

---

**RESEARCH ARTICLE**

## **Inspirational Leadership of Secondary Schools Principals and its Relation to Teachers' Organizational Trust in Zarqa Governorate**

**Islam Rateb Al-Bisharat**

*Master's Degree Holder in Educational Administration, Educational Administration Department, Hashemite University, Zarqa, Jordan*

**Corresponding Author:** Author's Name, Islam Rateb Al-Bisharat, **E-mail:** [eslamtiss14@gmail.com](mailto:eslamtiss14@gmail.com)

---

**ABSTRACT**

This study aimed to investigate the degree of inspirational leadership practiced by public secondary school principals in the Zarqa First Education Directorate and its relationship to teachers' organizational trust levels. The study employed a descriptive correlational approach. The sample consisted of 319 teachers (male and female). Two questionnaires were used to collect data: one measured the degree of inspirational leadership practice, and the other measured teachers' organizational trust levels. The results showed that the degree of inspirational leadership practiced by public secondary school principals in the Zarqa First Education Directorate was high. No statistically significant differences were found based on gender, but statistically significant differences were found based on academic qualifications, favoring those with a bachelor's degree, and on years of experience, favoring teachers with less than five years of experience. The results also indicated that teachers' organizational trust levels were high, with no statistically significant differences based on gender or years of experience. However, statistically significant differences were found based on academic qualifications, favoring those with a bachelor's degree. The results also showed a statistically significant positive correlation between the degree to which high school principals practiced inspirational leadership and the level of organizational trust among teachers.

**KEYWORDS**

Inspirational Leadership, Organizational Trust, Zarqa Governorate.

**ARTICLE INFORMATION**

**ACCEPTED:** 01 March 2026

**PUBLISHED:** 13 March 2026

**DOI:** 10.32996/jhsss.2026.8.3.7

---

### **1. Introduction**

The recent past has also been characterized by many developments that have involved different facets of education that Jordan has reviewed its educational system to generate the right products that are in line with its dreams. School leadership is among the most significant aspects that were incorporated in the educational system transformation.

Dinga (2024) confirms this assertion by stating that the school principals no longer do what they used to do, the school principal is now a resident educational supervisor and a leader. This makes their position different to that of other personnel in the organization since they are not just building managers but also change agents, teachers, and people who can ensure the success of the students in their studies. Therefore, the role of the leadership of school principals is second to student achievement following teacher instruction.

School leadership has become a priority among education activities that need to be addressed because of its role in the process of education, planning as well as implementation. The research of Khalafallah and Safi (2023) confirmed this idea and stressed that reaching the educational objectives requires the efficient leadership and administrative framework that aims to create enthusiasm among educators, invest in their potentials and resources, and align various activities of teachers.

In order to realize these results, school principals use different contemporary leadership styles, including transformational leadership, transactional leadership, charismatic leadership, and inspirational leadership. Each of these educational leadership styles is linked to the motivation and inspiration of teachers in one way or another. Nonetheless, these leadership styles cannot

probably explain all the features of inspirational leadership, as inspirational leadership is regarded as a method with its own distinctive features and intrinsic attractiveness. It aims at establishing relationships among school personnel by affecting their performance, loyalty, and behavior brought about by their admiration of the leadership concepts sought by the school leaders (Shrestha, 2022). This is in line with what Harahsheh, Al-Taani, and Khataybeh (2021) pointed out-that inspirational leadership is categorized under the types of leadership that are identified by their attributes, and it was named inspirational leadership, which means strength, as the word inspiration means. It derives its identity through the personality of the leader and the qualities he/she has that motivates the teachers and places him/her in the minds of the teachers as a bright leader who is very exceptional in solving complexities, who is passionate about his work, and who is willing to have a lasting relationship with his inspirational leader. According to Hashim, Hassan, and Ibrahim (2021), inspirational leaders also have clear goals and vision, improve teacher involvement, and treat them with respect. They also included that inspirational leaders are able to determine the needs and challenges of teachers. Thus, it is the duty of the school principal to employ practical approaches to motivate the teachers in the school and to foster leadership traits by use of inspirational role of leadership.

Rukundo and Akurut (2021) argue that the characteristics of inspirational leadership arouse the teachers to do something beyond the job specifications so that they can be able to deliver on their promises in a better way. Moreover, inspirational leadership has an impact on organizational commitment of teachers in terms of morale, work relationship, perception of task, the level of performance and the number of hours spent on teaching.

As a reaction to the fundamental needs of educators in any school, Pranitasari (2020) highlights that school leaders, who bear the position of a school principal, have to establish trust between them and teachers. Clark (2024) explains that the positive aspect of establishing trust in an organization is that teachers who trust their leaders will go beyond the official mandate and become more effective in learning institutions. This trust also translates into enhanced job satisfaction and devotion towards school mission. When the trust is developed, teachers will be more willing to cooperate with the administrators to introduce new ideas and teaching improvements. The confidence placed on them by the school leaders gives them a platform where teachers are more willing to share their knowledge and take the initiative to better the school fraternity.

Similarly, Kovanci (2020) revealed that organizational trust refers to the readiness of teachers to behave thoughtfully, freely, and sincerely about each other in relationships and interactions in the school, and to know the basic goals, standards, and values. In schools with high organizational trust perception, the desire to cooperate among teachers enhances, their commitment is heightened, and an organizational culture is created. On the other hand, when teachers in schools have low perception of organizational trust, the extent of involvement in decisions reduces, there is more barrier in communication, productivity goes down and no one is assured that the school is capable of performing its duties.

To this end, Terzi, Gocen, and Kaya (2020) indicate that the justification behind the attainment of organizational trust in schools is based on the satisfaction of the modern demands. Schools are being under more pressure to equip students with the skills that are required in the digital era. Role management in schools is made easy by organizational trust and enables teachers to perform their roles effectively. Trust also intervenes in the expectations and commitments of all parties involved in schools with the result that there will be more interactions and cooperation. Organizational tasks can not be effectively achieved without trust as this makes trust the key to school success. Also, school teachers are in search of credible leaders who can inspire confidence to prevent failure and ensure effectiveness of the school.

In order to positively change the perception of organizational trust in their workplaces, Karakuş and Doğan (2021) propose that school leaders should arrange events like meetings and social-cultural events where teachers can socialize more in school to increase the level of organizational trust in the schools. In that regard, Ebrahimi and Taghvaei (2024) confirmed that inspirational leadership and organizational trust are closely intertwined. Good leaders are trustworthy based on their deeds, morals, and vision. Inspirational leaders aim at establishing a favorable environment in which teachers feel appreciated, encouraged and motivated to work towards a common objective. The leaders can inspire trust in the decision-making process because of honesty, openness, and compassion, and they can make team members feel reliable. When leaders match their actions with words, organizational trust thrives as leaders are consistent and fair in their behavior. Considering the significance of the issue, the educational literature is filled with those studies that have discussed inspirational leadership and organizational trust of the teachers in various ways and under different settings.

