



Resonant Leadership: A Catalyst for Job Empowerment Among Palestine Technical University Kadoorie Employees

Asem S. Obied^{1*}

¹Faculty of Business and Economics,
 Palestine Technical University-Kadoorie, Ramallah, PALESTINE

*Corresponding Author

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Abstract: The study aimed to identify the role of resonant leadership in promoting job empowerment among the employees of Palestine Technical University Kadoorie, with different variables: educational qualification, gender, staff, and experiences. The researcher designed a questionnaire addressed to employees consisting of 32 items distributed on four domains: resonant leadership (mindfulness, hope, empathy) and (career empowerment). The study used descriptive method. The sample consisted of 73 employees from PTUK, Ramallah branch, who were chosen randomly. The results showed that the employees' responses were moderately on all domains. The results showed that there are no differences in the employees' point of view according to the educational qualification variable in all domains, and there are differences in the employees' opinions according to the gender variable in the domains of mindfulness, hope, and job empowerment in favor of male. The existence of differences in the opinions of employees, according to the variable of staff, in the domain of hope, empathy, and job empowerment in favour of academic employees. There are differences in the opinions of employees according to their experiences in the domains of (mindfulness and hope) in favour of employees with mindfulness (less than 5 years). The results also showed that there is a statistically significant positive correlation between resonant leadership and job empowerment. The study suggests that senior leaders and employees at PTUK should prioritize the use of resonant leadership to achieve job empowerment. It suggests ways to implement this approach among senior leaders and employees, which can benefit organizations seeking to enhance employee empowerment through effective leadership practices.

Keywords: Resonant leadership, job empowerment, TVET

1. Introduction

Educational institutions, including universities, are encountering significant challenges and changes that impact the performance of their leaders in developing and implementing policies, addressing obstacles, and resolving issues that impede progress. Consequently, universities strive to inspire their members to attain their objectives, with management and leadership being critical factors in determining the institution's success or failure.

The educational leader holds a crucial role in formulating policies, establishing objectives, supporting staff in enhancing their skills, and fostering a favourable environment to attain the desired outcomes. The leader assists employees in overcoming work-related challenges and enhancing their competencies. Leadership is an interactive process that involves directing behaviour to achieve the goals of modern organizations (Junaris, et al., 2022). It encompasses the qualities that a leader possesses, enabling them to guide and supervise staff in overcoming obstacles encountered at work (Al-Rubaie, 2019).

Leadership comprises various patterns and practices, with resonant leadership encompassing crucial patterns that positively impact employees by fostering trust, empathy, and optimism among leaders and individual workers. The

leader's involvement in the concerns and emotions of workers, providing them with comfort and reassurance, is also significant. This approach is reflected in their work and thinking (Al-Hakim, et al., 2016).

The theme of resonant leadership as a catalyst for job empowerment is an important issue in today's social and educational context for several reasons. Firstly, in today's fast-paced and rapidly changing work environment, organizations need leaders who can inspire and motivate their employees to achieve their full potential. Resonant leadership, with its emphasis on emotional intelligence, empathy, and positive relationships, has been shown to be an effective approach to leadership that can foster engagement, commitment, and innovation among employees. Secondly, job empowerment is a critical issue in today's social and educational context, as it enables individuals to take ownership of their work and contribute to the achievement of organizational goals. Empowered employees are more likely to be satisfied with their jobs, more productive, and more committed to the organization. Resonant leadership has been shown to be a catalyst for job empowerment, as it creates a positive work environment that fosters trust, collaboration, and innovation. Thirdly, the theme of resonant leadership as a catalyst for job empowerment is particularly relevant in the Arab and Palestinian contexts, where there is a scarcity of studies exploring resonant leadership. By conducting research on this topic, organizations such as Palestine Technical University Kadoorie (PTUK) can gain valuable insights into the impact of resonant leadership on job empowerment among their employees, and develop strategies for promoting a positive work environment that fosters engagement, commitment, and innovation.

Overall, the theme of resonant leadership as a catalyst for job empowerment is an important issue in today's social and educational context, as it provides a valuable framework for understanding the qualities and behaviours that are associated with effective leadership, and for promoting job empowerment and organizational success.

The research location in this study is Palestine Technical University Kadoorie (PTUK), which is a higher education institution located in Ramallah, Palestine. The specific problems that occur at PTUK and become the focus of this research include the challenges of job empowerment and resonant leadership in the context of a rapidly changing work environment. One of the main challenges facing PTUK is the need to adapt to the changing demands of the global economy and the job market. This requires a workforce that is highly skilled, innovative, and adaptable, which in turn requires a culture of engagement, commitment, and innovation. However, many employees at PTUK may feel disempowered and disengaged, which can lead to low levels of job satisfaction, productivity, and organizational performance. Another challenge facing PTUK is the need to promote resonant leadership among its leaders. Resonant leadership is a critical aspect of organizational success, as it enables leaders to create a positive emotional climate that inspires and motivates employees to achieve their full potential. However, many leaders at PTUK may lack the skills and knowledge needed to promote resonant leadership, which can lead to a negative work environment that fosters distrust, conflict, and disengagement. Overall, the specific problems that occur at PTUK and become the focus of this research include the challenges of job empowerment and resonant leadership in the context of a rapidly changing work environment. By exploring these challenges and developing strategies for addressing them, this research can provide valuable insights into the qualities and behaviours that are associated with effective leadership, and for promoting job empowerment and organizational success.

By conducting research on this topic, the study aimed to provide valuable insights into the impact of resonant leadership on job empowerment among employees at PTUK, and to develop strategies for promoting a positive work environment that fosters engagement, commitment, and innovation. Overall, the theme of resonant leadership as a catalyst for job empowerment is of particular concern in today's social and educational context, as it provides a valuable framework for understanding the qualities and behaviours that are associated with effective leadership, and for promoting job empowerment and organizational success.

