves marks on character and mechanisms of social change process as it views humans as an abstract being, not a historical being. Therefore, it works towards adapting people to the stagnant social reality, not changing the reality and the relationships

within that reality. Furthermore, banking education considers teachers as center of education process and excludes learners from scope of the process. This form of education adapts the teacher's personality and characteristics to fulfill the banking task.

Research suggests a relationship between the ability to acquire critical learning skills and certain characteristics, including intellectual openness, flexibility, independence in decision-making, self-esteem, and self-confidence. In order to become a critic, an individual must implement previous decisions, and must have a degree of mental skepticism about assumptions, in addition to the ability to examine, tolerate, determine the authenticity of information sources, and recognize errors. Then s/he must be skilled in distinguishing between assumptions and generalizations, and between facts and claims (Cottrell, 2011).

With the increasing confrontations of the technological revolution, the world has become more complex. Overcoming such confrontations requires how to use skills and thinking abilities in full as active learning in order for students to acquire critical thinking skills that are more essential than ever. Today, in most developed countries, learning to think critically has become the main goal among the educational goals, and researchers believe that learning to think critically leads to the development of learners' cognitive infrastructure. Contemporary education attempts to teach individuals how to learn and how to think with the goal of turning him/er from passive into active learner to have the ability to continuously learn and keep up with cognitive and social changes. If we want a learner to be a critical and creative thinker, we must teach him/er thinking skills that are appropriate to his developmental stage and learning ability through clear steps. Critical thinking also improves learner achievement, innovation, decision-making, and confidence. Thinking skills require strategies to build relationships between previous and new knowledge, organize thinking, help plan, and solve problems, make wise decisions, ensure active monitoring of cognitive processes, monitor understanding, and assess progress. That is, the process of learning and acquiring information from the horizontal dimension to the secondary dimension in order to go deeper into things, phenomena, and attitudes. It helps learners to discover and analyze almost all options and provides a feel of achievement and content. Finally, critical thinking is one of the most important foundation skills that learners need to express themselves in reading and writing. The process of reproduction of reading aims at the individual's ability to reconstruct acquired ideas and new unknown products.

Critical thinking is one of the most important keys to ensuring effective cognitive development that helps in using mind to the maximum to interact positively with environment, cope with life situations in which interests are conflicting and desires are increasing, succeed, and keep up with the progress of life (Paul and Elder, 2013). Critical thinking skills are those skills that all individuals in society need. Most of the empirical studies used to develop such thinking, methods, and experiences have demonstrated these skills. It benefits learner in several ways including (Cottrell, 2011):
- deeper understanding,
- independent thinking that may prevent backwardness and stagnation in society,
- encourages inquiry, searching, and not submitting to facts without thorough examination,
- makes learning in institutions meaningful i.e., learner efforts are worthy,
- increases level of achievement,
- makes learner more positive, active, and participatory in learning process,
- strengthens the ability to find solutions to problems and make appropriate decisions,
- increases self-confidence, and
- provides opportunities for growth, progress, and innovation.

In this rapidly changing world, the development of critical thinking skills has become a necessary subject as it helps active participation in society and gives students a variety of experiences that can adapt to the needs and developments of life and ensure success in the future. If democratic learning and education aims to prepare citizens with the ability to make decisions and choose freely, then this requires educators to pay attention to the development of this kind of thinking.

Teachers are considered to be one of the main factors to successfully practice critical thinking in education as learning highly depends on the way of teaching that teachers do in the classroom and teaching environments. One of the most important characteristics that teachers should have in order to setup an appropriate environment for the success of the learning process of thinking and learning is through listening to learners, providing enough time to think, providing opportunities for them to discuss and express their views, encourage

them to engage in active learning that is based on the emergence of ideas through asking questions and dealing with higher thinking, acceptance and reinforcement of their views, respect for their differences, efforts to develop self-confidence, and provide them with appropriate information.

There are a number of studies on critical thinking in the education process including importance, benefits, practice, and reflection such as Raj et al. (2022), Uribe Enciso et al. (2017), Hamid (2021), and Radulovic & Stancic (2017). However, there is not any comprehensive academic assessment on role and effect of practicing critical thinking in the education process in the Kurdistan Region of Iraq schools. This work highlights how to practice critical thinking in various subjects especially religion, social, science, and language for developing student skills to understand the subjects in more depth and growing thinking individuals in society that can create and develop.

3. Data and Analysis

This section contains the methodology, scope, data, and analysis of the study.

3.1. Methodology

Observation and deep interview method is used for studying the case. This approach is considered to be the best for performing accurate analysis of such type of studies since practicing a skill needs in-depth observation in the real set like teaching techniques and questions asked by teachers during the lesson, and to understand the reflection on student understanding by the questions asked by each which can only be achieved through observation and in-depth interviews.

3.2. Scope

The eighth grade of two prominent schools have been selected for conducting the study which are Cambridge International School - Capital City (CISC) and Fakhir Mergasori International School (FMIS). Both are private, co-educational, English-medium, independent day schools in Erbil.

Four subjects have been examined in each school which are Science, Social Science, Religion, and Kurdish Language, each subject was managed by a single teacher, that makes observation of 8 teachers in total.

3.3. Data

A sample of questions asked by teachers and students in both schools have been taken to analyse the use of practicing critical thinking skills as demonstrated in Table 1 since questioning is the main element of critical thinking.

Table 1. Sample of questions in each subject.

Subject	FMIS		CISC	
	Example of teachers' questions	Example of students' questions	Example of teachers' questions	Example of students' questions
Science	What is the function of the body's organs?	Why the male body system is different from the female?	What do you know about the topic?	What are the benefits of eclipses?
	Why is it formed like that?	How are eggs fertilized?	What does today's topic have to do with everyday life?	Why is it wrong to watch the eclipse directly?
	General questions about the topic	How are babies born?	How can we take advantage of this?	If I become a doctor, how can I apply this in my work?
Kurdish Language	Who has heard of this poet?	This poet lived 100 years ago, why should	What do you think the character in the story will do?	Why did the character act that way?

		I know when he was born?		
	What is the abbreviated name?	Why is 'Mahmoud' called 'Khola'? and 'Ibrahim' as 'Bla' in Sulaymaniyah?	What do we mean by this new word?	Why is it important to know the details of that word?
	What is a pronoun?		Where do you think the events will lead us in the story?	Could not it have ended like this if the …
Social Sciences	What was the year of Imam Ali's death?	What is the difference between the Hijri and Gregorian years?	What is the Hudaybiyah Agreement?	How did the Prophet manage to make an agreement with the Quraysh without fighting and peacefully?
	What is Fathi al-Jazeera, and when did it happen?	Is there a mistake in the date of this year?	What do you think is the impact of agriculture on the economy in the Kurdistan Region?	If we develop agriculture in Kurdistan and have crops, will not our food be healthier? Won't prices get cheaper?
	What year was the Battle of Safin?	How is the measurement done?	What are the relationships between population and climate?	Can populations living in a high temperature tolerate a cold environment? Or vice versa?
Religion	What is the only heavenly book that we Muslims follow?	How many prophets are there?	Why does Allah give to a non-believer the good that He has given to a believer?	Why has Allah created the Antichrist in this way, when He could have created him as a believer?
	How many of you are fasting?	Is that how many prophets there are?	When does one feel uncomfortable?	What is the difference between destiny and fate?
	Did your parents pay Zakat?		Is it possible to worship and obey Allah's commandments only by praying and fasting?	- Why do people do evil? - How did the human population increase when only Adam and Eve were on earth?

3.4. Analysis

By presenting several examples of teacher questions to students and student questions on various subjects as shown is Table 1, and we reached the following:
- two different methods of teaching are used in these two schools in Erbil. On the one hand, teachers try to link topic information to everyday life and practice critical thinking, and they try to encourage students to think about the facts. On the other hand, applying the banking method and using general questions by teachers makes students' ability for thinking narrowed down and limited. Even in an important subject such as the sciences, students cannot widen their horizon of thinking and relate the subject to their daily life.

- teachers can practice critical thinking techniques even in language lessons if they are properly trained and prepared. In return, if critical thinking method is not practiced, learners will remain within a boring circle of repeated questions with now added info or any motivation to think out of the box, the process continue to be transforming the information from teachers to learners.
- following critical thinking in teaching makes students ask deeper and ask more substantial questions and look at the problems and arrangements of their lives and their surroundings by linking the evidence with a critical way of thinking. On the other hand, the banking method keeps the questions repetitive which makes students' intellectual abilities relied on and attached to the teacher's answer. As result, students will accept answers and opinions which have been given to them without considering any other answers or views.
- the questions about religion and the questions asked by the students are intellectually vague and blurry, one might argue that on the one hand, there is no indicator for critical thought in students thinking, these types of questions shock students' way of thinking and drive them into a closed end. This may show that in a religious education program, arguments based on clear discussions are not structured in such a way that they can raise questions based on a rational, humanitarian, and religious basis. On the other hand, the student's questions prove that the religious education program does not meet the student's intellectual and spiritual needs and dives into an ambiguous circle. It is obvious here that, in the subject of religion, there is little difference between the practice of both forms of teaching, rather, in both cases, students are driven to a closed-ended approach which will not enable them to act as critically as possible, so they ask the least question related to religion in an ordinary and common way.

Most teachers emphasized that they use critical thinking techniques in the teaching process. However, the lack of teaching time is an obstacle to this process and prevents the completion of the teaching process to achieve its goal. Another challenge to the practice of critical thinking in schools is that the use of laboratories for scientific subjects is very limited and must be carried out under intensive teacher supervision. That is, again, the limitations of the student's expression and talent are shaped within the context of the subject s/he has studied. As a result, the learner's ability to act and think critically to direct problem solving does not reach a level where he can rely on him/erself and freely to the point of creativity.

