



Education Quarterly Reviews

Al-Baher, I. A. (2026). A Proposed Administrative and Educational Vision to Deepen Organizational Loyalty in Private Jordanian Technical Community Colleges in Light of "Leading by Love" From the Perspective of the Faculty Members Working There. *Education Quarterly Reviews*, 9(1), 26-42.

ISSN 2621-5799

DOI: 10.31014/aior.1993.09.01.617

The online version of this article can be found at:
<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

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A Proposed Administrative and Educational Vision to Deepen Organizational Loyalty in Private Jordanian Technical Community Colleges in Light of "Leading by Love" From the Perspective of the Faculty Members Working There

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Abstract

The research proposed an administrative educational model that would improve the organizational loyalty of Jordanian technical community colleges in the private sector by considering the concept of leadership by love that faculty members hold. The research followed a descriptive survey design with the help of a valid and reliable questionnaire and a stratified random sample of 380 instructors. The results showed that organizational loyalty in such colleges was viewed as moderate when measured with respect to the leadership practices based on care and positive interpersonal relations. Moreover, major disparities were noted based on gender to the advantage of the male faculty members, whilst no significant disparities based on academic specialization or rank were observed. According to these results, the study suggested that the leadership practices and incentives systems along with the employees well-being are vital and work together to enhance the attachment of the faculty members towards their respective institutions and the sustainability of the educational quality, the services provided by the institutions and the academic integrity at large.

Keywords: Jordanian Private Technical Community Colleges, Organizational Loyalty, Leadership by Love

1. Introduction

Higher education plays a major role in ensuring the success of any country, whether economically, politically, socially, or educationally. Hence, community colleges strive to provide distinguished educational services that focus on advanced quality and high standards in higher education, which plays an influential role in leading societies through education, scientific research, and serving the local community. To achieve this, community colleges seek to ensure organizational loyalty among their employees from the academic and administrative

bodies, based on the importance of loyalty in ensuring the provision of educational services and achieving the highest standards of quality in university education, which can only be achieved through an employee who believes in the university's vision, mission, core values, goals, and work plans, and who seeks to translate this into real work based on addressing weaknesses, enhancing strengths, exploiting favorable opportunities, and confronting obstacles and threats that plague the educational organization, in a manner that guarantees its longevity and robustness, and in a manner that elevates the university as a symbol of stable employment, which is a key factor in increasing employee loyalty to the organization.

From this vantage point, organizational loyalty is the bedrock upon which the college builds its ability to attract and retain talented academics and administrative staff, which in turn ensures that the university can continue to function efficiently by making optimal use of its human, material, and technological resources. This, in turn, leads to the desired educational outcomes and the stability necessary for academic incubators to foster innovation and creativity, with a focus on practical specializations and up-to-date programs that meet the academic and technical demands of the job market (Bouledaoui, 2018).

Therefore, organizational loyalty plays a pivotal role in shaping a positive internal work environment, characterized by a healthy atmosphere that enables university employees to perform their duties and responsibilities towards the university community in all its components. Such a matter requires university leaders to understand the importance of organizational loyalty and its ability to reshape the narrative of higher education in line with the developments brought about by the winds of digital transformation and the third millennium (Omar, 2023).

There is a wealth of evidence that shows how important it is to comprehend the multi-faceted nature of organizational loyalty in order to enact laws and regulations that encourage good behavior, discourage bad behavior, and improve morale in the workplace. In addition to satisfying individual and group wants and needs, this also encourages members to feel a strong sense of belonging to the company they work for. Loyalty to one's organization can be described as the degree to which an individual feels a sense of belonging and dedication to their workplace, as well as their desire to stay and contribute to the success of their business. Loyalty like this helps keep things running smoothly in the workplace, encourages better conduct from both individuals and teams, and makes everyone happy in their work (Un Jan, 2022).

The leadership by love approach introduced by Kathleen Sanford is one of the theoretical trends in modern management that places management on the scale of love and emotion, and the set of tastes, inclinations, trends, and values, with love being the main source from which it pulsates, and through which employees find their desire to achieve the successes they dream of achieving through their organization to which they belong and for which they have the deepest feelings of loyalty, which ensures the achievement of tasks with full effectiveness and in a way that creates a state of alignment between the desires of employees and the needs of the organization. It requires – leading with love – to transform the set of behaviors and actions in the organization into a mirror image of the values and beliefs of management by maternal instinct, and then to bring about a change in the organization's culture towards management by instinct, and here the administrative leader succeeds in his management (Al-Dhamrat, 2021).