The contribution of this study is to identify the role of resonant leadership in promoting job empowerment among Palestine Technical University Kadoorie employees. The study aims to fill the gap in the literature by exploring the significance of resonant leadership and its impact on job empowerment within educational organizations, particularly in the Arab and Palestinian contexts. The study also stands out due to its focus on a relatively unexplored subject, making it one of the pioneering endeavours of its kind in Palestine. The results of this study can be used to develop strategies for enhancing job empowerment in other organizations.

2. Background of the Study

Resonant leadership is a style that involves maintaining a balance between reason and emotion. Resonant leaders possess social intelligence, which enables them to influence, guide, and assist workers. They are rational, employ emotional intelligence, and are attuned to workers' emotions. Resonant leaders participate in decision-making, build trust, and foster relationships among workers (Al-Masri, 2020), Bawafaa, E (2014).

The importance of resonant leadership in universities lies in its ability to cultivate a positive relationship between leaders and workers, encourage teamwork, and create a work environment that motivates employees to perform well during difficult times. This approach is crucial for achieving objectives efficiently and effectively. Resonant leaders focus on generating positive emotions among workers to achieve the best possible outcomes and aim to enhance spirituality in the workplace (Abu Shaqfa, 2022).

Resonant leadership is an approach that centers on the leader's perceptions, intentions, and behaviors concerning their relationships with others to attain shared objectives. Resonant leaders utilize emotional intelligence to inspire and

motivate workers to perform at their best in all work situations to achieve the desired outcomes. As such, resonant leadership comprises several dimensions, including:

- a) The mindfulness dimension: Resonant leaders who possess the mindfulness dimension exhibit the highest level of self-awareness, awareness of others, concern for others, and complete awareness of themselves, individuals, the organization, and the environment. These leaders are known for their integrity and attentiveness to all stimuli in their surroundings. Mindfulness enhances cognitive abilities and enables leaders to make sound decisions (Nouraj, 2022).
- b) The hope dimension is the confidence that resonant leaders have in achieving their goals despite the challenges and obstacles they may encounter. These leaders motivate workers to work actively and enthusiastically towards achieving the set objectives. Optimistic leaders possess the ability to identify opportunities and avoid despair, regardless of the odds. Resonant leaders instil hope and inspire success through willpower, confidence, and hard work (Al-Masri, 2020).
- c) The hope dimension refers to the resonant leader's capacity to meet the needs of workers, assist them in resolving their issues, communicate with them emotionally, foster a spirit of collaboration, and interact appropriately with them. Resonant leaders are also able to recognize and empathize with the suffering and pain experienced by workers (Al-Rubaie, 2019).

Resonant leadership is a leadership approach characterized by leaders who are attentive, optimistic, and empathetic towards workers, focusing on their social and emotional needs. Resonant leaders possess high levels of emotional intelligence, enabling them to establish positive relationships with others. This leadership style contributes to achieving strategic dominance in organizations by influencing employee behaviour and performance (Ali & Kashif, 2020), (Ali & Kashif, 2020).

The resonant leader is characterized as an optimistic and compassionate individual who fosters positive emotions in the workplace, inspires and motivates workers, and encourages the pursuit of new ideas to accomplish assigned tasks. Resonant leaders exhibit patience, punctuality, innovation, emotional stability, a willingness to innovate, attentiveness to others' perspectives, and a commitment to imparting knowledge to their team members (Al-Mubaidin, 2021). Resonant leadership encompasses various styles, which include: **first**: Visionary leadership: This involves setting a strategic vision for the future of the organization to keep up with developments. The leader communicates this vision to their followers and motivates and energizes them to work collaboratively towards achieving it. **Second**: Leadership Training: Resonant leaders aim to enhance the skills and capabilities of their workers by focusing on improving their performance and providing them with opportunities to develop their skills and gain experience. **Third**: Monolithic Leadership: The goal is to establish a sense of empathy, compatibility, and harmony between leaders and their workers, which fosters harmony among them. This is achieved by embracing different perspectives and viewpoints. **Fourth**: Democratic leadership: The leader's ability to analyze their followers' psychology, communicate effectively with them, and encourage them to share their ideas is crucial in motivating them to achieve high performance. The leader should possess a clear vision and a future-oriented perspective (Abu Shaqfa, 2022).

The implementation of resonant leadership in organizations, particularly universities, enables them to confront external challenges, keep up with technological advancements, foster mutual understanding between workers and management, and alleviate professional pressures. The leader should assign job responsibilities based on the employees' capabilities, qualifications, and experience (Al-Hilawi et al., 2020). Universities are influential educational institutions that aim to enhance leadership practices and engage workers in implementing suitable changes by fostering a competitive spirit to tackle contemporary challenges through employee training (Hidayat, et al., 2023). Job empowerment plays a crucial role in supporting administrative procedures and resolving most of the administrative issues faced by university employees. Empowering leaders in universities involves delegating decision-making authority directly related to their work, which enhances the quality of their work and strengthens their attachment to it. This approach also boosts leaders' confidence in their abilities. Resonant leaders aim to motivate others by increasing their drive to take action (Al-Ali, 2022).

The objective of job empowerment is to grant employees the authority and independence to carry out their work without direct intervention from management, which enhances their job satisfaction, morale, and organizational performance. Consequently, organizations strive to develop and train workers by offering training programs that keep up with modern technical and scientific advancements. Job empowerment also aims to complete tasks in the shortest time possible with minimal effort and cost while improving job performance and educational outcomes (Al-Madi, & Al-Shneiqi, 2021).