4. Conclusion and Recommendations

As a result of the analysis and interpretation of the data obtained, the following conclusions are reached:
- Practicing critical thinking techniques will help students to improve their understanding of subjects and removes the fear of asking questions.
- Practicing critical thinking during teaching will enable students to relate the topics they learn to their daily lives.
- Using the banking method in teaching, limits and weakens students thinking ability and makes them intellectually inefficient because the only source they rely on depends on teachers understanding and answers that will be gained passively.
- Practicing the banking method in teaching makes the teacher the centre of education and thinking so that even if the student asks essential questions, the teacher does not take the question seriously, by imposing the teacher's point of view subjectively which discourages students to raise inquiries for understanding.
- Recently, the curriculum has been reformed and updated in the Kurdistan Region, but this alone is not enough to meet the needs of educated and thoughtful students. Teachers must be well trained in parallel with the reformation of any program update.
- To fill the gaps in lectures, some teachers raised this concern that their specialty varies what they perform in teaching, this would leave a wide gap as the possibility for investing in critical thinking will be very limited.

Based on the results, the followings are recommended:
- researchers to conduct wider studies on the practice of critical thinking in teaching at different stages and levels of education.
- the Ministry of Education to implement continuous trainings and workshops for teachers on how to practice critical thinking in teaching.

- providing teachers with clear instructions and clarity on how to practice critical thinking in different subjects.
- the Ministry of Education to follow up on instructions on the policies and decisions that have been made, especially those related to teaching and developing students' intellectual and cognitive abilities.
- the Ministry of Education and Ministry of Higher Education to collaborate in developing a strategy to meet the students need in education.

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The Effect of Chameleon Leadership on Employee Grievances

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Abstract

The purpose of this empirical study is to investigate the impact of chameleon leadership style on employee grievances from the perspective of employees in Komar University in Sulaymaniyah, Kurdistan Region of Iraq. The data was gathered from primary sources by using a survey questionnaire from 60 employees, then, statistical analysis has been performed. The results show that, chameleon leadership has a detrimental impact on the number of grievances filed by workers. In accordance with the proposal, the business ought to make it a priority to acquire an understanding of the distinctions between the various types of leadership, focusing in particular on the chameleon leadership style because they will have a better understanding of the positive effects that will be realized as the result of organizational or structural changes, employees will be able to accomplish a variety of tasks without making negative comments. It is important to have a social atmosphere at work in order to improve the level of mutual understanding that exists between the institution and its staff. By examining the relationship between chameleon leadership and employee grievances, this study offers a novel perspective in the field of organizational behavior, filling a significant gap in current research and paving the way for future investigations into this intriguing leadership style.

Keywords: Chameleon Leadership, Employee Grievance, Komar University, Sulaymaniyah, Kurdistan Region, Iraq.

1. Introduction

People generally believe that businesses and other groups benefit from having a strong leader at the helm. A leader of any group fulfils his or her responsibilities by advocating for the group's core principles. Most explanations centre on the concept of leading a team to success. According to Shastri et al. (2013), leadership is defined as "*the relationship between a person and a group based on mutual interest, and they conduct themselves as per the orders of the leader*". Being in a leadership position in a team or organization is a demanding role that demands time and thought. Leadership is the most researched facet of organizations since it is the single overarching issue that determines their success or failure. According to Hersey and Blanchard (1996), one effective method of leadership is to adapt one's approach to the circumstances at hand.

A chameleon is a tiny, sluggish lizard native to the Old World that is distinguished by its prehensile tail and long, forked tongue. Since they are able to alter their appearance and habitat, chameleons stand out among other reptiles. Someone with a chameleon mentality may adapt their demeanor to fit in any given circumstance.

For leaders achieve goals, they may need to adopt a chameleon-like approach in which they change their behaviour, tone of voice, and interpersonal style (Fisher, 2020). Although chameleon leadership has strict criteria, they are not always relevant, and the leadership direction is sufficient for problems and situations that call for diverse leadership strategies (Alvesson & Einola, 2019). A chameleon leader is one who is able to manipulate people via deception and high degrees of sophistication. According to Phillips et al. (2020), chameleon leadership characteristics are required for various business scenarios, particularly when a quick response is required. There is a need for a shift in the leadership paradigm that emphasizes embodiment. Leaders are unable to effect change unless they communicate with their teams (Brown & Osborne, 2012; Gordon & Cleland, 2021).

The people that work for a company are its most valuable asset (Ahmed & Faeq, 2020). In today's fast-paced, competitive business world, organizations know that their workers are their greatest asset (Faeq et al., 2021). Whether the problems reported by employees are real or imagined, they nonetheless stem from the human condition. An employee who feels wronged by their employer will likely submit a complaint (Stewart & Brown, 2014). They are unhappy because they believe that something is unfair or unjust.

Chameleon leadership studies is among the most pressing issues in the business area because it has real-world implications for companies, including consequences for organizations functioning in a strategically uncertain environment and effects on innovative behaviour (Uhl-Bien et al., 2007; Durrah & Kahwaji, 2022). Yet, the impact of chameleon leaders on staff morale has not been fully investigated.

Including the Impact of Employee Grievance Management on Organizational Performance (Obiekwe & Uchechi, 2019) and The Power of Labor to Grieve: The Impact of the Workplace, the Labor Market, and Power Dependence on Employee Grievance Filing, have focused on the topic of employee complaints (Bacharach & Bamberger, 2004). While there is some literature on the rise of chameleon leadership in youth sports (Williams et al., 2011) and on revitalizing performance in organizations, most believe that improving employee performance and achieving goals also requires reducing employee complaints (Sivanandam & Chaturvedi, 2020; Massoudi, 2022). In addition to studies on employee behaviour and complaints, there is also literature on the impact of grievance detection tactics on productivity at work (Klaas & DeNisi, 1989).

The constant technological, economic, social, and political shifts in today's job market and businesses are directly contributing to a rise in employee complaints. According to Feldstein (2019), a chameleon leader may help a company change to suit the current environment. This study aims to define "chameleon leadership" and explore the effects of employee complaints in Komar University.

1.1. Objectives

This study's overarching goal is to learn how "chameleon leadership" in a Komar University in Sulaymaniyah, Kurdistan Region of Iraq, effects employee complaints. Steps for achieving the goal:
- Better understanding staff complaints and chameleon leadership.
- Diagnosing which dimensions of chameleon leadership is the most influential on employee complaints.
- Finding out which factors have the most effect on reducing the number of workers complain.
- Testing the effect of chameleon leadership on employee complaints.

1.2. Significance

According to Feldstein (2019), chameleon leadership is crucial because it can teach you how to modify an organization to the situation. Employee complaints are a major issue facing businesses today (Jacques et al. ,1995). Although most earlier researchers suggested linking these variables, there was not any way to do so until now. Since it is crucial to connect these two variables, it was decided to fill in the gaps and discuss them. As a result of ongoing developments and shifts in the labor market and organizations in terms of technology, economy, society, and politics, employee complaints are rising daily.

2. Background and Related Work

This section briefly describes chameleon leadership and employee grievance including their related work.

2.1. Chameleon Leadership

Studies of leadership may trace their roots back to both the ancient Egyptians and the Greek philosophers Pluto, Socrates, and Aristotle. However, it was not until the 1930s that a social scientific approach to investigating leadership emerged (House & Aditya, 1997; Ozera & Tinaztepeb, 2014). Chowdhury (2014) states, *"Leadership is perhaps the social phenomenon that has been written about the most throughout history"*. Lamenting that this is due to the fact that the notion of leadership is quite complicated and covers several different variables.

The common theme throughout these definitions is that of steering a team towards an objective. To rephrase what Yukl (1994) stated, "*leading is the process of influencing followers*". Leaders contribute significantly to the success of an organization by creating conditions that encourage people to think, feel, and act in ways that further the company's goals. Although the idea of chameleon leadership has been around for a while, there is not much of research to back up the claims that effective leaders can switch styles on the fly (Williams et al., 2011). People who want to be liked by everyone around them are called chameleons because they adapt to their surroundings (Lynch, 2009). One way that people might stay hidden and succeed in their environments is through what has been called "chameleon leadership" (Williams et al., 2011). You can quickly take on the attitudes, personalities, and morals of the people around you just by watching them (Lynch, 2009).

Chameleon behaviour is the ability to change one's ways of behaving and adapting to new situations so as to attain one's goals (Palomino & Gomis, 2017). Adapting to the needs of every given circumstance with ease, chameleon leaders are able to lead in a variety of ways. Described leaders who are chameleons as those who are able to rapidly adjust to new situations. Most of the time, managers just think about their own survival while designing the workplace (Bahrami & Evans, 2014). Conflict between leaders and their teams may be avoided if leaders do not engage in chameleon-like behaviour (Linsky & Heifetz, 2002). Individuals that take part in chameleon leadership programs have the resources necessary to develop as leaders and gain the self-assurance to effectively implement changes within their organizations (Williams et al., 2011).

The advantages of chameleon leadership can be summarised in three points: First, leaders with chameleon-like abilities are highly sought after because of their ability to successfully navigate shifting conditions and get support from members of a varied team (Feldstein, 2019). Second, organizations that have leaders who can change like chameleons can take advantage of outside opportunities in their field (Durrah & Kahwaji, 2022). Third, the Chameleon Leadership Profile explains in detail how a leader's style affects their performance in the workplace (Feldstein, 2019).