Hence, leadership by love is an administrative style based on motivating employees by treating them as human beings with needs, motives, and feelings, in a work environment characterized by support, respect, and harmony, with the aim of raising productivity levels and achieving goals. Leadership by love is based on variables that collectively form basic principles and pillars, namely: incentives, attention to employees, and leadership style. These variables collectively form an intellectual structure that contributes to organizations, especially educational organizations, experiencing job stability, organizational loyalty, love of work, and considering the organization as the employee's second home, where they return every morning and find what they seek, their reassurance, psychological calm, peace of mind, and organizational family.

2. The Study's Problem and Questions

Private technical community colleges in Jordan are actively working to increase organizational loyalty among their academic and administrative staff in order to raise the level of staff and achieve the highest standards of interaction, integration, and active participation in completing academic and administrative tasks within the college environment. This is especially true of Jordanian higher education institutions.

The study found that academic and administrative staff at private technical community colleges in Jordan exhibited low levels of organizational loyalty. It showed in their lack of enthusiasm for staying on staff or making meaningful contributions to the college's success, especially in areas like community service, research, and teaching. This downturn is probably the result of academic leaders being held responsible for every little thing, academic leaders frequently questioning faculty members, and an authoritarian leadership style that is prevalent at some administrative levels inside the school. In addition, their social and psychological health is underserved, and their experiences outside of university are generally disregarded, and neither financial nor moral incentives are provided. Lectures, as well as other academic and administrative responsibilities within their departments, are affected by their low morale and performance due to these problems. Jordanian private technical community colleges are experiencing a decline in the quality of their relationships with students and faculty, as well as an end to the cycle of respect, appreciation, praise, acknowledgment of others' efforts, and listening to students' pain and threats from both inside and outside the university, as a result of the higher education organization's tendency to increase complicated routine procedures and a lack of student involvement in these institutions' vital activities.

Several studies have pointed to this, such as the studies by Al-Daradkeh & Al-Hunaity (2023), Omar (2023), Un Jan (2022), Rodríguez (2021), Khalifat (2019), Boulidaoui (2019), Al-Nawafah (2018), Zneini (2017), and Abdul Rahman (2015). This study seeks to propose a suggested administrative and educational model to deepen organizational loyalty in private Jordanian technical community colleges in light of the leadership by love theory, by providing responses to the following questions:

Question 1:

What are faculty members views about the level of organizational loyalty in the context of the private Jordanian technical community colleges in case the leadership practices are discussed through the lens of the Leadership by Love approach?

Question 2:

Do the perceptions of faculty members towards organizational loyalty in private Jordanian technical community colleges, as presumed by the Leadership by Love approach, significantly differ depending on gender, academic specialization, or academic rank at the significance level ($\alpha =.05$)?

Question 3: What is the proposed administrative and educational model for deepening organizational loyalty in private Jordanian technical community colleges, based on the principle of "leading by love"?

Question 4: From the perspective of experts and specialists, how suitable is the proposed administrative and educational model for deepening organizational loyalty in private Jordanian technical community colleges, based on the principle of "leading by love"?

3. The Study's Significance

The following are some of the ways in which it is believed that the findings of this study can help:

- Theoretically, by expanding our understanding of organizational loyalty in light of love-based leadership and strategies for fostering it.
- Practically speaking, by bolstering the various levels of loyalty among academic and administrative staff, the area of higher education and its decision-makers and policymakers will benefit.

4. Terminology for the Study

The following terms are included in this study:

- **Jordanian Private Technical Community Colleges:** These are Jordanian higher education institutions managed by private entities or individuals. They offer intermediate diploma programs in technical, engineering,

medical, and administrative fields, and are characterized by their focus on practical skills needed by the labor market. (Al-Baher, 2025)

- **Organizational Loyalty:** This refers to the extent of an employee's attachment to and commitment to their organization, their willingness to remain there, and their diligent work towards its success. (Zenini , 2017).

- **Management by Love:** This is a modern management approach that focuses on strengthening positive human relationships within the work environment, and on leadership based on the values of compassion, respect, and appreciation, thereby ensuring the creation of a healthy emotional environment that supports the success of both individuals and the organization (Al-Dhamrat, 2021) .