Job empowerment encompasses various aspects, such as delegating authority, employee training, independence, autonomy, information sharing, teamwork, access to information required for decision-making, freedom of action, professional growth, supervision, and recognition (Al-Yasiri & Al-Hasnawi, 2021). The success of career empowerment in universities is based on several pillars, including knowledge transfer and sharing, clear objectives, collaboration, future-oriented thinking, collective efforts, and the use of scientific methods to ensure university effectiveness and efficiency (Al-Hakim, et al., 2016). Additionally, it involves completing tasks promptly, promoting community involvement, and establishing robust relationships between educational institutions and other organizations (Bawafaa, 2014).

A resonant leader must have the skills to provide information and make sound decisions. They should also be capable of directing efforts towards achieving goals, formulating policies, giving instructions, and eliminating obstacles in educational institutions through positive relationships with their employees. This involves showing empathy towards them and instilling a sense of hope.

Job empowerment faces numerous challenges, difficulties, and obstacles. These include the individual's varying awareness of different positions, negative attitudes towards the self, the subject matter, or the future (Rashid, 2021). Resonant leadership is essential in supporting and empowering employees, promoting positivity, and achieving both personal and organizational objectives. Positive leadership styles that prioritize empathy in the workplace are crucial, and resonant leaders can empower their team members by delegating authority, offering training opportunities, and sharing information. (Ali & Kashif, 2020).

Numerous studies, both domestic and international, have explored the topic of resonant leadership and job empowerment, which is the subject of this study. One of these studies is Abu Shaqfa's (2022) research, which aimed to assess the extent to which secondary school principals in the southern governorates of Palestine practice resonant leadership and the level of organizational immunity in those schools, as perceived by their teachers. The study recommended the integration of resonant leadership and organizational immunity concepts into professional development programs for secondary school principals and teachers. A more recent study conducted by Rashid's (2021) aimed to investigate the impact of job empowerment on enhancing institutional performance in the Jordan Food and Drug Administration, as well as the development of the job skills of its employees. In the same context, Al-Ali (2022) conducted a qualitative study to explore strategies for enhancing job empowerment among academic leaders in Jordanian universities. The study involved conducting 15 interviews with academic leaders from various Jordanian universities. The findings revealed that the leaders proposed seven recommendations to promote and improve job empowerment among academic leaders.

After conducting a review of previous studies related to the current research, the researcher found that previous studies encompassed local, Arab, and international research. Research has demonstrated the significance of resonant leadership and functional empowerment in educational institutions. Studies have explored the role of resonant leadership and functional empowerment in universities and other educational institutions across various countries. The studies presented varying results regarding employees' responses to the role of resonant leadership in organizations. For instance, Al-Mubaidin's (2021) study found a high level of resonant leadership dimensions in Jordanian commercial banks. Abu Shaqfa's (2022) study also verified that the level of resonant leadership practice among secondary school principals in the southern governorates of Palestine was high. On the other hand, Al-Masri's (2020) study revealed that the level of resonant leadership practice among kindergarten principals in Gaza's governorates was moderate and had a connection to their level of organizational integrity.

The researcher derived significant advantages from prior studies while formulating the theoretical framework, incorporating numerous ideas pertaining to the significance of resonant leadership in Palestine and its correlation with job empowerment in universities. These insights served as the foundation for developing the questionnaire. Notably, this study stands out due to its focus on a relatively unexplored subject, making it one of the pioneering endeavours of its kind in Palestine. Certainly! The study's results hold significant importance in the Palestinian and Arab regions, where there is an increasing demand for contemporary leadership practices that can foster job empowerment and employee engagement. The study's recognition of resonant leadership as a driving force for job empowerment is a noteworthy addition to the existing literature on leadership and organizational behaviour, particularly in the Arab and Palestinian contexts. Furthermore, the study's proposals for promoting resonant leadership within the university setting can be beneficial for other institutions aiming to improve employee engagement and job empowerment. Overall, the study's findings and recommendations can contribute to the development of effective leadership practices that can enhance job empowerment and employee engagement, not only in the Arab and Palestinian regions but also beyond.

3. Theoretical Framework

Leadership theory is a field of study that has been developed to understand and explain the nature of leadership. One of the most important aspects of leadership theory is the identification of the key traits, behaviours, and skills that are associated with effective leadership. One such theory is resonant leadership, which emphasizes the importance of emotional intelligence, empathy, and positive relationships between leaders and followers. Resonant leaders create a positive emotional climate that inspires and motivates employees to achieve their full potential, which in turn leads to job empowerment. Job empowerment is a critical aspect of organizational success, as it enables employees to take ownership of their work and contribute to the achievement of organizational goals. Resonant leadership has been shown to be a catalyst for job empowerment, as it creates a positive work environment that fosters trust, collaboration, and innovation. By empowering employees, resonant leaders can create a culture of engagement and commitment that leads to higher levels of job satisfaction, productivity, and organizational performance. Overall, leadership theory provides a valuable framework for understanding the relationship between resonant leadership and job empowerment. By exploring the various theories of leadership, individuals and organizations can gain insight into the qualities and behaviours that are associated with effective leadership, and develop strategies for promoting job empowerment and organizational success.