Alongside the advantages, the challenges of chameleon leadership can be summarised as follows:

- Some argue that the chameleon leadership style is harmful because it lacks sincerity and consistency (Feldstein, 2019).
- To fit in or be accepted, it may be necessary for some leaders, especially those from underrepresented groups, to completely change their personalities so that they fit into the organization's ideal model of a leader (Yustantio, 2021).
- The problem with being a chameleon is that your popularity may depend less on your own unique qualities and more on how well you can copy the qualities of your peers (Yustantio, 2021).

Despite the challenges, this study proposes that chameleon leadership is a sound strategy that is taking into account the realities of the external world, including its risks and opportunities. This leads to a breakdown of the components that make up chameleon-like leadership into external control and relativistic beliefs.

2.1.1. External Control

In economics, the term "control locus" refers to the belief that individuals have some influence over their lives and the outcomes that have an impact on them (Alabadi & Al-Khakani, 2021; Rotter, 1966). It is indicative of how much individuals believe they can influence their own destinies. People who exhibit this

trait relinquish responsibility for their judgments and rely on situational signals rather than their principles to choose the optimal course of action because they believe that fate and chance influence their decisions and the results of these decisions. Those who lean toward an internal locus of control view themselves as the masters of their own destinies, while those who lean toward an external locus of control view their choices as being predetermined by external forces like chance and luck (Adams et al., 2008). These people do not consider the consequences of their acts and instead use external indicators, such as social pressure, to determine what they should do (Beu et al., 2003). They just care about themselves and their own interests, not the consequences of their actions (De Dreu & Nauta, 2009; Piff et al., 2012).

2.1.2. Relativistic Beliefs

Cultural relativists believe that ethics are shaped by the setting in which they are used. Therefore, they claim that morality is affected by factors such as conventions, cultural standards, and personal preferences (Napal, 2005). Proponents of relativity argue that ideas like right and wrong may change depending on the context. Since they have lost any sense of right and wrong and have come to believe that ethics are determined more by individual experience than by normative social or cultural norms or personal preferences, they reject these standards and often gain at the expense of others (Lynch, 2009). Furthermore, they believe that moral judgments are affected by the context in which they are made, and they adhere to the moral norms that value their interests above the rights of others (Kish-Gephart et al., 2010). According to Woodbine et al. (2013), because of their immorality, they often engage in dishonest behaviour and look out only for their own interests, even if it means hurting those around them (Al-Khatib et al., 2011). It follows that relativists are likely to engage in immoral behaviour in light of this (O'Fallon & Butterfield, 2005).

2.2. Employee Grievance

In the service sector, where workers often have direct contact with customers and are relied upon to deliver exceptional service, employees rank high among a company's most important asset (Faeq et al., 2022). The term "grievance" is used to describe an employee's expression of unhappiness with his employment, the nature of his work, or the management's rules and processes (Juneja, 2018). According to Rose (2004), a formal grievance occurs when an employee expresses displeasure to his direct supervisor about any aspect of his job or environment. She states that employees are one of the organization's most valuable assets since they are in charge of managing the company's resources and may help firms save money in two ways: directly through resource and energy conservation and indirectly through environmental protection (Faeq et al., 2021).

A grievance can be "*any discontent or displeasure, whether voiced or not, genuine or not, coming from anything linked to the business that an employee regards as unfair, unjust, or inequitable*" (Bemmels & Foley, 1996). In this context, "grievance" refers to any feeling of discontent with a situation because of pain or loss that was brought on in an inappropriate or unlawful manner (Ahuja, 1988). He says that in the context of labour-management relations, a "grievance" is any written complaint about something at work, such as working conditions, unfair treatment by management, or a breach of an agreement or standing instruction.

An employee has a grievance if he or she is experiencing or has experienced any type of unfairness as a result of his or her work. Thus, in the context of labour relations, a grievance is a complaint about working conditions, and in the context of employee relations, it is a statement of displeasure. An employee grievance is "*any unhappiness or sense of unfairness regarding one's job position that is brought to the attention of management*" (Sundaram & Saranya, 2013). According to Lewin (1983), grievance processes serve as a forum for the exchange of information and as a mean for employees or unions to contest management decisions about pay and working conditions. A prompt and effective reaction to employee concerns can increase staff engagement and productivity.

Cases of dissatisfaction voiced by workers are referred to as "grievances". Human beings are the building blocks of organizations and the fuel that keeps them running (Sundaram & Saranya, 2013). Organization members collect, organize, and deploy human, financial, material, and mechanical assets. The success of any group relies on its members collaborating towards a shared objective. When people cooperate, they can optimize their use of resources, including materials and finances, to effectively achieve their aims and purposes.

The capacity to be an active listener is too frequently overlooked, yet it is a necessary skill for resolving employee complaints. Human resources are essential to the success of any business. By addressing employees' complaints and boosting their morale, they inspire trust and cooperation throughout the organization. Whether or not a worker's complaint is justified, it still involves a human being (Sharma & Sharma, 2011). According to Bemmels and Reshef (1991), managers' approach to resolving employee complaints might be influenced by their own conduct and outlook.

Bean (1994) indicates that most workplace complaints stem from unhappiness with some aspect of the workplace itself, be it policies, conditions, or practices. Some advantages and disadvantages of filing an employee complaint are listed below.

The advantages of grievance are: First, one of the most important parts of fixing management's blunders and failings is establishing a system for dealing with employee complaints (Obiekwe & Uchechi, 2019). Second, organizations benefit from having a grievance mechanism in place for their employees since silence on the part of disgruntled workers can have repercussions such as lower productivity, absenteeism issues, defiance of superiors, a lack of discipline, and shoddy work (Obiekwe & Uchechi, 2019). Third, companies may benefit from grievance processes because they may encourage their employees to do a better job and provide better service (Bagraim, 2007).

The disadvantages of grievance are (Stephens, 2017): First, complaints detail the wrongdoing and include accusations and threats of legal action, such as those involving bullying, discrimination, whistleblowing, and injustice. The complaint should be written as though you had a legal claim, regardless of whether it is relevant or not as things might be more nuanced in reality. Second, resentment typically serves to deepen the debate or escalate the situation. Both parties are unlikely to modify their positions without intervention. Both parties were too preoccupied with defending their own viewpoints to work together to reach a compromise. The two parties remain stuck in the past, never looking forward to how they may fix the situation. Third, the filing of a formal complaint is the first stage in an adversarial legal process, ultimately leading to an employment tribunal and not to a satisfactory resolution of the dispute. Thus, this study proposes the following two hypotheses:

H1: There is a significant negative correlation between chameleon leadership and employee grievance.
H2: Chameleon leadership has a negative significant effect on employee grievance.

3. Methodology

This section briefly outlines the research design, data collection methods, and data analysis techniques employed in the study to address the research objectives.

3.1. Research Design and Data Collection

Primary data were acquired by a survey questionnaire from a population of 70 Komar University workers, and the sample size is 60 Komar University employees, which are 60 out of 70; it could be 0.85%. Table (1) displays the respondents' demographic information that is provided in the first portion of the questionnaire. The next section focuses on the independent variable with six questions (chameleon leadership). Finally, seven inquiries concerning the study's dependent variable (employee grievance) were received. The participants were asked to rate their level of agreement on a scale from 1 (strongly disagree) to 5 (strongly agree), with 1 being the least favorable. SPSS V.26 and AMOS were used to test the hypothesis and analyse the data, as well as to look for patterns in the data and determine the connections between the variables.

Table 1. Design of Questionnaires and Sources.

No.	Items	Source	No. of Questions
1	Demographic Information	Authors	4
2	Chameleon leadership	A research article by Alabadi and Al-Khakani (2021)	6
3	Employee Grievance	Website by Gandhi (2011)	10

3.2. Population Sample Demographic Information

Data from a cross-section of respondents that was meant to be representative was looked at to draw conclusions about larger trends. All of the survey participants had their demographic information collected. Age, gender, level of education, and marital status were among the demographics requested of respondents. Respondents were asked to select an answer from a list of possible options rather than provide detailed responses. Using SPSS V.26, the demographics of the sample population are displayed in Table (2).

Table 2. Population Sample Demographic Information.

Category	Range	Frequency	Percent (%)
Gender	Male	33	55.9
	Female	27	44.1
Age	21-30	19	32.2
	31-40	24	40.7
	41-50	9	15.3
	> 50 years	8	11.9
Education	Bachelor	52	88.1
	Master	4	6.8
	Doctorate	4	5.1
Marital Status	Single	18	30.5
	Married	35	59.3
	In a relationship	5	8.5
	Divorced	2	1.7
Total		**60**	**100.0**

3.2 Normality Assumptions

The bell-shaped curve that represents a normal distribution of sample data is symmetrical, with the largest frequency range in the middle and a decreasing frequency range toward the extremes (Gravetter & Wallnau, 2000). Skewness and kurtosis are the two primary tests that are utilized more frequently in order to support normality assumptions (Pallant, 2007). When the standard error for the skewness and kurtosis ratios is between 0 and 2 at a significance level of 0.05, then normality has been established (Hair et al., 2017). According to the information shown in Table (3), all of the skewness and kurtosis ratios fall between the range of the normal distribution and 2. As a result of this, the presumption of normality can be satisfied.

Table 3. Skewness and Kurtosis Test of Normality Distribution (n=59).

