Original Research Article

The Role of Conscious Leadership in Reducing Quiet Quitting – An Exploratory Study of the Opinions of a Sample of Employees in the General Directorate of Education in Salah Al-Din Governorate

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Abstract: The research aims to identify the role of conscious leadership in reducing quiet quitting within the General Directorate of Education in Salah Al-Din Governorate. The study raises the question: What is the role of conscious leadership in minimizing quiet quitting? To achieve the research objectives, the researcher adopted a descriptive-analytical method and explored the opinions of a sample of employees working in the General Directorate of Education. Data were collected using a questionnaire as the primary tool, with 216 questionnaires administered to the employees. The research concluded with several key findings, most notably a correlation between conscious leadership and quiet quitting, with conscious leadership positively impacting the reduction of quiet quitting. Additionally, the research provided several recommendations.

Keywords: Conscious leadership, quiet quitting, General Directorate of Education.

INTRODUCTION

The current decade has been marked by numerous challenges and rapid dynamic changes in both the internal and external environments of organizations, accompanied by intensified competition and increased uncertainty in the environment. These difficulties and challenges have posed obstacles to organizations in general and to educational organizations in particular, compelling them to overcome these challenges, adapt to changes, and continually maintain their positions and progress. To achieve this, organizations face a critical challenge in taking care of their employees, addressing the needs of human resource management, and providing a suitable work environment. This approach aims to harness the current and future capabilities of employees to ensure their effectiveness in both the short and long term through conscious leadership that can detect employee disengagement and work to correct the situation.

Thus, there has arisen a need to study the concept of conscious leadership to understand how it can be leveraged to reduce quiet quitting within the General Directorate of Education. Reducing quiet quitting is essential for organizations in both the public and private sectors for several reasons, including achieving high organizational efficiency and fostering employee loyalty to the educational organization, along with other reasons that will be explored in the theoretical part of the research.

SECTION ONE: METHODOLOGICAL FRAMEWORK
First: Research Problem

Organizations today face diverse environmental conditions characterized by extreme fluctuations in various factors, necessitating organizational changes that encompass the operational and administrative aspects of the organization. This situation calls for leadership at a high level of awareness within senior management, capable of insightful vision and

setting effective courses of action to address issues that arise within the work environment, particularly those affecting employees in educational organizations. Failure to provide such leadership can lead to severe consequences, especially considering the significant societal impact of the educational sector.

Through exploratory visits to the General Directorate of Education in Salah Al-Din Governorate, the researcher observed a problem related to employee performance. There were indicators of decreased employee efficiency and a decline in the completion of assigned tasks. Consequently, there is a pressing need to explore new approaches to improve the operational environment in all its aspects to achieve high-quality workforce standards. Therefore, this study aims to enhance the state of employees, raise their morale, and minimize quiet quitting through conscious leadership that can make work systems more productive.

Based on the above, the research problem is encapsulated in the central question: What are the implications of conscious leadership on quiet quitting?

Second: Research Importance
The importance of this research lies in clarifying the concept of quiet quitting, as studies on this topic are scarce. This research contributes to encouraging the General Directorate of Education to assign leadership positions to conscious leaders capable of enhancing employee efficiency and unlocking their potential to foster organizational progress and growth, thereby reducing quiet quitting. It also seeks to illustrate the intellectual and logical relationship between the two variables.

Third: Research Objectives
The current research aims to explore the impact of conscious leadership on quiet quitting within the General Directorate of Education and to understand the nature of the correlation between these variables in the organization under study. Additionally, it seeks to inform the employees in the directorate about the concept of conscious leadership, its significance, and its role in the success and sustained service of the directorate.

Fourth: Research Model and Hypotheses
1. Research Model
The researcher developed the research model based on the problem, importance, and objectives of the study. Figure (1) illustrates the model:

2. Research Hypotheses
Based on the research model and in line with the research problem, the following hypotheses were formulated:
- Main Hypothesis Ha1: There is a significant correlation between conscious leadership and quiet quitting in the General Directorate of Education. The following sub-hypotheses stem from this main hypothesis:
- First Sub-Hypothesis Ha1-1: There is a significant correlation between self-awareness and quiet quitting.
- Second Sub-Hypothesis Ha1-2: There is a significant correlation between awareness and empathy for others and quiet quitting.
- Third Sub-Hypothesis Ha1-3: There is a significant correlation between cognitive awareness and quiet quitting.
- Fourth Sub-Hypothesis Ha1-4: There is a significant correlation between situational awareness and quiet quitting.