Here are some examples of leadership theory frameworks: **First: trait theory:** This theory suggests that leaders possess certain inherent traits or characteristics that make them effective leaders. **Second: behavioural theory:** This theory focuses on the actions and behaviors of leaders, suggesting that effective leadership can be learned and developed through training and practice. **Third: situational theory:** This theory suggests that effective leadership depends on the situation and that leaders must adapt their leadership style to fit the needs of the situation and the followers. **Fourth: transformational theory:** This theory suggests that effective leaders inspire and motivate their followers to achieve their full potential and that they create a vision for the future that inspires and guides their followers. **Fifth: servant leadership theory:** This theory suggests that effective leaders prioritize the needs of their followers and work to serve them, rather than focusing on their own needs and desires. **Sixth: authentic leadership theory:** This theory suggests that effective leaders are true to themselves and their values and that they inspire trust and confidence in their followers by being honest and transparent. (Bawafaa, 2014).

It's well-articulated that the most widely used theory related to the study of relationships is the transformational theory. This theory involves effective leadership the leader's capacity to communicate the organization's vision and message clearly to their followers, inspiring and motivating them to work towards achieving the organization's goals. This requires the leader to demonstrate high ethical standards, building trust and respect between themselves and their followers. By fostering a culture of trust and respect, the leader can create a positive work environment that encourages collaboration and teamwork, ultimately leading to the success of the organization. (Greimel, et. al, 2023).

Furthermore, transformational leadership can be broken down into four distinct dimensions, namely idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation. These dimensions are critical to the success of transformational leaders, as they enable them to inspire and motivate their followers to achieve their full potential and exceed their own expectations. By embodying these dimensions, transformational leaders can create a positive work environment that fosters collaboration, creativity, and innovation, ultimately leading to the success of the organization. (Ytterstad, & Olaisen, 2023).

In addition, transformational leaders possess a range of characteristics that enable them to inspire and motivate their followers to achieve their full potential. These characteristics include the ability to focus and pay attention, take calculated risks, trust in oneself and others, maintain self-respect, communicate effectively, and demonstrate empathy towards others. By embodying these characteristics, transformational leaders can create a positive work environment that encourages collaboration, creativity, and innovation, ultimately leading to the success of the organization. (Odeh, et al., 2023).

Transformational leadership theory and resonant leadership share many similarities, as both focus on inspiring and motivating followers to achieve their full potential. Transformational leaders use their charisma, vision, and communication skills to inspire their followers to work towards a common goal, while resonant leaders foster positive emotions in the workplace, inspire and motivate workers, and encourage the pursuit of new ideas to accomplish assigned tasks. Both leadership styles emphasize the importance of building positive relationships with followers, promoting empathy, and empowering employees to take ownership of their work. (Bawafaa, 2014).

Career empowerment is closely linked to both transformational and resonant leadership, as both styles emphasize the importance of providing employees with opportunities to develop their skills and gain experience. Transformational leaders aim to enhance the skills and capabilities of their workers by focusing on improving their performance and providing them with opportunities to develop their skills, while resonant leaders empower employees by delegating authority, providing training opportunities, and sharing information. By empowering employees to take ownership of their work and providing them with opportunities to develop their skills, both transformational and resonant leaders can create a positive work environment that fosters collaboration, creativity, and innovation, ultimately leading to the success of the organization. (Omar, 2022).

So transformational leadership suggests that effective leaders inspire and motivate their followers to achieve their full potential and that they create a vision for the future that inspires and guides their followers. Resonant leadership, which is the focus of your study, is a type of transformational leadership that emphasizes the importance of emotional intelligence, empathy, and positive relationships between leaders and followers. The resonant leader creates a positive emotional climate that inspires and motivates employees to achieve their full potential, which in turn leads to job empowerment. Therefore, my study explores the impact of resonant leadership, which is a type of transformational leadership, on job empowerment among Palestine Technical University Kadoorie employees.

4. Motivation for This Study

Resonant leadership represents a crucial and relevant aspect of modern-day leadership, playing a significant role in organizational management and functional employee empowerment. Moreover, a resonant leader possesses a noteworthy ability to influence others and drive them towards accomplishing the organization's desired objectives. After conducting an extensive literature review on the subject, various scholarly works were examined, including the studies conducted by Ali, Mansour, and Ibrahim (2021), Al-Madi, & Al-Shneiqi (2021), Al-Masri (2020), Alhilawy, et al., (2020). Through a comprehensive examination of the significance of resonant leadership and its impact on job empowerment within educational organizations, particularly in the Arab and Palestinian contexts, a notable gap was identified. There is a

scarcity of studies exploring resonant leadership, presenting an opportunity for PTUK to delve into this area and assess its potential for enhancing job empowerment.

Hence, the primary objective of this research is to evaluate the influence of resonant leadership on job empowerment among the employees of PTUK. To accomplish this, the study aims to address the following research inquiries:

- i) What is the role of resonant leadership in promoting job empowerment among the employees of PTUK?
- ii) Do the variables of academic qualification, gender, staff, and years of experiences lead to statistically significant differences in perceiving the impact of resonant leadership on promoting job empowerment among employees of PTUK?
- iii) Is there a statistically significant correlation between resonant leadership and the promotion of job empowerment among the employees of PTUK?

The research checks the following hypotheses:

- a) Hypotheses 1: There are no statistically significant differences in ($\alpha \leq 0.05$) diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the educational qualification variable.
- b) Hypotheses 2: There are no statistically significant differences in ($\alpha \leq 0.05$) diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the gender variable.
- c) Hypotheses 3: There are no statistically significant differences ($\alpha \leq 0.05$) in diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the staff variable.
- d) Hypotheses 4: There are no statistically significant differences in ($\alpha \leq 0.05$) diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the experiences variable.