## 2. Study Problem and Questions

As the changes that the Jordanian schools are experiencing are new and fast, there is a dire necessity that they be led by inspirational leaders who can help them to achieve their goals, success and increase the degree of organizational trust among the teachers. Therefore, other scholars have highlighted the role of inspirational leadership in attaining the school objectives, including Harahsheh, Al-Taani, and Khataybeh (2021). What the researcher discovered in her experience as a teacher, however, points out that there are certain administrative patterns that are outdated that are practiced by some school principals in Jordan that have little to do with inspiration and would hinder the realization of vision of schools and would decrease the degree of organizational trust among teachers. This was supported by the fact that Abu Ayesheh (2019) found that in several schools in Jordan, the traditional, inflexible administrative practices did not include innovation and renewal, thus undermining the trust that some teachers have in their principals and schools. Jarrah (2022) also explained that in Jordan, there are schools that are operated in

old-fashioned ways that are way behind the modern ways of school leadership like inspirational leadership. Therefore, the present research was born to determine the level of inspirational leadership practice in secondary schools principals and its connection to the level of organizational trust of teachers in Zarqa Governorate by trying to answer the following questions:

1. What is the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education from the teachers' perspective?
2. Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education from the teachers' perspective attributable to variables of gender, educational qualification, and years of experience?
3. What is the level of organizational trust among teachers in public secondary schools in the First Zarqa Directorate of Education from the teachers' perspective?
4. Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the level of organizational trust among teachers in public secondary schools in the First Zarqa Directorate of Education from the teachers' perspective attributable to variables of gender, educational qualification, and years of experience?
5. Is there a statistically significant correlational relationship between the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education from the teachers' perspective and the level of teachers' organizational trust?

### **3. Significance of the Study**

The importance of the research is due to the following considerations:

The theoretical value of the study is based on the fact that the topic, which has not been given adequate focus, is discussed in the study, i.e. inspirational leadership and its connection with organizational trust. The most unique aspect of it is probably that its purpose was aimed at school principals to determine their level of inspirational leadership practice and the extent to which they used it to increase the level of organizational trust among teachers. It can be mentioned that this study, as far as the researcher knows, could be the first of its kind to fill the gap in this subject in the schools, and in Jordan specifically. The current study is also expected to make the theoretical literature on inspirational leadership and organizational trust of teachers accessible in libraries and hence help researchers in carrying out subsequent studies.

Practically, it is hoped that school principals will find this study useful in knowing how to increase organization trust. The results of the present research should be useful to all the decision-makers in the Ministry of Education and its educational directorates, particularly those dealing with educational leadership, to the developers of educational policy, in creating new approaches to school management and creating guidelines in choosing school principals in response to the demands of inspirational leadership. Moreover, the concepts of inspirational leadership and organizational trust help to offer methodological and procedural models that can help administrators in different educational settings to establish training programs on principals. It is also hoped that the findings of this research will be useful to the authorities involved in the Ministry of Education in Jordan in general, and the Directorate of Education in Zarqa Governorate in particular, by familiarizing them with the correlation between inspirational leadership and organizational trust.

### **4. Operational Definitions**

**4.1 Inspirational Leadership:** "Leadership based on inspirational motivation through generating enthusiasm and teamwork, presenting a future vision and expectations, and commitment to shared goals, in addition to intellectual stimulation, which refers to thinking about problems in creative ways" (Harahsheh, Al-Taani & Khataybeh, 2021:3). **Inspirational leadership is operationally defined** as the score obtained by public school teachers on the scale used in the study.

**4.2 Organizational Trust:** "The feeling of employees that they are safe and supported, and it is the most important factor in ensuring organizational commitment, performance, effectiveness, efficiency, and in achieving individual and organizational goals in the educational institution" (Kovanci, 2020:102). **Organizational trust is operationally defined** as the score obtained by public school teachers on the scale used in the study.

### **5. Theoretical Framework**

#### **5.1 Inspirational Leadership**

School principal leadership is said to be basic and significant since it governs a team of invaluable employees in the school who are interrelated and reliant on each other in accomplishing many school assignments. As such, it is important that the school principal understands his responsibilities as a leader of his or her school and the mechanisms that he or she will use to ensure that his or her school maintains an appropriate work environment that enables the full development of the learning community, hence the well-being of all the members of the school community (Gonzalez, 2024). School leadership can be described as the process through which the school principal affects the learning outcomes of students, both in the curricular and extracurricular activities (Kashamba, Ngirwa and Maulid, 2024:14).

The inspirational leadership belongs to the list of the categories of leadership that are characterized by the features and get their name after the word inspiration that means something hard to describe clearly and hard to see with the eye. It derives its identity

on the personality of the leader and the qualities they have that influence other people making them seen by others as exceptional individuals with bright ideas and the followers develop a love to work and a need to have a long-term relationship with their inspirational leader. This power has a strong impact on them regarding performance and loyalty, to the extent of admiration of the ideas of the leader. It also influences the institutional forces governing it on the level of senior school management and classroom management, which results in performance development and school excellence (Abu Ghali, 2019). According to Hashim, Hassan, and Ibrahim (2021:225) the concept of inspiration is described as the process in which leaders mentally motivate their followers when presenting their vision. In the meantime, inspirational leadership can be defined as a social influence process where the support of people is raised to reach a common objective (Newman, 2022:11).

The significance of inspirational leadership is emphasized by the fact that it has provided work effectiveness in a dynamic environment, and also the exploration of organizational creativity in the educational institution. This is besides its immense contribution in all aspects of the learning institution and its ability to shape the behavior of teachers and manage new and evolving circumstances. Moreover, it also adds a lot of commitment of teachers to their work. The inspirational leadership qualities of principals can be used to encourage teachers to participate in activities, which will enable them to go beyond the job requirements in a manner that would enable them to give their best and dedicate themselves more to their work (Khalafallah & Safi, 2023). Shrestha (2022) also elaborates that inspirational leadership is an act of encouraging and organizing others to take action together in order to achieve a common objective. It incorporates the control, direction and all means through which the leaders influence subordinates to obey their commands. It is a process of persuading followers to attain the intended goals and objectives of the institution. The key feature of inspirational leadership is the ability to inspire and motivate followers to go beyond their own interests and wants to reach organizational objectives in the interest of the school. It mainly encourages school teachers to work towards an effective vision of the future by instilling organizational values in all their work features. Inspirational leadership is also very keen to the concern of the followers and encourages them to work harder to improve their performance by motivating them and evoking their interest.

Regarding the **characteristics of inspirational leadership**, Abdullah et al. (2022) identified them as self-confidence, change management, environmental sensitivity, and the use of strategic vision to motivate, inspire, and empower employees at all levels. Salas-Vallina et al. (2020) posit that inspirational leaders possess a vision and higher-order goals, earn respect from employees, and enhance their participation. Inspirational leadership provides meaning to needs and actions; consequently, inspirational leaders are able to perceive what followers need and what followers consider challenging. Dialogue, transparency, and positive energy are often associated with inspirational leadership.

Hudson (2013) summarized the qualities of inspirational school leaders as having organizational goals such as vision, purpose, creativity, and motivation; professional skills such as knowledge, communication, and recognition of others' achievements; and personal traits such as integrity, active listening, respect, enthusiasm, and friendliness.