Main Hypothesis Ha2: Conscious leadership has a significant impact on quiet quitting in the General Directorate of Education, with the following sub-hypotheses:
- First Sub-Hypothesis Ha2-1: Self-awareness has a significant impact on quiet quitting.
- Second Sub-Hypothesis Ha2-2: Awareness and empathy for others have a significant impact on quiet quitting.
- Third Sub-Hypothesis Ha2-3: Cognitive awareness has a significant impact on quiet quitting.
- Fourth Sub-Hypothesis Ha2-4: Situational awareness has a significant impact on quiet quitting.
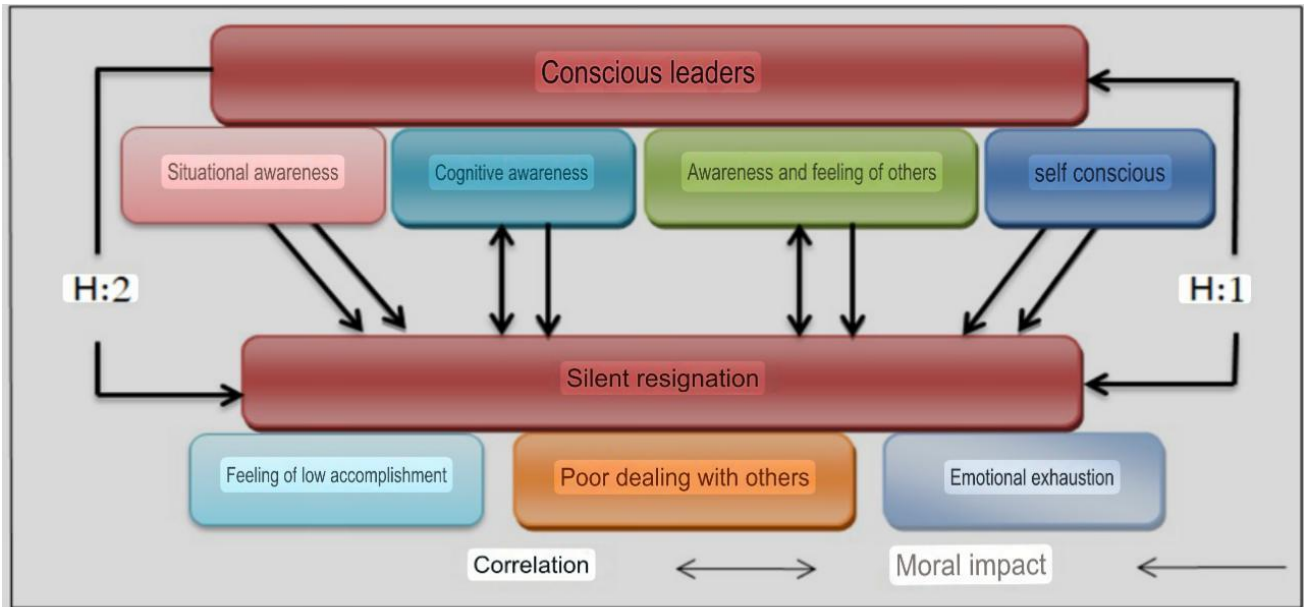
Figure 1: Hypothetical scheme of the study

Fifth: Research Methodology

To achieve the study's objectives, the researcher adopted the descriptive-analytical method, which is one of the most prominent scientific methods used in research. This method helps to identify the type, causes, and directions of the relationship between variables and to understand their reality based on actual data collection. The descriptive-analytical method is thus characterized by its realism, as it studies the phenomenon as it exists in reality.