5. Methodology

The research employed a descriptive approach as it was deemed appropriate for the study's purpose, which is to determine how resonant leadership contributes to job empowerment among PTUK employees. The study's participants were 106 male and female employees from PTUK - Ramallah Branch, as reported by the university's statistics for 2022-2023. The research included a sample of 73 male and female employees from PTUK - Ramallah branch, who were selected randomly. Table (1) presents the distribution of the study variables among the sample:

Table 1 - Sample descriptive & distribution by demographic variables

	Variables	Frequency	Percent
educational qualification	Bachelor's degree or less	11	%15.1
	Master	29	%39.7
	PHD	33	%45.2
Gender	Male	35	%47.9
	Female	38	%52.1
staff	administrative	17	%23.3
	Academic	56	%76.7
experiences	less than 5 years	16.4	%12
	From (5) years to (10) years	13.7	%10
		69.9	%51
	More than (10) years		

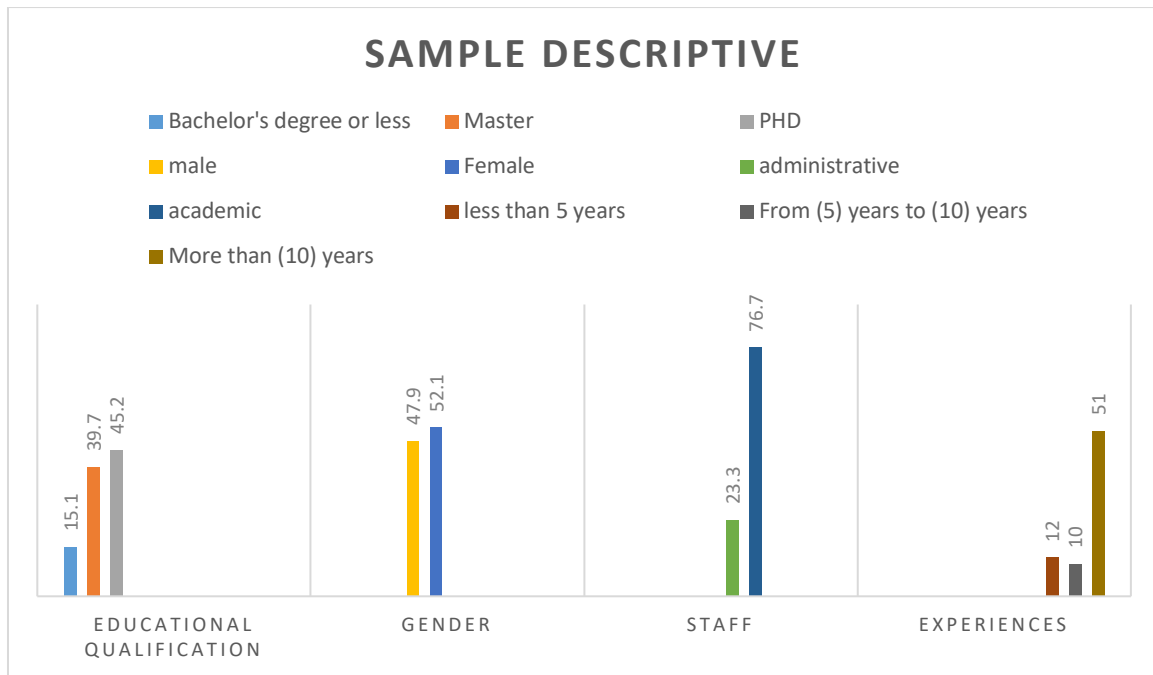


Fig. 1 - Sample descriptive

After reviewing previous studies on the topic, including Al-Ali (2022), Al-Mubaidin (2021), Rashid (2021), and Bawafaa (2014), a questionnaire was developed to assess the impact of resonant leadership on job empowerment among PTUK employees. The questionnaire comprised of 32 items, divided into four domains: resonant leadership (including mindfulness, hope, and empathy) and job empowerment. The items were weighted using a five-point Likert scale ranging from strongly agree to strongly disagree, with numerical values assigned to each response option (5, 4, 3, 2, and 1). The questionnaire included a section for collecting data related to the respondent's background, such as educational qualification, gender, staff, and years of experience. To interpret the results, the response scale was categorized as follows: scores ranging from 1 to 2.33 were considered low, scores from 2.34 to 3.67 were considered average, and scores from 3.68 to 5 were considered high. The Cronbach alpha equation was used for the whole sample, and the reliability factor connected the domain of mindfulness (0.93), hope (0.91), empathy (0.90), the career empowerment (0.90).

The questionnaire used in the study was reviewed by a panel of ten expert arbitrators, who unanimously agreed on the quality and relevance of the questionnaire items. The arbitrators confirmed that the questionnaire effectively measured the constructs it was designed to assess. The researcher assessed the internal consistency of the questionnaire by computing Pearson correlation coefficients between each item and its corresponding scale. The mental alertness scale exhibited correlation coefficients ranging from 0.75 to 0.88, while the hope scale showed correlation coefficients ranging from 0.76 to 0.86. Similarly, the sympathy scale demonstrated correlation coefficients ranging from 0.78 to 0.88, and the functional empowerment scale exhibited correlation coefficients ranging from 0.68 to 0.77. The calculation of correlation coefficients was performed on a survey sample of 30 faculty members who were not part of the study sample.

The questionnaires were distributed, retrieved, sorted and analysed through the use of statistical analysis, and arithmetic averages of the items and standard deviations were calculated and the use of an independent group t-test), the use of One-Way ANOVA, Scheffe Post- Hoc Test and The calculation of the correlation coefficient.