Item	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
CL1	-0.661	0.311	-0.513	0.613
CL2	-0.449	0.311	-0.874	0.613
CL3	0.428	0.311	-1.034	0.613
CL4	-0.952	0.311	-0.459	0.613
CL5	-0.301	0.311	-0.021	0.613
CL6	-0.082	0.311	-0.962	0.613
EG1	-0.322	0.311	-1.057	0.613
EG2	-0.151	0.311	-1.109	0.613
EG3	-0.255	0.311	-1.135	0.613
EG4	-0.186	0.311	-1.013	0.613
EG5	0.000	0.311	-0.836	0.613
EG6	-0.357	0.311	-1.041	0.613
EG7	-0.090	0.311	-1.195	0.613
EG8	-0.270	0.311	-1.043	0.613
EG9	-0.275	0.311	-1.011	0.613
EG10	-0.374	0.311	-1.209	0.613

3.3. Exploratory Factor Analysis

In order to demonstrate the degree of connection that exists between each characteristic and each score, the factor loadings that are generated by factor analysis are utilized. When analysing the factor matrix, the significance of a characteristic is proportional to the factor loading; a larger factor loading indicates more significance. In order to make use of factor analysis, it is necessary to fulfil a number of prerequisites. Tests such as the Kaiser Meyer Olkin (KMO) Measure of Sampling Adequacy Test and the Bartlett's Test of Sphericity can be carried out in order to determine whether it is prudent to move on with factor analysis or not. The fact that the KMO test yielded a low result suggests that the factor analysis is probably not the best choice. In addition, in order to continue with the factor analysis, the KMO value must be greater than 0.50 (Hair et al., 2017). The KMO and Bartlett tests were the first ones carried out in the process of determining whether the study variables were suitable for factor analysis or not. Table (4) presents the findings of the study.

Table 4. Kaiser-Meyer-Olkin of the Chameleon Leadership (n=59)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.897
Bartlett's Test of Sphericity	Approx. Chi-Square	861.515
	df	120
	Sig.	0.000

According to the results shown in Table (4), the KMO measure for the variables revealed a value of 0.897. This number denotes "meritorious" adequacy, making it suitable for the use of factor analysis. The observed value of Bartlett sphericity is similarly quite high (861.515), despite the fact that the significance level that is linked with it is somewhat low (0.000).

In addition to this, the rotated component matrix serves to simplify the columns of the factor matrix, which in turn contributes to making the pattern of the things that are linked with a certain factor clearer. After that, an investigation was carried out to find out which components had to be grouped to make measurements. The criteria for cross loading that were created by Igbaria et al. (1995) were utilized in the current investigation. These criteria stipulate that a certain item should load 0.50 or higher on a particular factor. Table (5) demonstrates the outcome of a component matrix that has been rotated.

Table 5. Rotated Component Matrix of Research Variables (n=59).

Item	Component	
	1	2
CL1		0.792
CL2		0.815
CL3		0.571
CL4		0.542
CL5		0.679
CL6		0.802
EG1		0.735
EG2	0.601	
EG3	0.592	
EG4	0.525	
EG5	0.515	
EG6	0.818	
EG7	0.778	
EG8	0.676	
EG9	0.639	
EG10	0.688	

In accordance with the findings in Table (5), all of the items have a factor loading that is greater than 0.50, which suggests that the items correlate very significantly to the factor itself, with factor loadings ranging from 0.515 to 0.818. The results also show that the factor loadings for the items range from 0.515 to 0.818. This study provides more evidence that the same set of items measure the same concept. Figure (1) further demonstrates that the plot slopes sharply downhill from one factor to two factors before gradually becoming almost horizontal. This may be seen in the progression of the plot.
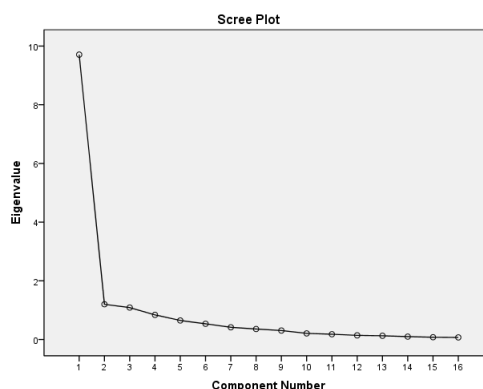
Figure 1. The Research Variables.

3.4.   Reliability of the Measuring Instrument

Cronbach's alpha may be regarded as a totally acceptable indicator of the intermediate consistency's dependability, as stated by Sekaran and Bougie (2016). Those with a reliability that is less than 0.6 are regarded as having poor reliability; a reliability test value that falls within the range of 0.7 which is mean it it strong , also it is regarded as acceptable; those with a reliability that is more than 0.8 to 0.9 are regarded as having very good reliability; and the closer the Cronbach's alpha is to 1, the higher the level of internal consistency. As a direct consequence of this, the threshold value for Cronbach's alpha is set at 0.70. The findings of the reliability test that was performed on the measuring device using SPSS V.26 are presented in Table (6).

Table 6. Reliability Test Results of the Measuring Instrument (n=59).

Variable	No. of Items	Cronbach's alpha Value ≥ 0.70
Chameleon Leadership	6	0.823
Employee Grievance	10	0.961

As can be seen from Table (6), the Cronbach's alpha value indicates high reliability for the research variables.

3.5.   Descriptive Statistics of the Variables

The results of the investigation into the most important factors are described via descriptive analysis. The mean, the standard deviation, and the variance of both the independent variable and the dependent variable are included in the descriptive analysis. Here is a list of how each variable did in the descriptive analysis done with SPSS Version 26.

3.6.   Descriptive Statistics of the Chameleon Leadership

The outcomes of chameleon leadership are shown in Table (7), together with their means, standard deviations, and variances. The mean (3.429), standard deviation (1.179), and variance of the frequency distribution for the six items are displayed below (1.417). As a result of this, the data from the sample is absolutely necessary for accomplishing the goals of this research. In addition, it has been concluded that the majority of respondents had the opinion that chameleon leadership is extremely important to the success of their business.

Table 7. Descriptive Statistics of the Chameleon Leadership (n=59).

Item	Mean	SD	Variance
CL1	3.898	0.995	0.989
CL2	3.627	1.113	1.238
CL3	2.644	1.362	1.854
CL4	3.763	1.418	2.012
CL5	3.508	0.989	0.978

CL6	3.136	1.196	1.430
Average	**3.429**	**1.179**	**1.417**

3.7. Descriptive Statistics of the Employee Grievance

The findings are summarized in Table (8), which contains the mean, standard deviation, and variation for employee complaints. The mean value of the frequency distribution for the 10 items is revealed to be 3.214, while the standard deviation comes in at 1.292 and the variance is 0.402 (1.673). Thus, the sample data is required in order to accomplish the goals of this research. In addition, it has been concluded that the majority of respondents had the opinion that employee complaints play an important part in their business.

Table 8. Descriptive Statistics of the Employee Grievance (n=59).

Item	Mean	SD	Variance
EG1	3.254	1.183	1.400
EG2	3.051	1.265	1.601
EG3	3.203	1.362	1.854
EG4	3.153	1.229	1.511
EG5	3.000	1.232	1.517
EG6	3.305	1.316	1.733
EG7	3.237	1.331	1.770
EG8	3.322	1.265	1.601
EG9	3.288	1.314	1.726
EG10	3.322	1.420	2.015
Average	**3.214**	**1.292**	**1.673**

3.8. Hypothesis Testing

The testing of research hypothesis are as follows:

3.8.1. Correlation Test

In order to verify the validity of the hypothesis, a Pearson correlation analysis was carried out to examine the degree to which the variables are related to one another. The purpose of this study is to investigate the ways in which absorptive ability and technological compatibility are related to one another. When the value is 0, it indicates that there is no relationship, while a correlation of 1.0 indicates that there is a perfect positive or negative relationship. According to Pallant (2007), the following method can be used to determine the strength of the relationship between variables: when the correlation coefficient value is 0, it indicates that there is no relationship between the variables. Higher values (both positive and negative) suggest a stronger relationship, with values closer to 1 or -1 indicating a stronger correlation. Figure (2) shows the results of the analysis of the relationship between the independent variable (chameleon leadership) and the dependent variable (employee grievance).
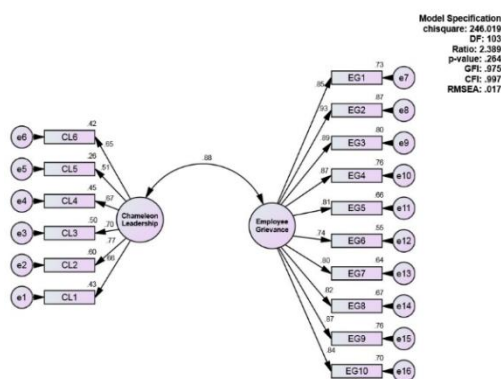

Figure 2. Correlation Matrix between the Study Variables.

Table 9. Correlation Matrix between the Study Variables.

	Employee Grievance	Chameleon Leadership	EG10	EG9	EG8	EG7	EG6	EG5	EG4	EG3	EG2	EG1	CL6	CL5	CL4	CL3	CL2	CL1
Employee Grievance	1.000																	
Chameleon Leadership	0.881	1.000																
EG10	0.837	0.737	1.000															
EG9	0.872	0.768	0.730	1.000														
EG8	0.818	0.720	0.684	0.713	1.000													
EG7	0.801	0.705	0.670	0.699	0.655	1.000												
EG6	0.744	0.655	0.623	0.649	0.609	0.596	1.000											
EG5	0.810	0.713	0.678	0.707	0.662	0.649	0.603	1.000										
EG4	0.871	0.767	0.729	0.760	0.712	0.698	0.648	0.705	1.000									
EG3	0.892	0.785	0.746	0.778	0.729	0.714	0.664	0.722	0.776	1.000								
EG2	0.933	0.822	0.781	0.814	0.763	0.748	0.695	0.756	0.813	0.832	1.000							
EG1	0.852	0.751	0.713	0.743	0.697	0.683	0.634	0.690	0.742	0.760	0.796	1.000						
CL6	0.569	0.646	0.476	0.496	0.465	0.456	0.424	0.461	0.496	0.507	0.531	0.485	1.000					
CL5	0.453	0.514	0.379	0.395	0.370	0.363	0.337	0.367	0.394	0.404	0.423	0.386	0.332	1.000				
CL4	0.593	0.673	0.496	0.517	0.485	0.475	0.441	0.480	0.516	0.529	0.553	0.505	0.435	0.346	1.000			
CL3	0.620	0.704	0.519	0.541	0.507	0.497	0.461	0.502	0.540	0.553	0.579	0.528	0.455	0.362	0.474	1.000		
CL2	0.680	0.772	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	1.	