## 5.2 Organizational Trust

Organizational trust is one of the most critical issues that has recently attracted great interest of researchers and individuals interested in the development of institutions, especially organizational behavior scholars. The reason behind this interest is the fast and consecutive changes which define the modern era, with the institutions being geared towards constant change along various directions. This has consequently precipitated the need to transition the traditional forms of organizational leadership models to modern ones whereby the human element is given a priority. This necessitates the creation of an organizational culture that promotes a proper organizational climate to develop relationships and spread human values among the employees. Success of individual and group relationship is based on the existence of a climate of trust and participation which is a requirement in an institution where there is a high level of human interaction. Organizational trust is one of the core conditions of meeting the challenges of adapting to the pace of environmental change and a significant determinant of attitudes of employees towards the change process (Al-Subaie, 2021).

Organizational trust is a concept that has gained significance in schools and has become a subject of concern to schools administration as far as organizational behavior theories are concerned. The unparalleled pace of environmental change presents a challenge to schools, and the significance of trust and its use as a vital component of social circumstances demanding cooperation and interdependence is therefore important. The employee morale in schools is associated with trust, which is determined by the degree of performance, sense of loyalty, sacrifice, and defense of the school. As a result, the absence of trust is expressed in the form of teacher absenteeism or work disruption, the existence of disagreements and conflicts (Khasawneh, 2022). Many scholars have defined what organizational trust is, such as organizational trust is the emotion of the employees that they are secure and protected, and it is the key issue in the organizational commitment, performance, effectiveness, efficiency, and the achievement of individual and organizational goals in the educational institution (Kovanci, 2020:102).

Aydug (2014) lists the main reasons why organizational trust should be achieved in schools: First, in schools with high levels of trust, there is a smaller inclination towards conflict, and the members of the institution will be more willing to collaborate in complicated activities. As the common values are publicly endorsed by the consistent behavior, the confidence of the members of the institution in one another, their leaders, and the institution grows. Second, high organizational trust offers a social control mechanism in the institution; therefore, well-defined role requirements inform the employees in action. Besides, internalization of

norms makes organizational life self-regulating and members of the institution take the responsibility of the implications of their own behavior.

It is emphasized by the fact that trust is one of the most important factors that contribute to the relationships among employees of all levels, and educational institutions are among them. It is one of the pillars and assists institutions in building their operations and attaining their objectives. Once a trusting environment is established within an institution, people will be able to share their ideas and emotions and educate each other. On the other hand, the distrust of institutions prevents communications, frustrates cooperation, and restricts the opportunity to share knowledge (Al-Subaie, 2021).

Schools are one of the locations where human relationships are intense. They are learning institutions whose main aim is to equip students with life by giving them knowledge, skills and good behaviors that can help them achieve their interests and abilities, and equip them to secure a profession that makes them happy and help them in developing their society. In this regard, schools, which are mostly effective in community development, should be those where teachers are trusted most because the trust factor will lead to school success due to goals they establish and attainment of an institutional identity in schools. Trust in schools is also an important aspect that the organization uses to fulfill their goals. Trust alone will lead to loyalty within the organization, and loyal teachers will be ready to work more than what is outlined in their job descriptions (Ebrahimi and Taghvaei, 2024).

Similarly, Yan and Zheng (2024) claim that teaching quality and the competitiveness of schools are directly impacted by the organizational trust. Organizational trust is one of the critical elements of teachers in the school setting that guarantee intra-school collaboration and successful instruction. In case teachers have confidence in the administration, other colleagues, and the students at the school, they will be ready to work and exchange knowledge and experience to facilitate the overall growth of the school. Another source of teaching motivation is organizational trust, and it can help teachers to approach the difficulties in their work with a more positive attitude to fulfill the expectations of the society towards them.

## **6. Previous Studies**

The article by Harahsheh, Al-Taani, and Khataybeh (2021) was aimed at determining the extent of inspirational leadership practice among school principals in Irbid Governorate, Jordan, and its connection with the level of organizational energy in teachers. The methodology used in the study was the descriptive correlational. The sample used in the study comprised of (350) male and female teachers. According to the findings of the study, the level of inspirational leadership practice among school principals at Irbid Governorate was high.

Karakuş and Doğan (2021) conducted a study that sought to evaluate the organizational trust perceptions among teachers in secondary schools in Sivas Province in Turkey based on several variables. The research used the descriptive methodology. The sample population used was (278) male and female teachers. The research findings revealed that the degree of organizational trust among teachers was high, male teachers had high levels of organizational trust compared to female teachers and experienced teachers had high levels of organizational trust compared to less experienced teachers.

The aim of the study by Maamari (2022) was to estimate the level of organizational trust of teachers in secondary education in the Wilaya of El Meniaa, Algeria, and to show the potential existence of the differences in the level due to the variables of gender and seniority. The research design was based on the descriptive survey. The sample size used in the study was (148) male and female teachers. The research findings indicated that the degree of organizational trust among the teachers was high, and that no statistically significant differences existed in the degree due to the variables of gender and seniority.

Akpolat and Oguz (2022) conducted a study that aimed at examining the connection between organizational trust, hope, and motivation among teachers in schools located in Istanbul Province, Turkey. The research used the predictive correlational descriptive approach. The sample of the study comprised of (306) male and female teachers. The research findings revealed that the degree of organizational trust between teachers was high.

The research by Al-Amoush (2023) was aimed at establishing the level of organizational ambidexterity of primary school principals in Zarqa Governorate, Jordan, and its connection with teachers organizational trust. The methodology used in the study was the descriptive correlational. The sample used in the study included (363) male and female teachers. The research findings indicated that the degree of organizational trust of teachers was average and statistically significant difference was observed in the degree that could be attributed to gender, in favor of females. Nonetheless, there were no differences that could be attributed to the years of experience and educational qualification variables.

Al-Kalbaniyah and Al-Dhuhli (2024) examined the level of inspirational leadership practice among the principals of the public schools in the Ad Dakhiliyah Governorate, Sultanate of Oman. The descriptive methodology of analysis was used in the study. The research sample used was (292) male and female teachers. A questionnaire was used to gather data of the study. The results of the study indicated that the degree of inspirational leadership practice in school principals was high and that statistically significant differences in the degree were observed in regards to the gender variable, with females showing higher degree and the variable of years of experience, with those with 10 or more years of experience showing higher degree.

Al-Ghamdi (2024) carried out a research study to examine how the practice of inspirational leadership in schools of public education in Al-Kharj Governorate, Saudi Arabia, is related to the quality of work life of the teachers. The research design was the descriptive correlational design, and the sample of the study was (7,804) male and female teachers. The research findings showed that the level of inspirational leadership practice of the school principals in the Al-Kharj Governorate of the public education was

moderate. Significant differences were observed to exist in the attributable degree by gender with the females winning, by educational qualification with the postgraduate studies winning, by educational level with the teachers in secondary schools winning and by years of experience with teachers with 5 to 10 years of experience winning.

Yan and Zheng (2024) carried out a research to examine how organizational trust relates to job satisfaction among teachers in vocational colleges in Tianjin, China. The methodology used in the study was the descriptive correlational. The sample of the study was comprised of (143) male and female teachers. The findings of the study revealed that organizational trust among teachers was high and a positive statistically significant correlation was obtained between organizational trust and job satisfaction.