6. Results and Discussion

The study results indicate that the mean score for resonant leadership in promoting job empowerment among PTUK employees was 2.89 for the mindfulness domain, 2.68 for the hope domain, and 3.07 for the empathy domain. The mean score for job empowerment was 3.02. Table 2 provides a detailed explanation of these findings:

Table 2 - Means and standard deviations on the total professional competence and subtopics

Domain	Mean	Std. deviation
Mindfulness	2.89	.854
Hope	2.68	.830
Empathy	3.07	.806
Job empowerment	3.02	.700

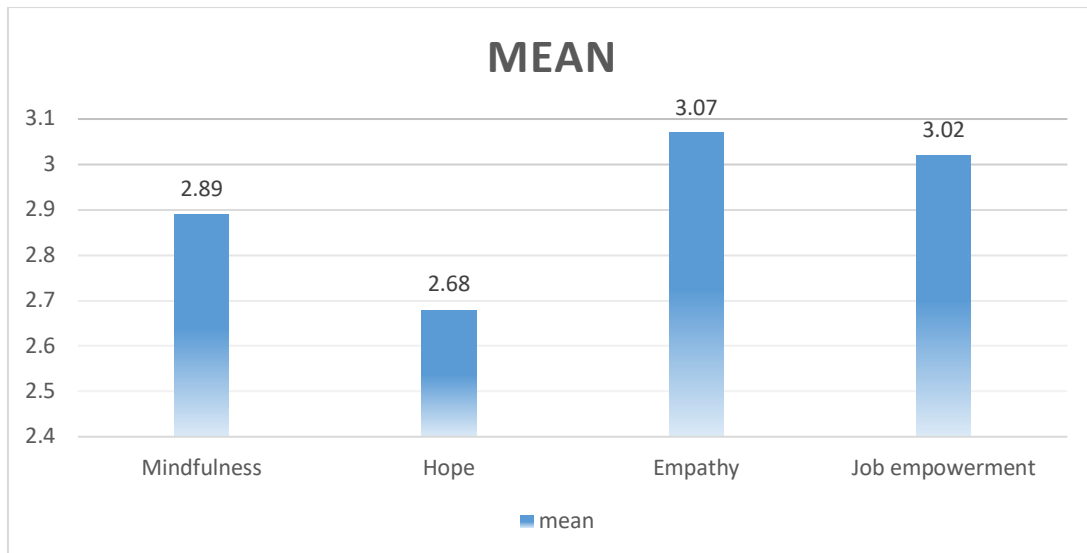


Fig. 2 - Domain means of the study

According to the results, the total score for the mindfulness domain was moderate, with an overall arithmetic mean of 2.89. The results suggest that university officials have a good understanding of resonant leadership and are attentive to their surroundings. As a result, leaders aim to positively influence employees to achieve their goals. Hence, leaders aim to use positive behaviours to influence employees and accomplish their intended objectives. These findings are consistent with the results of Al-Masri's (2020) study, which found that female managers had an average response to resonant leadership. However, they contradict the findings of Al-Mubaidin's (2021) study, which reported a high degree of respondents' responses towards the availability of resonant leadership dimensions in Jordanian commercial banks. Furthermore, these results contrast with the findings of Abu Shaqfa's (2022) study, which reported a significant degree of resonant leadership practice among high school principals in the southern governorates of Palestine.

Regarding the hope domain, it was found to be of moderate degree with an overall arithmetic mean value of 2.68. These findings suggest that leaders should focus on motivating employees and fostering a positive and interactive work environment to encourage cooperation among them and achieve the desired goals.

The hope domain was found to be of moderate degree with an overall arithmetic mean value of 3.07. These results suggest that officials may lack awareness in understanding the desires and needs of workers, as well as empathy towards them in dealing with occupational pressures. These findings contrast with Al-Mubaidin's (2021) study, which reported a high degree of respondents' responses towards the availability of resonant leadership dimensions in Jordanian commercial banks. The job empowerment measure was found to be of moderate degree with an overall arithmetic mean value of 3.02. These results suggest that leaders may have weak participation in employee proposals, rely on issuing orders and individualize decision-making. Additionally, there may be a lack of communication system policy in the university. To improve productive efficiency and strengthen personal relations between workers, leaders should have the ability to provide information, make decisions, and remove obstacles to work. The results are consistent with Ali, Mansour, and Ibrahim's (2021) study, which found a moderate level of functional empowerment among physical education teachers in the schools of Al-Sharqia Governorate. Additionally, the findings align with Al-Madi, & Al-Shneiqi's (2021) study, which reported a medium level of job empowerment.

Hypotheses 1: There are no statistically significant differences ($\alpha \leq 0.05$) in diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the educational qualification variable.

Table 3 indicates the means and standard deviation of the educational qualification variable.

The study calculated means and standard deviations for all measures and used one-way ANOVA to identify differences in resonant leadership measures promoting job empowerment among employees of PTUK based on their educational qualifications. The one-way analysis of variance results indicated that there were no statistically significant differences at the significance level ($\alpha \leq 0.05$) in all measures. This suggests that university officials at all academic levels are aware of the significance of resonant leadership in promoting career empowerment.

Furthermore, the study found that university officials work in the same functional environment and receive the same training programs. This finding is consistent with Abu Shaqfa's (2022) study, which reported no significant differences in the mean scores of resonant leadership practices among managers based on their educational qualifications. Tables (4) provide a visual representation of these results.