	Employee Grievance	Chameleon Leadership	EG 10	EG 9	EG 8	EG 7	EG 6	EG 5	EG 4	EG 3	EG 2	EG 1	CL 6	CL 5	CL 4	CL 3	CL 2	CL 1
			569	593	556	544	506	551	592	606	634	579	499	397	520	543	000	
CL1	0.580	0.659	0.486	0.506	0.474	0.465	0.432	0.470	0.505	0.517	0.542	0.495	0.426	0.339	0.434	0.464	0.509	1.000

Table (9) includes correlation matrix between the Study Variables, also Figure (2) presents the findings that validate the hypothesis that all 16 components of the research variables were preserved. The reason for this is that the findings from the SEM indicate that the sample data had a good match to the correlation model (GFI = 0.975, CFI = 0.997, and RMSEA = 0.017). In addition, the Chi-square index showed that there was a significant difference between the groups (c2 = 246.019, df = 103, c2/df = 2.389). Figure (3) results, which show a correlation of r = 0.88 and a significance level of 0.01, show that there is a strong and substantial link between chameleon leadership and employee complaints.

3.8.2. Regression Test

The primary objective of doing a linear regression analysis is to provide a deeper insight into the extent to which the independent variable will explain the variation in the dependent variable. Figure (3) displays the structural equation modeling (SEM) that was performed on the regression hypothesis by utilizing AMOS version 26.
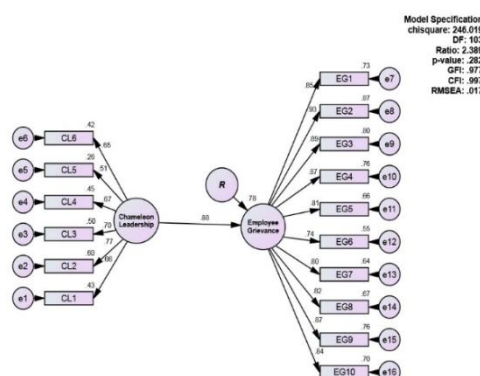

Figure 3. Structural Equation Modeling on the Regression Hypothesis.

Table 10. The Regression Analysis Between the Study Variables.

Path			Estimate
Employee Grievance	<---	Chameleon Leadership	0.881
CL1	<---	Chameleon Leadership	0.659
CL2	<---	Chameleon Leadership	0.772
CL3	<---	Chameleon Leadership	0.704
CL4	<---	Chameleon Leadership	0.673
CL5	<---	Chameleon Leadership	0.514
CL6	<---	Chameleon Leadership	0.646
EG1	<---	Employee Grievance	0.852
EG2	<---	Employee Grievance	0.933
EG3	<---	Employee Grievance	0.892
EG4	<---	Employee Grievance	0.871
EG5	<---	Employee Grievance	0.810
EG6	<---	Employee Grievance	0.744
EG7	<---	Employee Grievance	0.801

Path			Estimate
EG8	<---	Employee Grievance	0.818
EG9	<---	Employee Grievance	0.872
EG10	<---	Employee Grievance	0.837

The retention of all sixteen items constituting the research variables was verified by Figure (3). The reason for this is that the findings from the SEM indicate that the sample data had a good fit to the regression model (GFI = 0.977, CFI = 0.997, and RMSEA = 0.017). In addition, the Chi-square index showed that there was a significant difference between the groups (c2 = 246.019, df = 103, and c2/df = 2.389). It can be seen in Figure (3) that the beta value is 88, which indicates that chameleon leadership has a considerable influence on employee complaints.

As evident in Table 10, all results of standardized regression weight (SRW) estimations of the correlation and regression models indicated that all 16 items were at a proper level. This is because all SRW values were greater than 0.50. Moreover, all the C.R. values were greater than 1.96, and all the 16 item loadings and structural relationships are significant at the p > 0.001 level. Table (11) includes SRW Estimates of the Research Variables.

Table 11. SRW Estimates of the Research Variables.

Item	Estimate	S.E.	C.R.
CL1	0.659	0.118	4.682
CL2	0.772	0.119	4.140
CL3	0.704	0.200	4.603
CL4	0.673	0.228	4.748
CL5	0.514	0.138	5.121
CL6	0.646	0.173	4.741
EG1	0.852	0.078	4.810
EG2	0.933	0.050	4.053
EG3	0.892	0.081	4.624
EG4	0.871	0.075	4.764
EG5	0.810	0.102	5.022
EG6	0.744	0.148	5.127
EG7	0.801	0.125	4.999
EG8	0.818	0.106	4.926
EG9	0.872	0.086	4.719
EG10	0.837	0.120	4.930

4. Conclusion, Recommendations, Study Limitations, and Suggestions for Future Studies

The section culminates by proposing recommendations for subsequent research endeavors, delineating imperative tasks for the research's advancement, elucidating the constraints inherent in the study, and proffering prospects for prospective research undertakings.

4.1. Conclusion

The researchers have expressed the hope that increased attention to the writer's worker dissatisfaction variable will result in a deeper comprehension of the processors' ability to affect change in organizations and improve their capacity to create a happy work environment. Furthermore, the presence of employee grievances contributes to the establishment of a negative atmosphere within the company. Because it turns the previously friendly relationship between employees and the company into a hostile one. The chameleon leadership that exists within the organization may be one of the causes of organizational unfairness.

Having the capability of identifying, analysing, and managing the conduct of its leaders leads to fewer employee complaints being lodged against the business. This will be reflected in developing administrative work and improving performance by directing its employees to adopt practices that lead to generating,

implementing, and promoting ideas that contribute to achieving success. This will be done by telling its employees to use methods that help them come up with, implement, and spread ideas that help the company succeed.

According to the findings of the statistical study, chameleon leadership had a constructive and substantial association with employee complaints. The findings demonstrated that there is an undeniable manifestation of the employee complaint impact within the corporation. According to the findings of the study, there is a favourable and substantial influence that chameleon leadership has on the number of grievances filed by workers. This highlights the fact that employee complaints might change their appearance at any moment. The findings provide more evidence that the chameleon's leadership style contributes to a rise in the number of employee complaints.

4.2. Recommendations

It is important for the organization to make an effort to appreciate how diverse leadership philosophies, namely the chameleon leadership style, affect the attitudes, values, and behaviours at the workforce.

It is important for the organization to improve its ability to comprehend the various aspects that contribute to the behaviour of its various executives. In order for a company to embrace a style of leadership that has a positive influence on the internal environment of the organization, the organization should take advantage of the distinctions that exist between the various leadership philosophies. It is recommended to be continuing lectures and workshops in order to educate future leaders who will be able to direct the organization to achieve its goals. Hosting seminars and workshops to raise employees' levels of awareness and motivating them to refrain from voicing unwarranted complaints and instead transforming such concerns into ideas that may be put into action.

It is essential to develop a culture of social interaction in the workplace in order to facilitate better communication between the employer and the staff. When workers are made more aware of the positive effects of organizational or structural changes, they will be better equipped to carry out a variety of jobs without making negative comments or complaints.

4.3. Study Limitations

One limitation of this study is the reliance on self-reported data, which may introduce biases and limitations in terms of the accuracy and reliability of the findings. Future research could consider employing mixed-method approaches, such as incorporating objective measures or observations, to obtain a more comprehensive understanding of the phenomenon. Another limitation is the focus on a specific organizational context or industry. The findings may not be generalizable to other settings, and thus, future studies should strive to include a diverse range of organizations to enhance the external validity of the findings.

4.4. Suggestions for Future Studies

i. Explore mitigating factors or interventions: This study primarily examines the negative consequences of chameleon leadership on employee grievances. Future research could explore potential mitigating factors or interventions that could counteract the detrimental effects of this leadership style. For instance, investigating the role of effective communication strategies, leadership development programs, or organizational policies in reducing employee grievances and improving employee well-being.

ii. Incorporate multiple perspectives: Furthermore, this study primarily focuses on the perspectives of employees. Future research could incorporate the viewpoints of leaders, managers, and other organizational stakeholders to gain a more holistic understanding of the dynamics between chameleon leadership and employee grievances.

iii. Comparative studies across different leadership styles: To further understand the unique impact of chameleon leadership, future studies could compare it with other leadership styles. Examining the differences and similarities in employee grievances and organizational outcomes under different leadership styles would provide valuable insights into the specific consequences of chameleon leadership.

iv.   Longitudinal studies: Conducting longitudinal studies would allow researchers to observe the long-term effects of chameleon leadership on employee grievances. This would provide a deeper understanding of how grievances evolve over time and help identify potential patterns or trends.

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Impact of Workplace Spirituality on Frontline Medical Staff's Sense of Happiness in The Workplace: Empirical Evidence From The Public Health Sector in Duhok City, Kurdistan Region-Iraq

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Abstract

Medical staff in general and front-line medical staff in particular work in difficult working conditions, and it is expected that this will affect their sense of happiness in the work environment. Therefore, in these difficult circumstances, they need the availability of workplace of spirituality that motivates them to perform their tasks efficiently.