Sixth: Research Boundaries

The research was conducted over a period from 29/11/2023 to 25/7/2024, with the General Directorate of Education in Salah Al-Din Governorate serving as the study's population. The study targeted the employees within this directorate, totaling 216 individuals. The research is conceptually defined by two variables: conscious leadership as the independent variable and quiet quitting as the dependent variable, including their respective sub-dimensions.

SECTION TWO: THEORETICAL FRAMEWORK
First: Conscious Leadership and Its Dimensions
1. Concept of Conscious Leadership

Conscious leadership has been developed as a theory rooted in the work of academic authors and researchers on leadership and psychological development. The classification of awareness is essential for leadership, often categorized either from the inside out or vice versa, though these approaches are interdependent and interactive. Inside-out leadership focuses on full awareness of who we are, while the outside-in approach is based on situational leadership, where awareness is recognized and responded to by identifying external challenges and opportunities (Sukhdeo, 2015, p. 34).

The concept of conscious leadership has emerged as a crucial framework in modern leadership studies. Conscious leadership emphasizes self-awareness, ethical behavior, and a profound understanding of one's impact on others. Conscious leaders aim to create long-term, trust-based, and cooperative environments by integrating mindfulness with purpose, ensuring leadership marked by integrity, compassion, and vision. Conscious leadership encompasses both practical and personal development aspects of leadership.

Conscious leadership is defined as a leadership approach that combines self-awareness, empathy, compassion, a sense of vitality, and a deep sense of authenticity and accountability. It involves a comprehensive understanding of one's values, beliefs, actions, and the impact these have on others and the organization (Jain & Sharma, 2024, p. 97). It is also seen as an integrated approach that guides employees based on self-awareness and social responsibility (Ahmed, 2022, p. 205). Researchers Mohsin & Alkhigan describe it as a holistic approach that addresses mental, spiritual, ethical, and personal dimensions, enabling leaders to achieve complete awareness, solve problems, and influence others effectively (Mohsin & Alkhigan, 2022, p. 205).

2. Dimensions of Conscious Leadership
Four primary dimensions define the concept of conscious leadership: self-awareness, awareness and empathy for others, cognitive awareness, and situational awareness (Jones, 2012).

a. Self-Awareness
Humans are the only living beings capable of conscious thought about the abstract idea of "self." In their objective theory of self-awareness, researchers introduced self-awareness as the act of recognizing oneself and reflecting on oneself as an object of attention. They emphasized that human attention has two directions: either focused on the external environment or on the internal self. They coined the term "self-focused attention" to describe attention directed toward the self, defining it as an awareness of internally generated, self-referential information, in contrast to externally generated information derived from sensory receptors. Through self-awareness, humans can perform higher-order cognitive functions such as self-reflection, processing external information in a self-referential way, establishing self-identity, and adopting the perspectives of others (Lee *et al.,* 2024, p. 1).

Researcher Steiner defines self-awareness as the ability to recognize one's emotions, strengths, weaknesses, values, motivations, and goals, and to understand their impact on others while using instinctual emotions as guidance. Self-awareness is a critical element of conscious leadership, as it strengthens resilience by focusing on negative events in a constructive way (Steiner, 2016, p. 40).

b. Awareness and Empathy for Others
Awareness and empathy for others are described as a comprehensive construct, consisting of a set of mental abilities and skills that work to process emotions and direct them in a way that allows leaders to assess and regulate their emotional states, as well as to attempt to express them accurately. Additionally, it involves recognizing, evaluating, and feeling the emotional states of others (Thomas *et al.,* 2017, p. 40). Awareness and empathy for others represent a core element in daily interactions, reflecting the ability to understand the emotions and thoughts of others. This, in turn, helps to enhance effective communication and healthy relationships. It is defined as the leader's ability to identify, recognize, manage, and organize emotions to foster growth in individuals. As a result, leaders become more capable of coordinating activities with others, while employees are more likely to respond positively to the leader's attempts to influence them (Prentice *et al.,* 2022, p. 3).

c. Cognitive Awareness
Cognitive awareness, also described as thinking within thinking, is also known as metacognition. In other words, cognitive awareness is a form of awareness that reflects how we learn and helps us become aware of things. Cognitive awareness involves focus, planning, evaluation, assessment, and organization. Therefore, it can be said that cognitive awareness is an important factor affecting how organizations are managed (Özbay & Kılıç, 2024, p. 2).