Table 3 - The means and standard deviation of educational qualification variable

Domain	Academic Year	N	Mean	standard deviation
Mindfulness	Bachelor's degree or less	11	2.6883	.83744
	Master	29	2.7931	.77646
	PHD	33	3.0433	.92063
Hope	Bachelor's degree or less	11	2.3939	.71209
	Master	29	2.5774	.79541
	PHD	33	2.8687	.87377
Empathy	Bachelor's degree or less	11	2.7792	.88839
	Master	29	3.0936	.78085
	PHD	33	3.1558	.80445
Job empowerment	Bachelor's degree or less	11	2.7879	.66912
	Master	29	2.8910	.61634
	PHD	33	3.2109	.74535

Table 4- Results from One – Way ANOVA related to academic year

Domain		Sum of Squares	df	Mean Square	F	Sig.
Mindfulness	Between Groups	1.495	2	.748	1.026	.364
	Within Groups	51.016	70	.729		
	Total	52.511	72			
Hope	Between Groups	2.369	2	1.185	1.755	.181
	Within Groups	46.584	70	.675		
	Total	48.953	72			
Empathy	Between Groups	1.188	2	.594	.910	.407
	Within Groups	45.674	70	.652		
	Total	46.862	72			
Job empowerment	Between Groups	2.191	2	1.096	2.318	.106
	Within Groups	31.196	70	.473		
	Total	33.387	72			

* The mean difference is significant at the $\alpha < 0.05$ level.

Hypotheses 2: There are no statistically significant differences ($\alpha \leq 0.05$) in diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the gender variable.

Table 5 - Results from independent between two samples (t-test) related to gender

Domain	Gender	N	Mean	Std. Deviation	T Value	Sig 2-tailed
Mindfulness	Male	35	3.09	.618	-2.031	0.047
	Female	38	2.70	.996		
Hope	Male	35	2.88	.686	-2.062	0.043
	Female	38	2.48	.914		
Empathy	Male	35	2.25	.615	-1.921	0.059
	Female	38	2.90	.925		
Job empowerment	Male	35	2.31	.545	-3.549	0.001
	Female	38	2.75	.727		

* The mean difference is significant at the $\alpha < 0.05$ level.

The study found that the "t" values for mindfulness, hope, and job empowerment were (-2.031, -2.062, -3.566), respectively. All of these values were greater than the tabular (t) value (1.96), indicating statistically significant differences at the significance level ($\alpha \leq 0.05$) between male and female employees' average responses to the role of resonant leadership in promoting job empowerment among employees of PTUK. The results favoured male employees over female employees.

The results can be attributed to the tendency of women to make judgments based on their emotions, which may lead to less rational decision-making and resonant leadership practices compared to male managers. This finding is consistent with Abu Shaqfa's (2022) study, which also reported differences in the mean scores of resonant leadership practices

among managers based on gender. The study found that the "t" values for the empathy Domain were (-1.921), which is smaller than the tabular "t" value (1.96). This indicates that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between male and female employees' average responses to the role of resonant leadership in promoting job empowerment among employees of PTUK in the empathy domain, based on their gender variable.

Hypotheses 3: There are no statistically significant differences ($\alpha \leq 0.05$) in diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the staff variable.

Table 6 - Results from independent between two samples (t-test) related to staff.

Domain	staff	N	Mean	Std. Deviation	T Value	Sig 2-tailed
Mindfulness	Academic	17	2.53	.869	1.930	.049
	Administration	56	2.99	.827		
Hope	Academic	17	2.24	.677	2.524	.012
	Administration	56	2.81	.831		
Empathy	Academic	17	2.64	.863	2.590	.012
	Administration	56	3.20	.749		
Job empowerment	Academic	17	2.64	.673	2.701	.010
	Administration	56	3.14	.670		

* The mean difference is significant at the $\alpha < 0.05$ level.

The study found that the "t" values for hope, empathy, and job empowerment domains were (2.524, 2.590, 2.701), respectively. All of these values were greater than the tabular (t) value (1.96), indicating statistically significant differences at the significance level ($\alpha \leq 0.05$) between male and female employees' average responses to the role of resonant leadership in promoting job empowerment among employees of PTUK based on their job cadre variable. The results favoured academic employees over non-academic employees.

The study found that the "t" values for the mindfulness domain were (1.930), which is smaller than the tabular (t) value (1.96). This indicates that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between male and female employees' average responses to the role of resonant leadership in enhancing job empowerment among employees of PTUK in the mindfulness domain based on their job cadre variable.

The study suggests that the reason for the lack of statistically significant differences in the mindfulness domain between male and female employees is due to the nature of administrative work and the decisions that these employees are required to make rationally, without being influenced by emotions, in order to lead and advance the institution.

Hypotheses 4: There are no statistically significant differences ($\alpha \leq 0.05$) in diagnosing the role of resonant leadership in promoting job empowerment among employees of PTUK, according to the years of experience variable.

Table 7 indicates the means and standard deviation of the years of experience variable.

Table 7 - The means and standard deviation of years of experience variable

Domain	years of experience	N	Mean	standard deviation
Mindfulness	less than 5 years	12	3.4881	.64884
	From (5) years to (10) years	10	2.7571	.55144
	More than (10) years	51	2.7759	.89454
Hope	less than 5 years	12	3.2500	.75712
	From (5) years to (10) years	10	2.6167	.60883
	More than (10) years	51	2.5490	.83619
Empathy	less than 5 years	12	3.4762	.73182
	From (5) years to (10) years	10	3.1429	.57143
	More than (10) years	51	2.9664	.84205
Job empowerment	less than 5 years	12	3.3194	.52203
	From (5) years to (10) years	10	3.0917	.52916
	More than (10) years	51	2.9379	.72664

Table 8 - Results from One-Way ANOVA related to years of experience

Domain		Sum of Squares	df	Mean Square	F	Sig.
Mindfulness	Between Groups	5.133	2	2.566	3.792	*.027
	Within Groups	47.378	70	.677		
	Total	52.511	72			
Hope	Between Groups	4.811	2	2.405	3.775	*.028
	Within Groups	44.602	70	.637		
	Total	49.413	72			
Empathy	Between Groups	2.579	2	1.290	2.038	.138
	Within Groups	44.283	70	.633		
	Total	46.862	72			
Job empowerment	Between Groups	1.471	2	.735	1.613	.207
	Within Groups	31.918	70	.456		
	Total	33.389	72			

* The mean difference is significant at the $\alpha < 0.05$ level.