This descriptive study contributes to reducing the gap in the experimental studies conducted in this field by examining the impact of workplace spirituality including meaningful work, sense of community, and alignment with organizational values on the frontline medical staff's sense of happiness in the workplace. This study adopts a quantitative approach using a survey questionnaire to collect data from 237 frontline medical staff in four public hospitals in Duhok city, Kurdistan region of Iraq.

The results showed that all dimensions of workplace spirituality have a significant positive impact on sense of happiness in the workplace among frontline medical staff. The results also support the acceptability of the proposed model. The study recommended that the hospital administrations surveyed should work to enhance the medical staff on the front lines' sense of happiness in the workplace.

Keywords: Workplace Spirituality, Happiness in the Workplace, Frontline Medical Staff, Public Hospitals, Kurdistan Region of Iraq.

1. Introduction

In the recent years, the literature has witnessed many studies related to the development of positive emotions in the workplace, most notably the feeling of happiness while performing work, because happy employees are the most creative and most interested in achieving quality of work, and thus this is reflected in organizations and they become more efficient and productive. The concept of happiness in the workplace has become a major concern for contemporary organizations, to retain employees and achieve high levels of job satisfaction for them, and many of these organizations are willing to spend money in order to hire trainers who can conduct training programs in order to keep their employees happy in the workplace (Gangwani et al., 2020).

On the other hand, interest in workplace spirituality has increased during the recent period by academics and organizations alike because of its significant impact on individuals, work groups, and the organization (Sulastini et al., 2023). Workplace spirituality is an urgent and essential need for contemporary organizations in general and hospitals in particular, as it highlights the spiritual values of workers in the workplace as one

of the important values because it is related to the human condition and enhances the desire and activity of employee at the workplace, and also includes inspiration on how to integrate with the vision and mission of the organization. It is seen as a positive resource that helps employees deal with stress, enhances creativity and solves work problems, facilitates flexibility and helps employee to manage their emotional issues, as well as lead them to perform well at work, be committed, and be satisfied (Moloud et al., 2023).

Based on the priorly mentioned sources, achieving happiness in the workplace among employees is a necessary requirement in all contemporary organizations, including hospitals and health centers in particular. It is certain that there are many factors that impact happiness in the workplace, and according to the current study, workplace spirituality may be one of these factors. Therefore, the current study attempts to reveal the extent to which workplace spirituality impact the frontline medical staff's sense of happiness in the workplace in the health sector in the city of Duhok, Kurdistan Region of Iraq.

For the purpose of completing the requirements of the current study, after the introduction, a literature review on workplace spirituality and happiness in the workplace will be presented, then the study methodology will be presented, followed by the presentation of the study results, then their discussion, and finally presenting the conclusions and suggestions.

2. Literature Review

This section defines the main elements of the study including workplace spirituality and happiness in the workplace.

2.1. Workplace Spirituality

The word spirituality is derived from the Latin word "spiritu" which refers to the breath of life. People often confuse religion and spirituality, thinking that they are the same thing, but in fact they are completely different. A distinction can be made between spirituality and religiousness, spirituality expresses an internal belief system on which the individual relies to obtain strength and comfort, while religiousness expresses institutional beliefs, religious, rituals, and practices (Gaur, 2019).

There is a divergence of views concerning workplace spirituality, thus, it is difficult to determine a comprehensive and acceptable definition of workplace spirituality in the literature (Krishnani, 2023). Kendall (2019) defines workplace spirituality as "*the recognition by management that the inner lives of employees are nurtured through meaningful work that occurs in the context of society*". It is also defined as "*the personal experience and expression of an individual's passion in determining the workplace and work*" (Chatterjee, et al., 2022). According to Khan, et al. (2022) workplace spirituality expresses employees' interactions and communications with their jobs, with their co-workers, and with the organization in which they work. With regard to the workplace spirituality dimensions, it is conceived on three levels: First, meaningful work which expresses spirituality in the workplace at the individual level. Meaningful work expresses the importance of the work itself, meaning that it is considered valuable and contributes to improving organizational results (Aboobaker et al., 2022). According to the concept of workplace spirituality, meaningful work does not mean that the individual benefits from the advantages he obtains, or that the work is only a kind of challenge, but also includes other things such as the presence of meaning and the true purpose of the individual's work (Alsaadi & Khalil, 2018). The second dimension is the sense of community which expresses spirituality in the workplace at the group level, and indicates that individuals see themselves as interconnected and that there is a relationship between the individual self and the inner self of others, it involves the loving, support, empowerment, and loyalty of colleagues (Omar et al., 2022). The sense of community is one of the main factors and indicators of the individual's decreased desire to leave the workplace and move to another job. The reason for this is that leaving work or leaving the organization by an individual who has social ties represents a sacrifice of social resources. The third dimension is alignment with the organization's values, and this dimension reflects the workplace spirituality at the level of the organization as a whole, and indicates that employees are eager to work in an organization whose goal is not merely to maximize wealth, but rather, it is dominated by an organizational climate characterized by a high sense of ethics and integrity, which contributes significantly to achieving the wellbeing of the organization's members, its customers, and society as well (Aboobaker, et al., 2022: 9).

Thus, the researchers define workplace spirituality for the purposes of the current study as a set of values and motivations present within the hospital that enhance the positive behavior of a member of the medical staff, whether in individual or group work in the hospital through purposeful work and a sense of

community and aligning its values with the hospital's values, which contributes to achieving happiness is in thier work.

2.2. Happiness in the Workplace

Happiness has intrigued philosophers since the dawn of written history, but it has only recently become a subject of psychological research (Shelke and Shaikh, 2023). Happiness is often expressed as "life satisfaction", which is the degree to which an individual likes the life he lives (Merdeka et al., 2020).

Happiness in the workplace is a term that was not widely used in academic research until recently, and the situation has changed recently, as many studies have appeared in the literature that investigated the effects of happiness in the workplace, and the factors that influence it. (Staniskiene et al., 2021; Diaz Pincheira & Carrasco, 2018). According to Bataineh (2019) happiness in the workplace is more than just the individual's feeling of pleasure, positive emotional experience, enjoyment and good feelings, but also includes having a meaningful work life. Agustien and Drain (2020) defined it as a positive feeling resulting from the fact that the individual knows the meaning of work manages and influence it, and he feels it at all times of work. it, so that he can achieve maximum performance and satisfy himself at work.

From Odeesh (2022) point of view, it is positive psychological state generated by human resources when they feel that the requirements for achieving their goals are available in the work environment and they are not afraid of exposure to dangerous situations, which increases their attachment, and loyalty to their organization, thus maximizing the quality of their outputs.

Rahmi (2018) believes that happiness in the workplace creates many good things, such as improving the quality of goods and services, increasing productivity and sales, achieving innovation and creativity, which is reflected positively in increased employee and customer satisfaction and increased sales volume. It also increases the organization's ability to adapt to the external environment and contributes to achieving flexibility and reducing costs. As well as reducing work turnover and absenteeism. Kun and Gadanecz (2019) argue that good physical health is associated with individuals who feel happy in the workplace, and that individuals who are happy in the workplace have better mental health, live longer, work better, cope calmly with stressful events, and have positive relationships with their colleagues. They have high levels of job satisfaction, and they transfer happiness from the workplace to their homes. According to Dhamija (2021), happiness in the workplace stimulates the employee's activity, increases his focus on work, enhances his innovation, develops social relationships and participation in group events, as well as maintaining the employee's mental activity.

According to Odeesh (2022), happiness in the work place can improve the physical health of employees, make them feel safe, improve their ability to make the right decisions, and raise their morale, thus generating positive attitudes towards their organizations. Happiness in the workplace can be affected by many factors of the work environment such as the physical office environment, job characteristics, leadership style, organizational culture, and workplace social relations (Erkus & Afacan, 2021).

Based on the above, the researchers believe that organizational happiness is the sum of the happiness of the individuals working within the organization, and that a happy organization provides information to employees and works as a work team, and there is high trust between management and workers. Organizational happiness expresses a set of positive emotions that employees have toward the organization. Conversely, in an organization in which happiness is low, employees' emotions are negative and result from fear, anger, anxiety, depression, and resentment. Accordingly, the researchers define organizational happiness for the purposes of the current study as:
The state in which medical staff feel comfortable, safe, and satisfied in the workplace, which creates motivation in them to perform a successful and effective role, in addition to completing their job tasks efficiently.

3. Methodology

This section outlines the methodology of the study including problem statement, objectives, significance, hypotheses development, questionnaire, and procedures of the study.

3.1. Problem Statement

Frontline medical staff work long hours, have little time for rest and recreational activities, and shorter sleep than the average adult in other work environments, and thus, an increased number of infections poses a greater risk to them as they have to make physical contact with patients, as medical staff in general and front-line medical staff in particular work in difficult working conditions, it is expected that this will affect their sense of happiness in the workplace (Ilea et al., 2023; Rus et al., 2022; Temsah, 2020).

In the work environment in which frontline medical staff work, spirituality in the workplace is an important motivator for them to make an effort, sacrifice, take risks, and contribute to achieving the hospitals' primary goal of patient care and treatment (Boluarte et al., 2020). Accordingly, the current study attempts to answer the following question that expresses the problem of the study: Does workplace spirituality impact the frontline medical staff's sense of happiness in the workplace in the health sector in the city of Duhok, Kurdistan Region of Iraq?