The study by Bani Salameh (2024) aimed to examine the extent of the aesthetic leadership practice of the secondary school principals in Zarqa Governorate, Jordan, and its correlation to the extent of organizational trust of the teachers. The methodology used in the study was the descriptive correlational. The sample size used in the study was (310) male and female teachers. The results of the study revealed that the level of organizational trust was moderate, and that statistically significant differences were observed between the level attributed to gender, to educational qualification, to experience, and found significantly different in favor of females; of Bachelor's degree holders; of teachers with experience (more than 10 years); and of teachers with experience (less than 5 years).

The previous studies helped the current study in terms of the scientific methodology applied and the identification of the instruments applied in the previous studies; this was to construct the instruments to be used in the current study, write the theoretical framework, and discuss the results of the study. The present research is identified as differentiated with the previous ones in that it tries to determine inspirational leadership in the secondary school principals and its correlation to the organizational trust of teachers in Zarqa Governorate by integrating two variables of inspirational leadership of school principals and teachers organizational trust. Due to the literature search performed in this situation, no research was identified that would cover the topic of the current study in Jordan, which is why this study is necessary.

**7.Study Methodology:**

The study employed the descriptive correlational methodology due to its suitability for the nature of the study.

**7.1 Study Population and Sample:**

The study population consisted of all male and female teachers in public secondary schools in the First Zarqa Directorate of Education, totaling (1,334) male and female teachers, including (608) male teachers and (726) female teachers, according to the directorate's statistics for the academic year 2024/2025. The research sample consisted of (319) male and female teachers selected through convenience sampling, representing (23.91%) of the population. Table (1) shows the distribution of the study sample members according to their variables.

**Table (1)**  
**Distribution of Study Sample Members According to their Variables**

Variable	Category/Level	Sample	Percentage
<b>Gender</b>	Male	149	46.7%
	Female	170	53.3%
<b>Educational Qualification</b>	Bachelor's	180	56.4%
	Postgraduate Studies	139	43.6%
<b>Years of Experience</b>	Less than 5 years	57	17.9%
	5 to less than 10 years	46	14.4%
	10 years and more	216	67.7%
<b>Total</b>		319	

**7.2 Study Instrument**

The researcher developed a questionnaire consisting of two sections: the first to measure inspirational leadership of school principals, and the second, a questionnaire to measure teachers' organizational trust in the First Zarqa Directorate of Education, after reviewing the theoretical literature and previous studies that addressed the topic of the current study. The study instrument consisted of two parts:

- Part One: Pertained to demographic information (gender, educational qualification, years of experience).

Part Two: The section on inspirational leadership among secondary school principals was included with (35) items spread over four dimensions, namely the self-confidence dimension (8 items), the future vision dimension (9 items), the change management dimension (9 items), and the environmental sensitivity dimension (9 items), grounded on the following studies: Sobhi (2024), Al-Kalbaniyah and Al-Dhuhli (2024), Al-Ghamdi (2024), and Abdullah et al. (2022). The second part included the organizational trust questionnaire of the teachers in which (26) items were distributed in three dimensions, the competence-based trust dimension (9 items), the benevolence-based trust dimension (9 items), and the integrity-based trust dimension (8 items) according to the following researches: Bani Salameh (2024), Al-Deek (2022), Pranitasari (2020), Al-Ghanem (2018), and İsmayilov (2019).

To ascertain the face validity of the study instrument, it was shown to (12) professors who are experts in the field of educational administration in various universities in Jordan. Linguistic changes were based on their feedback; some of them were reworded,

combined, or removed either because of redundancy or belonging to another dimension. Products that received an agreement of (10) or above reviewers were kept. These processes were taken to be a sign of the face validity of the instrument. Construct validity of the instrument was also ascertained through administration of the instrument to a pilot sample comprising of (30) male and female teachers who were not part of the main sample but part of the study population. The inspirational leadership section had correlation coefficients between (0.51-0.92) between the item score and its corresponding dimension and (0.50-0.85) between the item score and the total score. Correlation coefficients of the section on organizational trust of the teachers were between (0.54-0.88) in the item score against its corresponding dimension and (0.57-0.89) against the total score. These are statistically significant, meaning that the questionnaire is of high validity that can be used in the study.

In order to confirm the consistency of the study instrument, it was given to a pilot sample of (30) males and females teachers not included in the main sample and belonging to the study population. The study instrument was re-administered to the same sample after two weeks. The values of Pearson correlation coefficient of the dimensions of inspirational leadership section were: (0.82; 0.88; 0.77; 0.85) respectively. The values of the Pearson correlation coefficient of the dimensions of the teachers organizational trust section were (0.80; 0.79; 0.84) respectively. The internal consistency coefficients of the inspirational leadership section calculated through the Cronbach Alpha were (0.80, 0.82, 0.92, 0.89) respectively. The Cronbach Alpha calculated coefficients of internal consistency in the organizational trust section of the teachers were (0.77, 0.81, 0.89) respectively. This means that the research tool has high reliability that would fit the objectives of the study. So, the complete form of inspirational leadership section included (24) items. The members of the study sample answered the items of the instrument based on the five-point Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). Each item score was calculated as an arithmetic mean of the highest and the lowest scores i.e.,  $(4 - (3)/(3))$ . The assessment equation would therefore be:  $(5-1=4/3=1.33)$ . In this connection, the ratings of members of the study sample on the two questionnaires were as follows: (1 -2.33) was a low rating degree and a low rating level; (2.34 -3.67) was a moderate rating degree and a moderate rating level; (3.68 -5.00) was a high rating degree and a high rating level.

**8. Study Results and Discussion**

Results of the First Question: What is the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education? And its discussion

To answer the question, the arithmetic means and standard deviations were calculated for the responses of the study sample members on each dimension of inspirational leadership and on the questionnaire as a whole among public secondary school principals in the First Zarqa Directorate of Education, as shown in Table (2).

**Table (2):  
Arithmetic Means and Standard Deviations of Study Sample Members' Responses on Each Dimension of Inspirational Leadership and the Scale as a Whole**

<b>Dimension</b>	<b>Arithmetic Mean</b>	<b>Standard Deviation</b>	<b>Rank</b>	<b>Practice Degree</b>
<b>Self-Confidence</b>	4.13	0.78	1	High
<b>Change Management</b>	4.10	0.76	2	High
<b>Environmental Sensitivity</b>	4.07	0.81	3	High
<b>Future Vision</b>	4.00	0.85	4	High
<b>Total</b>	4.07	0.74	-	High

Table (2) indicates that the level of inspirational leadership practice among the principals in the First Zarqa Directorate of Education in the secondary schools, according to the views of male and female public secondary school teachers is high. The inspirational leadership was of high degree in all dimensions. This finding can be explained by the fact that inspirational leaders are commonly described as those who are capable of conveying their vision and objectives. School principals in the First Zarqa Directorate of Education might have performed well in developing a collective vision of the school improvement and academic achievement by ensuring that teachers are always included in making decisions and that they work towards a single objective. This outcome could also be explained by the fact that school principals who implement inspirational leadership build the environment in which teachers feel professionally and personally supported and motivated. At Zarqa secondary schools, principals can have offered professional growth, mentoring and frequent assessment. They assisted teachers to develop their careers by identifying their personal strengths and promoting independence. Inspirational leadership is also an approach that requires one to be knowledgeable of the challenges that teachers face and address their needs since this action fosters a healthy environment where the teachers feel trusted and appreciated. Probably, these supportive behaviors led to the high degree of overall perception of inspirational leadership. This finding was consistent with the conclusions of other research works by Harahsheh, Al-Taani, and Khataybeh (2021), and Al-Kalbaniyah and Al-Dhuhli (2024), who showed that the degree of inspirational leadership practice was high among the sample

members. It was however, not the same as the results of the study conducted by Al-Ghamdi (2024), who indicated that the level of inspirational leadership practice among the members of the sample was moderate.