The study found statistically significant differences at the significance level ($\alpha \leq 0.05$) in the mindfulness domain between employees with less than 5 years of experience and those with 5-10 years or more than 10 years of experience. The results favoured employees with less than 5 years of experience.

The study found statistically significant differences at the significance level ($\alpha \leq 0.05$) in the hope domain between employees with less than 5 years of experience and those with more than 10 years of experience. The results favoured employees with less than 5 years of experience. The study suggests that the reason for the statistically significant differences in the hope domain between employees with less than 5 years of experience and those with more than 10 years of experience is that employees in their early years of work tend to be more optimistic, enthusiastic, energetic, and receptive to new ideas. They also have a strong will, confidence, and work ethic, and enjoy working in teams. However, these results contradict a previous study (Abu Shaqfa, 2022) which found no differences in the mean scores of respondents' assessment of resonant leadership practice among managers based on their years of experience.

Table 9- Results from post-test (Scheffe) related to years of experience:

Domain		less than 5 years	From (5) years to (10) years	More than (10) years
Mindfulness	less than 5 years	X	.73095*	.71218*
	From (5) years to (10) years		x	-.01877
	More than (10) years			x
Hope	less than 5 years	X	.63333	.70098*
	From (5) years to (10) years		x	-.63333
	More than (10) years			x

To address the question of whether there is a statistically significant relationship between resonant leadership and job empowerment among PTUK employees, the study calculated the correlation coefficient between measures of resonant leadership and job empowerment. Table (10) displays the results.

Table 10 - Matrix of correlation coefficients between measures of resonant leadership and job empowerment

Domain and correlation coefficient		Mindfulness	Hope	Empathy
Job empowerment	correlation coefficient	.790**	.807**	.752**
	significance level	.000	.000	.000

** The correlation coefficient is statistically significant at the level of 0.001

Table (10) indicates a statistically significant and positive correlation at the 0.01 level between measures of resonant leadership and functional empowerment. This is demonstrated by the correlation coefficients (**.790, **.807, .752**). The results suggest a positive relationship between resonant leadership and employee empowerment. Specifically, the study found that practising resonant leadership in its various dimensions can lead to increased employee empowerment. Resonant leaders tend to trust their employees' capabilities, work collaboratively with them, delegate some of their

powers, and assist in problem-solving. Additionally, resonant leaders provide hope and optimism, improve relationships, encourage employees, and motivate performance. Resonant leadership is a constructive leadership approach that enables effective decision-making and promotes employee autonomy and independence. This aligns with the findings of Al-Masri's (2020) study, which reported a positive and statistically significant correlation between resonant leadership and organizational integrity. Similarly, Abu Shaqfa's (2022) study found that resonant leadership has a significant impact on enhancing the organizational immunity of secondary schools in the southern governorates of Palestine and the study put forth a recommendation emphasizing the importance of integrating the approaches of resonant leadership and organizational immunity into the professional development programs designed for secondary school principals and teachers.

7. Conclusions, Recommendations, Limitations, and Future Studies

The study provides valuable insights into the role of resonant leadership in promoting job empowerment, particularly in the Arab and Palestinian contexts, and identifies the significance of resonant leadership as a means of achieving job empowerment. The study also highlights the need for promoting modern leadership and organizational values and methods of interacting with employees, as well as the importance of allocating appropriate organizational resources to develop the necessary capabilities for resonant leadership. Overall, the study's contribution lies in its identification of the potential for resonant leadership to enhance job empowerment and its recommendations for promoting resonant leadership within the university context.

The study suggests that it is crucial to promote the use of resonant leadership among senior leaders and university employees as a means of achieving job empowerment. This may involve gradually moving away from bureaucratic structures and traditional leadership styles within the university and instead building flexible administrative structures and networks that can adapt and respond to new changes. To support resonant leadership within the university, it is recommended to allocate appropriate organizational resources, including financial and human resources, to develop the necessary capabilities. Additionally, promoting modern leadership and organizational values and methods of interacting with employees can be beneficial. Educational seminars can also be held to emphasize the importance of considering employees' feelings and fostering a sense of camaraderie among them. To promote career empowerment for employees, it is recommended that the university administration follows a policy of organized and continuous change and development. This may involve designing an administrative plan that incorporates employee feedback and suggestions in university management decisions. Additionally, increasing employee participation in decisions that positively impact the university can be beneficial. Developing an incentive system to recognize outstanding employee performance can help achieve planned goals. Finally, creating a work environment based on cooperation and trust between leaders and employees is essential.

The limitation of this study could be the reliance on self-reported data from employees, which may be subject to social desirability bias or other response biases. Additionally, the study's focus on a single institution (PTUK) may limit the generalizability of its findings to other organizations or contexts. Using a questionnaire with a limited number of items and domains may also limit the depth and breadth of the data collected, potentially missing important nuances or factors that could impact resonant leadership and job empowerment. Finally, while the study examines different variables such as educational qualification, gender, staff, and experiences, it is possible that other factors not included in the questionnaire could also impact these relationships. Future studies on resonant leadership and job empowerment could explore the impact of different leadership styles or interventions on employee outcomes, such as job satisfaction, motivation, and performance. Additionally, studies could examine the role of organizational culture or climate in shaping the effectiveness of resonant leadership practices. Further research could also investigate the potential moderating effects of individual differences or contextual factors on the relationship between resonant leadership and job empowerment. Finally, longitudinal studies could help establish causality and better understand how these relationships may change over time.

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