3.2. Objectives

The main objective of this study is to examine the impact of workplace spirituality on happiness in the workplace, and sub-aims are:
- to determine the level of workplace spirituality in the hospitals included in the study,
- to diagnose the level of happiness in the workplace among frontline medical staff's in the surveyed hospitals,
- to examine the impact of workplace spirituality on happiness of workplace among frontline medical staff's, and
- to determine which dimension of workplace spirituality ranks first in its impact on happiness in the workplace among frontline medical staff's?

3.3. Significance

This study gains its importance in linking two vital subjects which are workplace spirituality and happiness in the workplace. This study is the only study conducted in the health sector of the Kurdistan Region of Iraq.

The findings of this study will provide insightful knowledge about how workplace spirituality can enhance the medical staff's sense of happiness in the workplace, and this can help academics, researchers, and decision makers who want to support and promote the level practicing of workplace spirituality, which may reflect positively on the medical staff's sense of happiness in the workplace, and thus increase their level of job satisfaction and improve their performance and the performance of hospitals.

3.4. Hypotheses Development

The relationship between workplace spirituality and happiness in the workplace has been an area of interest for many years. However, this relationship in the health sector has not been explored yet.

Golparfar and Abedini (2014) investigated the relationship between workplace spirituality and job happiness. The study sample included 204 employees working in the field of revenue collection and customs in the Isfahan and Tehran cities. The most vital finding of the study is the existence of a positive statistically significant relationship between workplace spirituality and job happiness.

A study conducted by Yaghoubi and Motahhari (2016) on a public organization in the Golestan governorate in Iran, which included a sample size of 127 employees in this organization, showed that organizational spirituality leads to happiness in the workplace.

With the aim of investigating the nature of the relationship between the dimensions of workplace spirituality inlcduing meaningful work, unity, and alignment with the organization's values and perceived happiness in employee behavior, Hasannejad et al. (2017) conducted a study, and the sample consisted of 239 employees at Qom University Iran. The most notable finding of the study is the presence of a statistically significant positive relationship between the dimensions of work spirituality and perceived happiness in employees' behavior.

The results of a study conducted by Mahipalan and Sheena (2019) in a number of government schools within the southern region of India showed the existence of significant relationships between workplace spirituality and subjective happiness among school teachers. The results also indicated that workplace

spirituality can play a vital role in building intrinsic motivation for long-term happiness among school teachers.

Upadhyay (2019) conducted a study with the aim of investigating the role of spiritual leadership in achieving happiness in the workplace. The study sample included 324 employees working in the service sector in northern India. The results of the study confirmed the presence of a positive significant effect of spiritual leadership on happiness in the workplace. The results also showed the presence of a mediating role for emotional commitment and positive social behavior in the relationship between spiritual leadership and happiness in the workplace.

Muhamed et al. (2022) conducted a study with the aim of investigating the relationship between workplace spirituality, represented by its dimensions (inner life, meaningful work, and sense of community) and happiness in the workplace. The study sample consisted of 122 employees at the Technical and Vocational Education and Training Corporation in Sarawak, Malaysia. The results of the study indicated that the dimensions of workplace spirituality contribute to achieving happiness in the workplace.

Within that framework, Figure (1) proposes the following framework for the study.
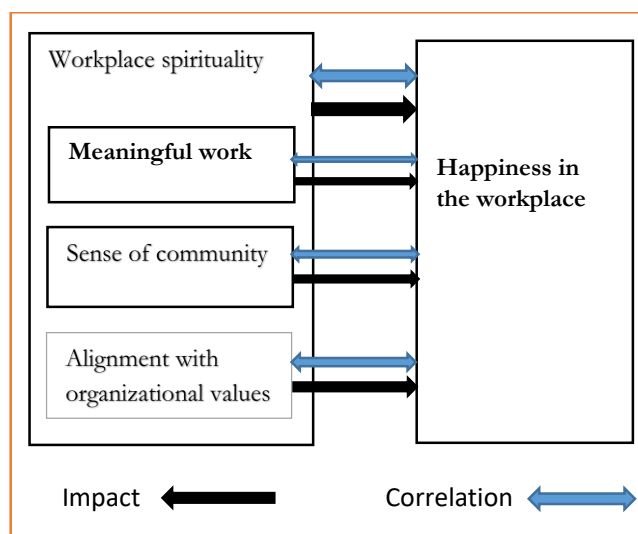

Figure 1. Study Framework.

(H1): There is a significant correlation at (α ≤ 0.05) between workplace spirituality and frontline medical staff's sense of happiness in the workplace.

From this main hypothesis, the following sub-hypotheses emerged:
(H1a): There is a significant correlation at (α ≤ 0.05) between meaningful work and frontline medical staff's sense of happiness in the workplace.
(H1b): There is a significant correlation at (α ≤ 0.05) between sense of community and frontline medical staff's sense of happiness in the workplace.
(H1c): There is a significant correlation at (α ≤ 0.05) between alignment with organizational values and frontline medical staff's sense of happiness in the workplace.

(H2): Workplace spirituality impacts significantly and positively at (α ≤ 0.05) on frontline medical staff's sense of happiness in the workplace.

From this main hypothesis, the following sub-hypotheses emerged:
(H2a): Meaningful work impacts significantly and positively at (α ≤ 0.05) on frontline medical staff's sense of happiness in the workplace.
(H2b): Sense of community impacts significantly and positively at (α ≤ 0.05) on frontline medical staff's sense of happiness in the workplace.
(H2c): Alignment with organizational values impacts significantly and positively at (α ≤ 0.05) on frontline medical staff's sense of happiness in the workplace.

3.5. Questionnaire

The questionnaire was the main tool for collecting data, and its final form consisted of three sections. In the first section, the front-line medical staff were asked to provide data regarding their age, gender, marital status, job title, number of years of service in the current hospital, and academic qualifications. The second section included 18 items adapted from the Alsaadi and Khalil (2018) scale designed to measure workplace spirituality, and 6 items were allocated to each dimension of workplace spirituality (meaningful work, sense of community and alignment with organizational values). The third section consists of 20 scale items designed to measure happiness in the workplace, modified version of Singh and Agarwal (2018) and Del Junco et al. (2013).

The five-point Likert scale was relied upon to determine the degree of agreement or disagreement to the scale items, and the scale ranges between (5) strongly agree and (1) strongly disagree. The statistical package SPSS program version 24 was used for the purpose of analyzing the data.

3.6. Procedures and Participants

The target group in the current study consists of the frontline medical staff including doctors, medical assistants, nurses and medical technicians who work in public hospitals located in the city of Duhok, the Kurdistan Region of Iraq. The first step in our research process was to obtain the approval from the Presidency of Health Duhok Governorate to conduct our research, and its approval was obtained to conduct the research in four public hospitals namely: Azadi Teaching Hospital, Reconstructive Surgery Burns Hospital, Kavin Hospital, and Lalaf Hospital. In the second step, we contacted these hospitals, and the study population was identified through human resource records in these hospitals. The total number of the frontline medical staff in these hospitals was 248 at the time of conducting this study. 248 questionnaires were distributed manually during the months of April and May in 2021, the number of retrieved responses suitable for analysis was 237, i.e. the response rate was 96%.

4. Results and Empirical Analysis

This section presents the results and empirical analysis of the study, including the relprofile of respondents, results of reliability and normal distribution test, descriptive statistics and correlation analysis, and results of regression analysis.

4.1. Profile of respondents

Table (1) presents profile of the respondents. Majority of the respondents were male 128 (54%) with 109 (46%) respondents were female.

Table 1. Profile of Respondents.

Category	Frequency	%
Gender		
Male	128	54.0
Female	109	46.0
Age		
20-35 years	67	28.3
36-50 years	107	45.1
51 years or older	63	26.6
Marital status		
Single	44	18.6
Married	184	77.6
Other	9	3.8
Job title		
Doctor	87	36.7
Medical assistant	55	23.2
Nurse	57	24.1
Medical technician	38	16.0
Years of work in the current hospital		
Less than 5 years	28	11.8

Between 5 and 10 years	40	16.9
Between 11 and 20 years	93	39.2
21 years or more	76	32.1
Academic qualification		
High school certificate (nursing)	45	19.0
Diploma	73	30.8
Bachelor's degree	92	38.8
Postgraduate degree	27	11.4

Majority of the respondents were aged 36 to 50 years old with 107 (45.1%), married with 184 (77.6%), and were doctors with 87 (36.7%). As for the years of participants' work in the current hospital, the highest percentage of participants have 11 to 20 years of service with 93 (39.2%). In regard to the academic qualifications of the participants, the majority hold a bachelor's degree with 92 (38.8%).

4.2.   Reliability and Normal Distribution Test

In order to ensure the reliability of the questionnaire, the Cronbach alpha test is used. Table (2) shows the results, and it indicates that the Cronbach alpha values range between 0.710 and 0.902 which are exceeding the acceptance value of 0.70 as suggested by Hair et al. (2010).

To ensure that the data follows the conditions of the normal distribution, the values of skewness and kurtosis are calculated for the two variables, and it indicates that the values range between 1.5 and -1.5, which indicates that the collected data meets the conditions of the normal distribution for the purposes of analysis (Sekaran & Bougie 2013).

Table 2. Reliability and Normality test.

Variable	No. of Items	Cronbach' Alpha	Skewness	Kurtosis
Workplace spritely	18	0.864	-0.393	0.392
Meaningful work	6	0.710	-0.494	-0.133
Sense of community	6	0.779	-0.459	-0.356
Alignment with organizational values	6	0.714	-0.120	0.539
Workplace happiness	20	0.902	-0.319	-0.003

4.3.   Results of Descriptive Statistics and Correlation Analysis

Means (M) and standard deviations(SD) were calculated for the variables of the study, and correlation coefficients (R) between these variables (Table 3). The respondents' scores for the questionnaire items were categorized into five levels that are: very low (Mean values equal or less than 1.80), low (Mean values between 1.80 and 2.60), moderate (Mean values between 2.60 and 3.40), High (Mean values between 3.40 and 4.20), and Very High (Mean values of 4.20 or higher).