Results Related to the Second Question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education from the teachers' perspective attributable to variables of gender, educational qualification, and years of experience? And their discussion

To answer the question, the arithmetic means and standard deviations for the degree of inspirational leadership practice from the teachers' perspective were extracted according to the variables of gender, educational qualification, and years of experience.

Table (3) illustrates this.

**Table (3):  
Arithmetic Means and Standard Deviations for the Degree of Inspirational Leadership Practice from the Teachers' Perspective According to the Variables of Gender, Educational Qualification, and Years of Experience**

Variable	Category	Mean & Std. Deviation	Self-Confidence	Future Vision	Change Management	Environmental Sensitivity	Inspirational Leadership Total
<b>Gender</b>	Male	Mean	4.13	4.02	4.07	4.05	4.07
		Std. Deviation	.86	.88	.82	.85	.80
	Female	Mean	4.13	3.98	4.13	4.07	4.08
		Std. Deviation	.70	.75	.69	.77	.68
<b>Educational Qualification</b>	Bachelor's	Mean	4.23	4.10	4.21	4.15	4.17
		Std. Deviation	.66	.72	.65	.72	.63
	Postgraduate Studies	Mean	4.01	3.87	3.97	3.95	3.95
		Std. Deviation	.90	.90	.85	.90	.84
<b>Years of Experience</b>	Less than 5 years	Mean	4.36	4.28	4.37	4.33	4.33
		Std. Deviation	.74	.72	.68	.74	.66
	5 to less than 10 years	Mean	3.92	3.76	3.93	3.86	3.87
		Std. Deviation	.84	.83	.85	.85	.77
	10 years and more	Mean	4.12	3.98	4.07	4.03	4.05
		Std. Deviation	.768	.81	.74	.80	.74

Table (3) shows apparent differences between the arithmetic means and standard deviations of the responses of male and female public secondary school teachers in the First Zarqa Directorate of Education on the dimensions of the inspirational leadership questionnaire, according to the variables of gender, educational qualification, and years of experience. To verify the significance of the differences, a Three-Way MANOVA was conducted, as illustrated in Table (4).

**Table (4):**

**Three-Way MANOVA for the Effect of Gender, Educational Qualification, and Years of Experience on the Dimensions of Inspirational Leadership**

Source of Variance	Dimensions	Sum of Squares	Df	Mean Square	F Value	Sig.
<b>Gender</b> <b>Hotelling's Trace = .011</b> <b>F = 0.823</b> <b>Sig. = .511</b>	Self-Confidence	.004	1	.004	.006	.939
	Future Vision	.186	1	.186	.291	.590
	Change Management	.112	1	.112	.201	.654
	Environmental Sensitivity	.001	1	.001	.002	.969
<b>Educational Qualification</b> <b>Hotelling's Trace = .022</b> <b>F = 1.693</b> <b>Sig. = .151</b>	Self-Confidence	2.802	1	2.802	4.703	*.031
	Future Vision	3.033	1	3.033	4.734	*.030
	Change Management	3.185	1	3.185	5.718	*.017
	Environmental Sensitivity	1.842	1	1.842	2.864	.092
<b>Years of Experience</b> <b>Wilks' Lambda = .968</b> <b>F = 1.274</b> <b>Sig. = .254</b>	Self-Confidence	3.992	2	1.996	3.351	*.036
	Future Vision	5.812	2	2.906	4.536	*.011
	Change Management	4.299	2	2.150	3.858	*.022
	Environmental Sensitivity	5.011	2	2.506	3.897	*.021
<b>Error</b>	Self-Confidence	187.045	314	.596		
	Future Vision	201.190	314	.641		
	Change Management	174.936	314	.557		
	Environmental Sensitivity	201.907	314	.643		
<b>Total</b>	Self-Confidence	194.891	318			
	Future Vision	211.543	318			
	Change Management	183.987	318			
	Environmental Sensitivity	209.889	318			

\*Statistically significant at ( $\alpha \leq 0.05$ )

Table (4) indicated that there were no statistically significant differences at the level of significance ( 0.05) in the responses of male and female teachers in the First Zarqa Directorate of Education on the dimensions of inspirational leadership that can be attributed to the gender variable. This outcome can be explained by the fact that male and female teachers in the First Zarqa region of the public secondary schools were exposed to the same leadership styles and practices by their principals. Principals apply inspirational leadership in a consistent manner since they engage all the faculty members together in meetings, trainings, and school initiatives. The two genders are exposed to the same environment and therefore both are equally affected by the behavior of the principal thereby minimizing the chances of having different perceptions. Probably, the similarity in the delivery of leadership resulted in the similarity in reactions of the genders in the research.

The findings of this research are not the same as the results of the works of Al-Kalbaniyah and Al-Dhuhli (2024) and Al-Ghamdi (2024) who identified differences in the mean scores of the degree of inspirational leadership practice of school principals based on the gender variable in favor of females.

Table (4) also indicates statistically significant differences at the significance level ( 0.05) based on the educational qualification variable, in all dimensions other than the environmental sensitivity dimension, in favor of the holder of Bachelor of degree. This finding can be explained by the fact that teachers with advanced degrees have higher or more critical expectations of the leadership styles and professional behavior because they are exposed to different leadership theories and models. Conversely, educators with a Bachelor degree may consider leadership in terms of practical day-to-day interactions rather than the theories. The variation in expectations can make Bachelor degree graduates more content with leadership practices thus scoring higher on inspirational leadership instrument than their more academically superior counterparts.

The findings of the research vary with that of the study conducted by Al-Ghamdi (2024), who found that the mean scores of the estimation of the degree of inspirational leadership practice by the school principals based on the educational qualification variable favored postgraduate studies.

In addition, Table (4) showed statistically significant difference at the level of significance ( 0.05) based on the years of experience variable. The Scheffe Test of post-hoc comparisons was applied to identify in which direction the differences were in favor of each as in Table (5).