Cognitive awareness encompasses a range of mental processes for leaders, indicating high levels of thinking. It includes active control of knowledge-based processes that help leaders and employees understand their cognitive behaviors. It influences human performance and functions, as well as individual behaviors within various contexts, including performance in educational environments (Jain *et al.,* 2017, p. 2). Researcher Iordanou defines cognitive awareness as the knowledge related to the cognitive processes of employees, monitoring, and controlling them (Iordanou, 2022, p. 13).

d. Situational Awareness
Situational awareness involves understanding the elements within the environment in terms of time and space, comprehending their meaning, and anticipating their future state. However, defining and accurately measuring situational awareness is challenging due to its subjective nature. Different contexts require different elements of situational awareness, making global measurements difficult (Lopes *et al.,* 2024, p. 289).

Situational awareness encompasses awareness of the current environment, which is categorized into three levels: perception (Level 1), understanding (Level 2), and projection (Level 3). Level 1 concerns the perception of information from the environment gained through any of the five senses. Level 2 involves interpreting the perceived information and understanding its relevance to the situation. Level 3 includes forecasting how the perceived information will affect future events. Among these three levels, Level 1 is the most critical, as it forms the foundation for achieving the other levels (Silva & Cardoso, 2024, p. 641).

Researcher Archer defines situational awareness in organizational management as the leader's awareness of the elements and environmental events related to the organization, understanding their meaning, and anticipating their future impact on the organization (Archer, 2024, p. 27).

2. Concept of Silent Resignation

The concept of silent resignation refers to the state in which an individual loses the desire to work, leading to reduced productivity and performance. This condition typically arises when a person remains in their job for an extended period without change or development, or as a result of various pressures. Silent resignation manifests through a series of psychological symptoms, including emotional exhaustion, hostile responses toward others, and a sense of decreased personal achievement. These symptoms are most common among individuals whose work involves interactions with others (Cetin, 2020, p. 36).

Silent resignation is a psychological condition where the individual loses interest in both themselves and their work, feeling anxious, stressed, and overwhelmed due to work demands and their inability to meet them. It represents a significant negative change in the individual's behavior toward themselves and others, leading to mood swings, fluctuating preferences, and desires, ultimately culminating in a state of fatigue and depression. This reaction occurs as a result of the inability to cope with work pressures, the burden of life beyond one's capacity, and the failure to improve their current situation within a rapidly changing work environment. In short, silent resignation refers to an employee's cessation of full commitment to their job, doing only enough to meet the job description's basic requirements (Mahand & Caldwell, 2023, p. 9).

Silent resignation's negative effects extend beyond the individual and have a significant impact on the organization, such as higher turnover rates, absenteeism, and decreased productivity. There are five important elements in silent resignation (Bari *et al.,* 2020, p. 21):
A. A high level of discomfort symptoms, such as emotional and mental exhaustion, along with feelings of fatigue and frustration.
B. Silent resignation is accompanied more by psychological and behavioral symptoms than by physical symptoms.
C. Symptoms related to burnout are linked to the work environment.
D. When discussing these symptoms in individuals, it refers to ordinary individuals who do not have any prior psychological disorders.
E. Negative attitudes and behaviors are formed due to a decrease in the individual's efficiency in performing their job.

C. Emotional Exhaustion

Emotional exhaustion is the central aspect of burnout and the most prominent symptom of a series of symptoms. In other words, it serves as the primary or core dimension of burnout. It is usually the first reaction that occurs in an individual on the path to burnout. Emotional exhaustion refers to the fact that an individual is no longer able to perform their duties because all their mental, physical, and emotional energies have been depleted. When a person feels that their emotional reserves are exhausted, they will no longer be able to contribute to the job on a psychological level, taking them further away from their work both emotionally and mentally.