The results of the descriptive statistics indicate that the respondents agree that there are high levels of workplace spirituality (Mean = 3.56, SD = 0.65). As for the levels of the workplace spirituality dimensions, the first rank was meaningful work with a high level (Mean = 4.05, SD = 0.60), followed by sense of community with a high level (Mean = 3.62, SD = 0.74), and the last rank was for alignment with organizational values with a moderate level (Mean = 3.01, SD = 0.61). The results also indicate that the respondents agreed on high levels of happiness in the workplace (Mean = 3.64, SD 0.59).

The correlation coefficients indicate that there is a direct and statistically significant correlation between workplace spirituality and happiness in the workplace (R = 0.82, $\alpha \geq 0.1$), as well as the presence of a positive and statistically significant correlations at a significant level ($\alpha \geq 0.01$) between the dimensions of workplace spirituality and happiness in the workplace, and the values of the correlation coefficient between them were (0.66, 0.68, 0.73) for meaningful work, sense of community, and alignment with organizational values respectively.

Table 3. Results of Correlation Analysis.

Variables	M	SD	Level	1	2	3	4	5
Workplace spirituality	3.56	0.65	High	1				
Meaningful work	4.05	0.60	High	0.82**	1			

	3.62	0.74	High	0.86**	0.56**	1		
Sense of community	3.62	0.74	High	0.86**	0.56**	1		
Alignment with organizational values	3.01	0.61	Moderate	0.82**	0.54**	0.54**	1	
Happiness in the workplace	3.64	0.59	High	0.82**	0.66**	0.68**	0.73**	1
*N = 237. ** significant at (a ≤ 0.01)*								

4.4. Results of Regression Analysis

In order to test the second main hypothesis of the study (H2), a simple regression analysis was used and table (4) shows the results. According to results, workplace spirituality explains (68%) of the change in the values of happiness in the workplace (R^2 = 0.68). The calculated (F) value (490) was significant at ($\alpha \leq$ 0.000), and higher than the tabular value (3.88). Accordingly, these results indicate that workplace spirituality impact significantly and positively on happiness in the workplace.

Table 4. Results of Testing the Main Hypothesis (H1).

Independent Dependent variable	R	R2	Adjusted R2	F	df.	Sig. level
Workplace spirituality	0.82	0.68	0.68	490	1,235	0.000

Multiple regression analysis was adopted to test the sub-hypotheses (H1$_a$, H1$_b$, and H1$_c$), and Table (5) show the results as follows:
- Meaningful work significantly and positively impacts happiness in the workplace ($\alpha \leq$ 0.000). The calculated (T) value (5.526) was higher than the tabular (T) value (1.976) at df. (236) and ($\alpha \leq$ 0.05).
- Sense of community significantly and positively impact on happiness in the workplace ($\alpha \leq$ 0.000). The calculated (T) value (6.421) was higher than the tabular (T) value (1.976) at df. (236) and ($\alpha \leq$ 0.05).
- Alignment with organization values significantly and positively impact on happiness in the workplace ($\alpha \leq$ 0.000). The calculated (T) value (9.140) was higher than the tabular (T) value (1.976) at df. (236) and ($\alpha \leq$ 0.05).
- Based on β values, alignment with organization values has the highest impact on happiness in the workplace with β value (0.423), followed by sense of community with β value (0.304), and lastly meaningful work with β value (0.261).

Table 5. Results of the Multiple Regression Analysis for the Sub- hypotheses.

Model	Unstandardized Coefficients		Standardized Coefficient	T	Sig. Level
	B	Standard Error	Beta(β)		
Constant	0.511	0.152		3.366	0.001
Meaningful work	0.254	0.046	0.261	5.526	0.000
Sense of community	0.242	0.038	0.304	6.421	0.000
Alignment with organizations values	0.405	0.044	0.423	9.140	0.000
Dependent Variable: Happiness in the workplace *tabular value of T at df. (236) , (a ≤ 0.05)=1.976*					

4.5. Discussion

The current study sought to test the impact of workplace spirituality, represented by its dimensions inlcduing meaningful work, sense of community, and alignment with organizational values on happiness in the workplace. The study assumed a significant positive impact of workplace spirituality on happiness in the workplace.

Based on the values of the Pearson correlation coefficients, it was found that there are positive, statistically significant relationships between the variable of workplace spirituality and its dimensions on the one hand and happiness in the workplace on the other hand. The interpretation of these relationships shows that high levels of happiness in the workplace are associated with hospitals in which workplace spirituality is practiced at high levels, and this result is consistent with the results of the study of Hassannejad et al. (2017), which found a statistically significant positive relationship between workplace spirituality and employee

happiness. Accordingly, the first main hypothesis of this study (H1) and the sub-hypotheses (H1$_a$, H1$_b$, H1$_c$) emerging from the first main hypothesis of the study are accepted.

The results of simple regression analysis between the study variables showed that there is a significant positive impact of workplace spirituality on happiness in the workplace. The interpretation of these results indicates that high levels of practicing workplace spirituality will lead to enhancing levels of happiness in the workplace among medical staff on the front lines in the hospitals included in the study. Accordingly, the second main hypothesis of this study (H2) is accepted (Workplace spirituality impacts significantly and positively at ($\alpha \leq 0.05$) on frontline medical staff's sense of happiness in the workplace).

According to the results of multiple regression analysis, which showed a positive significant impact for each dimension of workplace spirituality on happiness in the workplace, the sub-hypotheses of the study (H2$_a$, H2$_b$, H2$_c$) emerging from the main hypothesis of the study are accepted. This reflects that the more the medical staff feel that they are doing meaningful work and have a high sense of community, and that there is a high degree of alignment between their personal values and the values of the hospitals in which they work, this leads to an increase their feelings of happiness in the workplace. That is, the greater the awareness of these staff members of the importance and value of the work they do and their sense of the group they work with and the interest of the hospital administrations included in the study in encouraging teamwork and achieving alignment between their personal and organization values, the higher the level of comfort, safety and satisfaction they have in the workplace, which creates a motivation for them to perform a successful and effective role in addition to completing their job tasks efficiently, thus increasing their level of happiness in the workplace. These results were confirmed by the results of several previous studies in this field like Mahipalan (2019), Upadhyay (2019), and Azha et al. (2022).

Arranging the dimensions of spirituality in the workplace according to their importance in achieving happiness in the workplace was one of the most important results of this study, where alignment with organizational values rank first, sense of community rank second, while meaningful work rank last.

5. Conclusions, suggestions and limitations

This section contains the conclusions, theoretical and practical implication of the study, suggestions and concludes with the limitations and directions for future works.

5.1. Conclusions

The results indicates that workplace spirituality significantly and positively impacts the frontline medical staff's sense of happiness in the workplace, and that meaningful work, sense of community, and alignment with the organization's values are predictive factors of happiness in the workplace. It can be concluded from the results of this study that workplace spirituality helps employees understand the meaning and purpose of their job, and enhances a sense of community through the cultivation of long-term relationships with the workplace, and ultimately aligns individual values with organizational values. This makes the employees feel happy, they explain positively all the problems and daily work pressures that happen to them, and they are not exposed to anxiety and stress. Happy employees often show a great commitment to working hard. In fact, happy employees have positive thoughts and behaviors, and they are always upbeat and optimistic about a better future.

The theoretical implications of the current study are that it contributes to reducing the gap in the literature on the subject by presenting a proposed model to test the role of workplace spirituality on employees' sense of happiness in the workplace. As well as keeping pace with modern administrative trends that emphasize the necessity of creating positive environmental conditions for workers that make them feel happy in the workplace, which reflects positively on their performance.

The administrative implications of this study are that the results of the study will contribute to providing evidence to senior management in the surveyed hospitals regarding the importance of workplace spirituality as a factor lead to increase the level of employees' sense of happiness in the workplace.

5.2. Suggestions

The senior management of the hospitals included in the study need to take into account a number of suggestions that help enhance the sense of spiritual values in the workplace, as well as enhance the degree

to which frontline medical staff sense of happiness in the hospitals they work. These suggestions are as follows:

- The need for the top management of the surveyed hospitals to be spiritual in their relations with the medical staff on the front lines, by paying attention to creating a work environment that makes them feel the importance of the work they do and the efforts they provide in the workplace.
- Enhancing the positive feelings of frontline medical staff about the values of the hospital, justice and fairness in dealing with them, and achieving harmonization between their goals and their moral values with the goals and values of the hospital.
- Encouraging cooperative work and strengthening positive relations between the frontline medical staff, in a way that enhances their sense of community at the hospital, as well as providing appropriate conditions in the workplace through which front line medical staff can express their feelings about their work and their colleagues.
- Enhancing factors that contribute to increase the sense of happiness in the workplace, including job stability and providing fair salaries and compensation commensurate with the efforts they make, taking care of the personal needs of these staff and work to provide them, as well as taking into account their personal problems in order to achieve a balance between the requirements of their job and their personal life.

53. Limitations and Future Studies

This study has some limitations that open new opportunities for future research. The first limitation is that this study focused on the public health sector, which means limited generalizability of the findings to other sectors. To allow comparisons, or for the purpose of generalization, it is suggested that future studies should be conducted in private hospitals. Second, we suggest in similar future studies the use of a qualitative approach. Third, future studies might explore the role of moderating variables in the relationship between workplace spirituality and happiness in the workplace, including the physical office environment, organizational culture, job characteristics, leadership style, and structural and situational dimensions.

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