**Table (5)**  
**Scheffe Test for Post-Hoc Comparisons of Differences in the Degree of Inspirational Leadership Practice According to the Years of Experience Variable**

<i>Dimension</i>	<i>Years of Experience (I)</i>	<i>Years of Experience (J)</i>	<i>Mean Difference (I)-(J)</i>	<i>Standard Error</i>	<i>Statistical Significance</i>
<i>Self-Confidence</i>	Less than 5 years	10 years and more	0.438	0.152	*0.017
<i>Future Vision</i>	Less than 5 years	10 years and more	0.519	0.158	*0.005
<i>Change Management</i>	Less than 5 years	10 years and more	0.443	0.147	*0.012
<i>Environmental Sensitivity</i>	Less than 5 years	10 years and more	0.466	0.158	*0.014

- Statistically significant at ( $\alpha \leq 0.05$ )

As can be seen in Table (5), the differences were favorable to teachers whose experience was less than 5 years. This finding can be attributed to the fact that teachers who have less than 5 years of experience tend to be at the stage of shaping their professional identity and thus they depend greatly on school leadership to guide, motivate, and support them. Consequently, they will be more positively affected by school principals who portray inspirational leadership styles of encouragement, sharing of vision, and mentoring. They may therefore be more receptive and appreciative of these efforts as a result of their openness and eagerness regarding their leaders. This receptivity is one of the factors that help them to achieve higher ratings than their more experienced colleagues.

The findings of this research are different as compared to the findings of the study conducted by Al-Kalbaniyah and Al-Dhuhli (2024) which found that the statistically significant differences based on the variable of years of experience in the total score, in favor of 10 years and above. They are also not similar to the results of the study by Al-Ghamdi (2024), who concluded that there were statistically significant differences based on the variable of years of experience, in favor of the ones with 5-10 years of experience.

Results of the Third Question: What is the level of organizational trust among teachers in secondary schools in the First Zarqa Directorate of Education?

To respond to this question, the means and standard deviations of the responses of male and female teachers in the First Zarqa Directorate of Education regarding the level of organizational trust of teachers through three dimensions of the instrument were computed, as displayed in Table (6).

**Table (6)**  
**Arithmetic Means (Descending Order) and Standard Deviations for the Dimensions of Teachers' Organizational Trust**

<i>Dimensions</i>	<i>Arithmetic Mean</i>	<i>Standard Deviation</i>	<i>Rank</i>	<i>Level</i>
<i>Competence-Based Trust</i>	4.08	0.89	1	High
<i>Integrity-Based Trust</i>	4.00	0.89	2	High
<i>Benevolence-Based Trust</i>	3.92	0.93	3	High
<i>Instrument as a Whole</i>	4.00	0.87	-	High

Table (6) indicates that organizational trust among teachers in the First Zarqa Directorate of Education, according to their view, was high, and all the dimensions of organizational trust were accompanied with a high level. This outcome can be explained by the fact that the greater chances of developing trust in their schools among teachers are when school leaders behave in a transparent, fair, and honest way, make the right decisions, offer their team members stability, and create a favorable working environment. School principals in the First Zarqa Directorate of Education may be effective in communicating about decisions, policies and school goals and this is what makes the school principal-teacher ambiguity less. When the leadership is clear in explaining the decisions, the teachers will feel respected and involved and this is likely to increase their feeling of psychological safety and trust in the direction of the school which in turn is likely to increase their organizational trust.

This finding could also be explained by the fact that trust is usually established not only vertically with the leaders but also horizontally among the colleagues. When the school environment promotes collaboration, respect and cooperation, and the leadership makes needs and actions meaningful, the teachers will have a better chance to feel a common sense of purpose and support. These favorable social relations add to the impression that the school leadership appreciates its members and forms a professional community. Such climate is probably a natural source of organizational trust in the school.

The findings of the current research are consistent with the results of the studies by Karakuş and Doğan (2021), Akpolat and Oğuz (2022), Maamari (2022), and Yan and Zheng (2024), which revealed that the overall perception of organizational trust of teachers was high. Nevertheless, the findings of this study are not similar to the results of Al-Amoush study (2023) and Bani Salameh study (2024) which indicated that the degree of organizational trust in teachers was moderate.

Presentation of Results for the Fourth Question: Are there statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the level of organizational trust among teachers in secondary schools in the First Zarqa Directorate of Education attributable to variables of gender, educational qualification, and years of experience?

To answer this question, the arithmetic means and standard deviations were calculated for the responses of male and female public secondary school teachers in the First Zarqa Directorate of Education on the dimensions of teachers' organizational trust and the questionnaire as a whole, according to the variables of gender, educational qualification, and years of experience. Table (7) illustrates this.

**Table (7)**  
**Arithmetic Means and Standard Deviations for the Dimensions of Teachers' Organizational Trust and the Questionnaire as a Whole, According to the Variables of Gender, Educational Qualification, and Years of Experience from the Teachers' Perspective**

<i>Variable</i>	<i>Category</i>	<i>Mean &amp; Std. Deviation</i>	<i>Competence-Based Trust</i>	<i>Benevolence-Based Trust</i>	<i>Integrity-Based Trust</i>	<i>Instrument Total</i>
<i>Gender</i>	Male	Mean	4.10	3.97	3.98	4.02
		Std. Deviation	0.92	0.95	0.96	0.91
	Female	Mean	4.06	3.88	4.02	3.99
		Std. Deviation	0.87	0.91	0.83	0.83
<i>Educational Qualification</i>	Bachelor's	Mean	4.22	4.09	4.13	4.15
		Std. Deviation	0.75	0.82	0.78	0.75
	Postgraduate Studies	Mean	3.90	3.70	3.84	3.81
		Std. Deviation	1.02	1.02	0.99	0.98
<i>Years of Experience</i>	Less than 5 years	Mean	4.32	4.15	4.18	4.22
		Std. Deviation	0.81	0.90	0.91	0.85
	5 to less than 10 years	Mean	4.03	3.74	3.94	3.90
		Std. Deviation	0.97	1.05	0.86	0.91
10 years and more	Mean	4.03	3.90	3.96	3.96	
	Std. Deviation	0.89	0.91	0.89	0.86	

Table (7) shows apparent differences between the arithmetic means and standard deviations of the responses of male and female public secondary school teachers in the First Zarqa Directorate of Education on the dimensions of the teachers' organizational trust questionnaire as a whole, according to the variables of gender, educational qualification, and years of experience. To verify the significance of the differences, a Three-Way MANOVA was conducted, and Table (8) illustrates this.

**Table (8)**  
**Three-Way MANOVA for the Effect of Gender, Educational Qualification, and Years of Experience on the Responses of Male and Female Public Secondary School Teachers on the Dimensions of the Teachers' Organizational Trust Questionnaire**

SOURCE OF VARIANCE	DOMAINS	SUM OF SQUARES	DF	MEAN SQUARE	F VALUE	SIG.
<b>GENDER</b>	Competence-Based Trust	.233	1	.233	.300	.584
	Benevolence-Based Trust	.822	1	.822	.978	.323
	Integrity-Based Trust	.179	1	.179	.243	.622
<b>EDUCATIONAL QUALIFICATION</b>	Competence-Based Trust	6.680	1	6.680	8.616	*.004
	Benevolence-Based Trust	9.897	1	9.897	11.780	*.001
	Integrity-Based Trust	7.272	1	7.272	9.864	*.002
<b>YEARS OF EXPERIENCE</b>	Competence-Based Trust	2.308	2	1.154	1.489	.227
	Benevolence-Based Trust	2.897	2	1.448	1.724	.180
	Integrity-Based Trust	1.959	2	.980	1.329	.266
<b>ERROR</b>	Competence-Based Trust	243.449	314	.775		
	Benevolence-Based Trust	263.813	314	.840		
	Integrity-Based Trust	231.501	314	.737		
	Competence-Based Trust	254.258	318			
<b>TOTAL CORRECTED</b>	Benevolence-Based Trust	279.136	318			
	Integrity-Based Trust	242.394	318			

\*Statistically significant at ( $\alpha = 0.05$ ).