D. Poor Interaction with Others

This dimension refers to the individual's tendency to withdraw from others, distancing themselves and treating them inhumanely. Negative attitudes and feelings towards colleagues and service recipients develop, leading them to view and treat others as objects rather than human beings. This results in a loss of empathy and the lack of human qualities that were once present. This emotional gap develops as a consequence of emotional exhaustion. This dimension of silent resignation is particularly evident among workers in roles requiring direct interaction with others, such as doctors, teachers, and similar professions. The reason for this poor interaction lies in the nature of the relationships with others, which are characterized by complex, demanding, and direct engagements with service recipients.

E. Decreased Sense of Achievement

Achievement motivation refers to the internal forces that drive an individual's desire to overcome obstacles, strive to perform difficult tasks well and quickly, compete with oneself and others, and seek to surpass them. It involves self-esteem derived from the results achieved, valuing time, and planning for the future to accomplish goals in the best possible way (Miroh & Bouatit, 2020: 592). A diminished sense of personal achievement is a negative self-assessment, where an individual feels a lack of worth, poor accomplishment, and dissatisfaction with their performance in their job. This third dimension of silent resignation often arises due to emotional exhaustion, poor interaction with others, or a combination of both.

3. Causes of Increased Silent Resignation

Several factors contribute to the rising rates of silent resignation, some of which are related to the internal work environment, while others are linked to the external environment. Regarding the internal work environment, the following factors are significant contributors to silent resignation (Preskar & Žižek, 2020: 36):

A. Low Salaries and Wages: Employees are unable to meet their own or their families' needs, leading to dissatisfaction.
B. Difficulty in Adapting to Harsh Working Conditions: Rigid and routine work environments contribute to burnout.
C. Lack of Skills and Experience: Employees feel psychologically inadequate and choose to leave the job voluntarily.
D. Unacceptable Work Relationships: Poor communication and interaction with colleagues or supervisors weaken teamwork and collaboration.
E. Lack of Career Growth Opportunities: Limited prospects for promotion or development create a sense of stagnation.
F. Unsatisfactory Performance Evaluations: Employees may feel unjustly treated or oppressed due to poor feedback.

Regarding the external work environment variables, several attractions from competing organizations contribute to silent resignation. The key external factors include the following (Maryati *et al.,* 2022: 147):
A. Better Working Conditions: Competitors may offer more favorable working environments, improving job satisfaction.
B. More Attractive Rewards: Higher bonuses, salary packages, or benefits may entice employees to leave.
C. More Favorable Working Hours: Competitors may provide more flexible or better-suited working hours.
D. Better Opportunities for Training and Job-Related Learning: Access to professional development and learning opportunities may attract employees seeking growth.
E. More Attractive Growth and Promotion Opportunities: Enhanced prospects for career advancement and professional development may drive employees to switch organizations.

CHAPTER THREE: THE FIELD FRAMEWORK
First: Testing the First Main Hypothesis
The hypothesis in this section is as follows:
1. Main Hypothesis Ha1: There is a significant correlation between conscious leadership and silent resignation at the Directorate General of Education. The following sub-hypotheses are derived from it:

A. Sub-Hypothesis Ha1-1: There is a significant correlation between self-awareness and silent resignation.

In order to test this hypothesis, the Pearson correlation coefficient was employed to describe and measure the causal relationship between self-awareness and silent resignation. The results regarding correlation coefficient are given in Table (1) below.

Table 1: The correlation coefficient between self-awareness and silent resignation

The dimensions	Statement	Silent Resignation
Self-awareness	Pearson Correlation Value	0.271**
	P-Value (Sig).	0.000

Source: Prepared by the researcher based on SPSS Software (Ver. 22)

From Table (1), it can be contaminated that, there is a positive and a direct relationship between self-awareness and silent resignation. This means that having self-awareness in the leaders at the General Directorate of Education will come side by side with a decrease in the rate or silent resignation among workers. Therefore, there is significant support for the first sub-hypothesis tested in this study.

B. Sub-hypothesis 2 Ha1-2: There is a significant correlation between awareness and empathy for others and silent resignation.

In order to test the hypothesis, there was calculation of Pearson correlation coefficient test that will establish the direction, strength as well as the level of significance of the relationship between awareness and empathy for the others and silent resignation. The results of correlation coefficient are shown item by item in the table-(2).