Table (8) indicates that at the level of significant ( 0.05) there are no statistically significant differences between the responses of male and female teachers in the First Zarqa Directorate of Education in terms of the dimensions of the questionnaire on the organizational trust of teachers, which can be attributed to the gender variable. This finding could be explained by the fact that male and female teachers could have similar professional expectations and duties at school. This treatment equality can result in the same degree of organizational trust, irrespective of gender. This finding could also be attributed to the fact that male and female teachers have the same professional development, training, and support opportunities that make their perceptions of the organizational environment and their confidence in the leadership similar. This observation was consistent with the outcomes of the study conducted by Maamari (2022), which reported that there were no statistically significant differences in the degree of organizational trust among the sample members of the study based on the gender variable. Nevertheless, it was not similar to the results of the research by Karakuş and Doğan (2021), Al-Amoush (2023), and Bani Salameh (2024), which revealed discrepancies that can be explained by the gender factor.

Table (8) also indicates significant differences between the answers of male and female teachers in the First Zarqa Directorate of Education on the dimensions of the teachers organizational trust questionnaire that can be attributed to the educational qualification variable in support of the Bachelor of degree holders. This finding can be explained by the fact that teachers with a Bachelor degree feel that their qualification is more relevant to the demands of their teaching profession. Because their academic background is generally aligned with the competencies required at secondary level, they would have fewer pressures or mismatches in their roles, and their organizational trust levels would be high. Conversely, post graduate teachers may feel that their high level of education is not well applied in the secondary school setting, thus causing frustration, which consequently causes them to have less organizational trust.

This was in line with the findings of the research conducted by Bani Salameh (2024) who found statistically significant differences in the level of organizational trust among its sample members due to the educational qualification variable, in favor of those who had a Bachelor of degree. It was not the same as the findings of the study by Al-Amoush (2023), who stated that there were statistically significant differences in organizational trust that could be explained by the variable of educational qualification.

Additionally, Table (8) indicates that there were no statistically significant differences between responses of male and female teachers working in the First Zarqa Directorate of Education in the questionnaire of the dimensions of the teachers organizational trust on the years of experience variable. The latter finding can be explained by the fact that both inexperienced and experienced teachers may have equal chances of professional development in the school system, despite the number of years of experience. Such possibilities guarantee that every teacher regardless of his/her level of experience can access the tools and strategies that would make him/her feel the organizational trust. This outcome could also be explained by the fact that new teachers and teachers with many years of experience will have equal access to the resources, training, and support provided by the school administration. This fair access will make them all feel equally skilled and supported, which leads to the lack of significant disparities in their organizational trust, irrespective of the years of experience.

This result was consistent with the outcomes of other studies by Maamari (2022) and Al-Amoush (2023) who found no statistically significant differences in the degree of organizational trust between the members of their samples due to the variable of years of experience. Nevertheless, it was not similar to the results of the works by Karakuş and Doğan (2021) and Yan and Zheng (2024), which indicated variations in the level depending on the years of experience variable.

**Results of the Fifth Question :** Is there a statistically significant correlational relationship between the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education and the level of teachers' organizational trust ? And its discussion

To answer this question, the Pearson correlation coefficient was extracted between the degree of inspirational leadership practice among public secondary school principals in the First Zarqa Directorate of Education and the level of teachers' organizational trust, as shown in Table (9).

**Table (9)**

**Pearson Correlation Coefficient between the Degree of Inspirational Leadership Practice among Public Secondary School Principals in the First Zarqa Directorate of Education and the Dimensions of Teachers' Organizational Trust**

<i>Dimensions</i>	<i>Competence-Based Trust</i>	<i>Integrity-Based Trust</i>	<i>Benevolence-Based Trust</i>	<i>Teachers' Organizational Trust Total</i>
<i>Self-Confidence</i>	0.828**	0.758**	0.788**	0.824**
<i>Change Management</i>	0.802**	0.778**	0.800**	0.826**
<i>Environmental Sensitivity</i>	0.829**	0.777**	0.815**	0.840**
<i>Future Vision</i>	0.838**	0.813**	0.828**	0.861**
<i>Inspirational Leadership Total</i>	0.876**	0.831**	0.859**	0.891**

\*\* Statistically significant at the significance level ( $\alpha = 0.01$ ).

According to Table (9), the correlation coefficient between the total inspirational leadership questionnaire and the total teachers organizational trust questionnaire is positive and the correlation coefficient (0.891) is large which indicates a strong correlation. Such an outcome could be explained by the fact that inspirational leadership and trust in the organization are deeply intertwined. Inspirational leaders can enhance organizational trust among teachers by giving them positive working environments in which they feel valued, supported and motivated to work towards the realization of common goals; exemplary behaviors such as commitment, integrity and passion towards teaching; building respect, personal appreciation, support and empathy towards teachers; effective and open communication with them and by establishing a positive and stimulating working environment where cooperation and mutual respect are evident. This is consistent with what Hashim, Hassan, and Ibrahim (2021) reported, that organizational trust of teachers, in its turn, serves to motivate their school principals to pursue inspirational leadership, the principles of which involve increasing teacher involvement in the decision-making process, respecting them, addressing their needs, solving their problems, supporting their organizational commitment, boosting their morale, and promoting work relationships among them.

**9.Recommendations**

The researcher based on the results of the study recommends the following :

The reason why the Ministry of Education should strive to improve and reinforce the administrative practices of school principals concerning the inspirational leadership style was the fact that the outcomes revealed that the school principals were at a high level of inspirational leadership. This is possible through conducting training programs to make them conversant with the current educational trends in this area.

- School principals ought to increase and reinforce the high level of organizational trust among the teachers by moral reinforcement.