Table 2: Pearson correlation between awareness and empathy for others and silent resignation

Dimensions	Statement	Silent Resignation
Awareness and Empathy for Others	Pearson Correlation Value	0.236**
	P-Value (Sig).	0.000

Source: Prepared by the researcher using the SPSS Ver.22 software

From the results presented in the Table 2 one can conclude that awareness of others has direct, and relatively high positive correlation with silent resignation. meaning that the presence of awareness and empathy towards others in the

General Directorate of Education will reduce the occurrence of silent resignation. Based on these results, the second sub-hypothesis is accepted.

C. Third Sub-Hypothesis Ha1-3: There is a significant correlation between cognitive awareness and silent resignation.

To test this hypothesis Pearson coefficient of correlation was applied in order to identify the significance, strength, and direction of the relationship between cognitive awareness and silent resignation. The correlation coefficient value is shown in the table (3).

Table 3: Correlation Coefficient for Cognitive Awareness and Silent Resignation

Dimensions	Statement	Silent Resignation
Cognitive Awareness	Pearson Correlation Value	0.291**
	P-Value (Sig).	0.000

Source: Prepared by the researcher using the (SPSS Ver.22) software

As shown from Table (3), cognitive awareness and silent resignation have a direct relationship which is positive statistically. This means that the availability of cognitive awareness in the Directorate General of Education will reduce silent resignation. Based on these results, the third sub-hypothesis is accepted.

Sub-hypothesis Four: Ha1-4
There is a significant correlation between awareness of situations and silent resignation.

To validate the hypothesis the significance, strength and direction of the relation between awareness of situations and silent resignation was cross checked by the pearson correlation coefficient techniques. The correlation coefficient results are presented in table (4).

Table 4: Correlation coefficient between awareness of situations and silent resignation

Dimensions	Statement	Silent Resignation
situational awareness	Pearson Correlation Value	0.357**
	P-Value (Sig).	0.000

Source: Prepared by the researcher using the (SPSS Ver.22) software

Table (4) shows that there is a direct positive relationship between situational awareness and silent resignation. This means that the presence of situational awareness in the Directorate General of Education will be accompanied by a reduction in silent resignation. Based on these results, the fourth sub-hypothesis is accepted.

Therefore, considering the outcomes derived from the sub-hyptheses, this study accepts the first main hypothesis.

Furthermore, the correlation between the combined variable of conscious leadership and silent resignation was further performed and tested using the Pearson coefficient to measure the significance, the strength and the direction of this relationship. The correlation coefficient results are presented in table (5).

Table 5: Correlation coefficient between the combined variable of conscious leadership and silent resignation

Dimensions	Statement	Silent Resignation
mindful leadership	Pearson Correlation Value	0.298**
	P-Value (Sig).	0.000

Source: Prepared by the researcher using the (SPSS Ver.22) software.

It is observed from Table (5) that there is a significant positive (direct) correlation between the combined variable of conscious leadership and silent resignation. This means that the presence of the combined conscious leadership variable in the Directorate General of Education will be accompanied by a reduction in silent resignation. This result confirms the decision to accept the hypothesis.

Secondly: Testing the Second Main Hypothesis
1. Second Main Hypothesis Ha2: There is a significant effect of conscious leadership on silent resignation in the Directorate General of Education, and the following sub-hypotheses branch from it:

a. Sub-hypothesis Ha2-1: There is a significant effect of self-awareness on silent resignation.

To check the hypothesis there was prepared a simple linear regression equation for predicting silent resignation through self-awareness to measure the extent of impact of the later variable on the dependent variable. The result of this effect is summarized in table (6).

Table 6: Results of the Effect of Self-Awareness on Silent Resignation

Dimensions	(R^2)	F-value	(Sig.)	Significance
self-awareness	0.098	17.427	0.000	Statistically significant
	Regression coefficient (β)	T-value	(Sig.)	Significance
	0.353	3.517	0.000	Statistically significant

Source: Prepared by the researcher using the (SPSS Ver.22) software.

It is observed from Table (6) that the validity of the regression equation model is confirmed by the F-value of (17.427) at a 5% significance level, meaning that silent resignation can be estimated through self-awareness. The T-value of (3.517) at a 5% significance level indicates a significant effect. Additionally, the positive regression coefficient (β) of (0.353) shows that the effect is positive, meaning that the presence of self-awareness in the Directorate General of Education will positively affect and reduce the level of silent resignation. Meanwhile, the R² value of (0.098) indicates that self-awareness explains (9.8%) of the variation in silent resignation. Based on these results, the first sub-hypothesis is accepted.

b. Sub-hypothesis Ha2-2: There is a significant effect of awareness and empathy on silent resignation.

To verify the hypothesis, a simple linear regression equation was prepared to estimate silent resignation through awareness and empathy, in order to determine the extent of their effect on the dependent variable. The results of this effect appear in Table (7).

Table 7: Results of the Effect of Awareness and Empathy on Silent Resignation.

Dimensions	(R2)	F-value	(Sig.)	Significance
Awareness and empathy	0.072	15.217	0.000	Statistically significant
	Regression coefficient (β)	T-value	(Sig.)	Significance
	0.573	4.796	0.000	Statistically significant

Source: Prepared by the researcher using the (SPSS Ver.22) software.

It is observed from Table (7) that the validity of the regression equation model is confirmed by the F-value of (15.217) at a 5% significance level, meaning that silent resignation can be estimated through awareness and empathy. The T-value of (4.796) at a 5% significance level indicates a significant effect. Additionally, the positive regression coefficient (β) of (0.573) shows that the effect is positive, meaning that the presence of awareness and empathy in the Directorate General of Education will positively affect and reduce the level of silent resignation. Meanwhile, the R² value of (0.072) indicates that awareness and empathy explain (7.2%) of the variation in silent resignation. Based on these results, the second sub-hypothesis is accepted.

c. Sub-hypothesis Ha2-3: There is a significant effect of cognitive awareness on silent resignation.
To verify the hypothesis, a simple linear regression equation was prepared to estimate silent resignation through the division of authority, in order to determine the extent of its effect on the dependent variable. The results of this effect appear in Table (8).

Table 8: Results of the Effect of Cognitive Awareness on Silent Resignation

Dimensions	(R^2)	F-value	(Sig.)	Significance
cognitive awareness	0.077	15.655	0.000	Statistically significant
	Regression coefficient (β)	T-value	(Sig.)	Significance
	0.723	3.736	0.000	Statistically significant

Source: Prepared by the researcher using the (SPSS Ver.22) software.

It is observed from Table (8) that the validity of the regression equation model is confirmed by the F-value of (15.655) at a 5% significance level, meaning that silent resignation can be estimated through cognitive awareness. The T-value of (3.736) at a 5% significance level indicates a significant effect. Additionally, the positive regression coefficient (β) of (0.723) shows that the effect is positive, meaning that the presence of cognitive awareness in the Directorate General of Education will positively affect and reduce the level of silent resignation. Meanwhile, the R² value of (0.077) indicates that cognitive awareness explains (7.7%) of the variation in silent resignation. Based on these results, the third sub-hypothesis is accepted.

d. Sub-hypothesis Ha2-4: There is a significant effect of situational awareness on silent resignation.

To verify the hypothesis, a simple linear regression equation was prepared to estimate silent resignation through situational awareness, in order to determine the extent of its effect on the dependent variable. The results of this effect appear in Table (9).

Table 9: Results of the Effect of Situational Awareness on Silent Resignation

Dimensions	(R^2)	F-value	(Sig.)	Significance
justice	0.069	17.692	0.000	Statistically significant
	Regression coefficient (β)	T-value	(Sig.)	Significance
	0.601	4.122	0.000	Statistically significant

Source: Prepared by the researcher using the (SPSS Ver.22) software

It is observed from Table (9) that the validity of the regression equation model is confirmed by the F-value of (17.692) at a 5% significance level, meaning that silent resignation can be estimated through situational awareness. The T-value of (4.122) at a 5% significance level indicates a significant effect. Additionally, the positive regression coefficient (β) of (0.601) shows that the effect is positive, meaning that the presence of situational awareness in the Directorate General of Education will positively affect and reduce the level of silent resignation. Meanwhile, the R² value of (0.062) indicates that situational awareness explains (6.2%) of the variation in silent resignation. Based on these results, the fourth sub-hypothesis is accepted.