- Direct school principals to administer surveys that are specifically tailored to teachers having postgraduate qualification in order to learn more about their needs and leadership expectations.
- Request the concerned officials in the Ministry of Education to urge and encourage researchers to carry out more research on the relation of inspirational leadership with: time management, teacher morale, and work engagement.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher's Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

## References

- 1) Abdullah, H. A., Yaas, H. E., & Salih, Z. M. (2022). The role of inspirational leadership in employee well-being: Analytical study at the General Company for the Distribution of Petroleum Products/Salhalidin. *International Journal of Contemporary Management and Information Technology (IJCMIT)*, 2(5), 1-7.
- 2) Abu Ayesheh, F. K. N. (2019). *Degree of innovative leadership practice among secondary school principals and its relationship to the level of organizational trust among teachers in Zarqa Governorate* [Unpublished master's thesis]. The Hashemite University, Zarqa, Jordan.
- 3) Abu Ghali, S. (2019). *Inspirational leadership among public secondary school principals in the southern governorates of Palestine and its relationship to teachers' work engagement*. [Unpublished master's thesis]. Al-Azhar University, Gaza, Palestine.
- 4) Akpolat, T., & Oğuz, E. (2022). Examining the relationships between teachers' perceived organizational trust, hope and motivation levels. *Dokuz Eylül University Buca Faculty of Education Journal*, (53), 240-262.
- 5) Al-Amoush, W. (2023). The degree of organizational ambidexterity among primary school principals in Zarqa Governorate and its relationship to their teachers' organizational trust. *Islamic University Journal for Educational and Psychological Studies*, 31(1), 253-274.
- 6) Al-Deek, H. J. (2022). *Degree of organizational intelligence in secondary schools in Al-Kurah District and its relationship to the level of teachers' organizational trust* [Unpublished master's thesis]. Jadara University, Irbid, Jordan.
- 7) Al-Ghamdi, A. (2024). *Inspirational leadership and its relationship to quality of work life among teachers in public education schools in Al-Kharj Governorate*. *Scientific Research Journal in Education*, 25(6), 47-88.
- 8) Al-Ghanem, M. (2018). Improving organizational trust among workers in primary schools. *Journal of the Faculty of Education*, 71(3), 695-715.
- 9) Al-Kalbaniyah, I., & Al-Dhuhli, R. (2024). The degree of inspirational leadership practice among public school principals in Al-Dakhiliyah Governorate, Sultanate of Oman from the teachers' perspective. *Jordanian Journal of Educational Sciences*, 20(2), 391-406.
- 10) Al-Subaie, O. (2021). Leading organizational trust in educational institutions: A proposed leadership model. *Journal of Entrepreneurship Education*, 24(6), 1-22.
- 11) Ayduğ, D. (2014). *Examining the relationships between organizational health of primary schools and organizational trust levels of teachers* [Master's thesis, Anadolu University]. Turkey.
- 12) Bani Salameh, R. (2024). *Degree of aesthetic leadership practice among secondary school principals in Zarqa Governorate and its relationship to the level of teachers' organizational trust* [Unpublished master's thesis]. The Hashemite University, Zarqa, Jordan.
- 13) Clark, J. D. (2024). *Exploring elementary teacher leaders' perspectives on how administrative trust supported their role* [Doctoral dissertation, Lamar University-Beaumont].
- 14) Dinga, S. (2024). *Leading with love: How elementary principals' leadership influences teacher retention* [Doctoral dissertation, Hood College].
- 15) Ebrahimi, M., & Taghvaei, M. (2024). The effect of inspirational leadership in improving the organizational trust of Mazandaran University of Medical Sciences members. *Razi Journal of Medical Sciences*, 31(1), 1-8.
- 16) Gonzalez, G. E. C. (2024). *Estilos de liderazgo en directores de escuelas públicas y su efectividad en emergencia nacional en Puerto Rico* [Doctoral dissertation, Nova Southeastern University].
- 17) Harahsheh, A. A., Al-Taani, W. M., & Khataybeh, G. S. (2021). The degree of the Irbid school principals practice of inspiring leadership and its relationship to the level of organizational energy of teachers from their point of view. *Modern Applied Science*, 15(1), 1-15.
- 18) Hashim, M. H. M., Hassan, M. F., & Ibrahim, A. (2021). Inspirational transformation role of leader on schools' principal. *Journal of Hunan University Natural Sciences*, 48(11), 1-12.
- 19) Hudson, P. (2013). What makes school leaders inspirational and how does this relate to mentoring? *Open Journal of Leadership*, 2(4), 87-94.

- 20) İsmayilov, Ü. (2019). *The effect of teachers' emotional intelligence on organizational trust* [Master's thesis, Necmettin Erbakan University]. Turkey.
- 21) Jarrah, W. S. (2022). *Degree of inspirational leadership practice among secondary school principals and its relationship to the level of teacher morale in Northern Mazar* [Unpublished master's thesis]. Jadara University, Irbid, Jordan.
- 22) Karakuş, B., & Doğan, S. (2021). Organizational trust perceptions of secondary school teachers. *IBAD Journal of Social Sciences*, (10), 442-461.
- 23) Kashamba, A., Ngirwa, C. C., & Maulid, M. (2024). Heads of school and teaching commitment in public secondary schools in Kagera Region, Tanzania. *Asian Research Journal of Arts & Social Sciences*, 22(7), 12-22.
- 24) Khalafallah, F., & Safi, M. (2023). Inspirational leadership of school principals and ways to enhance it: A case study. *\*IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 28\*(2), 12-21.
- 25) Khasawneh, M. A. S. (2022). The level of practicing organizational trust among teachers of learning disabilities in English language from their point of view. *Science and Education*, 3(2), 481-491.
- 26) Kovanci, M. (2020). Relationship between teachers' perceptions of organizational trust and their organizational alienation behaviors. *World Journal of Multidisciplinary Research*, (1), 96-124.
- 27) Maamari, H. (2022). The reality of organizational trust in educational institutions: A field study on a sample of secondary education teachers in El Meniaa. *Scientific Horizons Journal*, 14(2), 123-144.
- 28) Newman, J. (2022). *What are the attributes of inspirational leadership? A case study of principals of four large high schools in Queensland* [Doctoral dissertation, CQUniversity].
- 29) Polat, M., & Turhaner, K. (2024). The relationship between inclusive leadership and teachers' perceptions of organizational trust: A cross-sectional survey in Türkiye. *Journal of Pedagogical Research*, 8(1), 356-370.
- 30) Pranitasari, D. (2020). The influence of effective leadership and organizational trust to teacher's work motivation and organizational commitment. *Media Ekonomi Dan Manajemen*, 35(1), 75-91.
- 31) Rukundo, A., & Akurut, C. R. (2021). Association between inspirational leadership traits and job commitment among secondary school teachers in a remote district of Uganda. *Canadian Journal of Educational and Social Studies*, 1(1), 46-62.
- 32) Salas-Vallina, A., Simone, C., & Fernández-Guerrero, R. (2020). The human side of leadership: Inspirational leadership effects on follower characteristics and happiness at work (HAW). *Journal of Business Research*, 107, 162-171.
- 33) Shrestha, M. (2022). Inspirational leadership among teachers: An explanatory sequential mixed-methods study in the school setting of Nepal. *Journal of Education and Research*, 12(1), 87-113.
- 34) Sobhi, Z. (2024). *Inspirational leadership among secondary school principals in Palestine and its relationship to their administrative effectiveness and interpersonal relationships with teachers* [Unpublished doctoral dissertation]. Al-Quds University, Palestine.
- 35) Terzi, R., Gocen, A., & Kaya, A. (2020). Spiritual leaders for building trust in the school context. *Eurasian Journal of Educational Research*, 20(86), 135-156.
- 36) Yan, S., & Zheng, X. (2024, July 4-5). *A study on the relationship between organizational trust and job satisfaction of teachers in vocational college in Tianjin, China* [Conference presentation]. The 8th STIU International Conference, Thailand.