Taking into account the results obtained in the framework of sub-hypotheses, it can be stated that the second main hypothesis of the work is accepted.

Additionally, a simple linear regression equation was prepared to estimate silent resignation through the combined variable of conscious leadership, in order to determine the extent of its effect on the silent resignation variable. The results of this effect appear in Table (10).

Table 10: Results of the Effect of the Combined Conscious Leadership Variable on Silent Resignation

Variables and Dimensions	(R^2)	F-value	(Sig.)	Significance
Conscious leadership	0.072	18.710	0.000	Statistically significant
	Regression coefficient (β)	T-value	(Sig.)	Significance
	0.349	5.330	0.000	Statistically significant

Source: Prepared by the researcher using the (SPSS Ver.22) software

It is observed from Table (10) that the validity of the regression equation model is confirmed by the F-value of (18.710) at a 5% significance level, meaning that silent resignation can be estimated through the combined variable of conscious leadership. The T-value of (5.330) at a 5% significance level indicates a significant effect. Additionally, the positive regression coefficient (β) of (0.349) shows that the effect is positive, meaning that the presence of the combined conscious leadership variable in the Directorate General of Education will positively affect and reduce the level of silent resignation. Meanwhile, the R² value of (0.072) indicates that the combined conscious leadership variable explains (7.2%) of the variation in silent resignation. This result confirms the decision to accept the second main hypothesis.

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS
First: Conclusions
The Researcher Reached a Set of Conclusions as Follows:
1. The results confirmed the existence of a significant positive correlation between the combined conscious leadership and silent resignation, indicating that the more the management of the Directorate General of Education focuses on conscious leadership, the more it reduces the phenomenon of silent resignation.
2. The results confirmed the existence of a significant positive correlation between the four dimensions of conscious leadership and silent resignation, which indicates that the more the Directorate General of Education works on employing leaders with self-awareness, empathy toward others, sufficient knowledge, and the ability to perceive situations, the more positively this reflects on silent resignation, contributing to reducing its levels in the workplace.
3. The results confirmed that conscious leadership positively affects silent resignation, suggesting that applying the concept of conscious leadership in its full essence and training managers and leaders in conscious leadership contributes to reducing silent resignation in the Directorate General of Education.
4. The results confirmed that the four dimensions of conscious leadership positively affect silent resignation, highlighting the importance of leaders having self-awareness, empathy toward employees, adequate knowledge

of how to interact with others, and the ability to perceive situations, as these dimensions help reduce the level of silent resignation in the Directorate General of Education.

5.   The results showed that there is a weak correlation and effect between conscious leadership and silent resignation, indicating that although the Directorate General of Education employs conscious leadership at positions, it is not at a sufficient level to effectively reduce silent resignation among employees.

Second: Recommendations

This section includes an important set of recommendations that the researcher presents to the management of the Directorate General of Education as follows:

1.   Encourage the management of the Directorate General of Education to adopt conscious leadership to reduce the phenomenon of silent resignation, while providing a suitable organizational environment to implement conscious leadership efficiently and effectively.

2.   Encourage cooperation between the Ministry of Education and the management of the Directorate General of Education in Salah al-Din Governorate, guiding them to organize seminars that highlight the importance of conscious leadership within the Directorate.

3.   Encourage the management of the Directorate General of Education to train its leaders in conscious leadership to enhance the leaders' capabilities.

4.   Encourage the management of the Directorate General of Education to organize workshops that clarify silent resignation, its consequences, and its impact on leaders, employees, and the organization.

5.   Adopt reward programs by the management of the Directorate General of Education that motivate employees to complete tasks quickly and accurately, and avoid completing only the minimum required tasks.

6.   Encourage the management of the Directorate General of Education to establish penalties that reduce silent resignation in the workplace.

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