5. Study Limitations

"The following were some of the limitations discovered in the study":

- **Human Limitations:** Faculty members of private Jordanian technical community colleges.

- **Limitations Temporal:** "The academic year" (2025/2026).

- **Spatial Limitations:** "Private Jordanian technical community colleges".

6. Literature review

The earlier studies, which had focused on detecting the level of organizational loyalty among faculty members, had always pointed to the tendency of the degree of loyalty existing between the faculty to be within an intermediate range, however, varying factors have been identified to affect the same construct in different institutional and cultural set ups. Initial researchers in Jordanian universities have noted moderate levels of organizational loyalty among university members, with differences being related to the nature of the institutions, especially the difference between the public and the private universities where the latter have been observed to have a higher level of loyalty (Abdul Rahman, 2015). The same tendencies were followed in the North African universities, where organizational loyalty among university professors in Tunisia, Algeria, and Morocco was also found to be moderate, and gender appeared to be a strong factor in favor of male members of the university faculty (Znini, 2017).

Further studies later widened the field of study by analyzing the connection between job satisfaction and organizational loyalty in institutions of higher learning. The results obtained at the level of the universities in Jordan showed that job satisfaction and organizational loyalty were seen at the moderate level, as well as a direct impact of job satisfaction on the commitment to organizations was identified, which was due to incentives and working stability (Al-Nawafah, 2018; Khalifat, 2019). Similar findings were presented in administrative and technical personnel of Algerian universities, where the level of organizational loyalty was moderate among the groups of employees, which supports the validity of the trend in the various institutional functions (Bouledaoui, 2019).

The more recent research has placed the focus on leadership styles as the critical factor determining the organizational loyalty and the relevant outcomes. Leadership that is based on care and emotional attachment, frequently known as leadership through love or maternal leadership, was proven to be effective at improving job satisfaction and increasing emotional attachment, cooperation, and loyalty of the employees towards their institutions (Khaloufi, 2020). The advantage of leadership by love on faculty performance was further supported by empirical data collected in Jordanian universities, as it was determined that differences were evident between colleges and gender, and academic rank was not influential (Al-Dhamrat, 2021).

Simultaneously, the multidimensional concept of the loyalty has been highlighted by international studies through the inclusion of the stakeholder views. Research based on the European university setting showed that satisfaction and institutional reputation are critical to influence the formation of loyalty, yet the proportions of their importance vary among the students, social organizations and the community (Rodriguez, 2021). Love-based leadership also turned out to be positively related to organizational commitment among teachers at the school level, and the findings represent a large percentage of teachers being highly committed and insignificant across demographic factors such as gender and years of experience (Al-Nazer, 2022).

More recent studies have further examined the topic of loyalty in a variety of academic settings and have confirmed its interrelation with individual and professional aspects, such as marital status and academic rank, but have reinforced the significance of increasing institutional and community membership in influencing faculty loyalty (Omar, 2023). A further research at Jordanian universities also indicated that there was a strong positive association between citizenship values among academic leaders and organizational loyalty among faculty members, and that the ethical and civic leadership practices should be cultivated to support loyalty at an academic establishment (Dradkeh and Al-Hunaity, 2023).

7. Overview of Past Research and the Relationship of the Current research to Them

Past research was also applied to identify the suitable methodology and statistical procedures, define the theoretical framework of the research themes and variables, and create the research tool, especially the works by Omar (2023) and Khalifat (2019). Such studies were also useful in determining the dimensions of Leading by love, which were adopted in the current study and particularly those by Al-Nazer (2022), Al-Dhamrat (2021), and Khaloufi (2020). The present research is consistent with the prior literature in examining the ideas of organizational loyalty and Leading by love, their dimensions, and their use in the academic institutions of higher education, specifically in the Jordanian technical community colleges with particular references to the private one. Although the present research has parallels to the former research, particularly those by Abdul Rahman (2015) and Al-Nawafah (2015), regarding the research population, it stands out by suggesting an educational model that can enhance organizational loyalty in the private Jordanian technical community colleges in the context of "Leading by love".

8. Procedures & Methodology

Using a descriptive survey approach allowed the research to achieve its goals. Using a descriptive survey approach allowed the research to achieve its goals.

The study population is made up of "3166" faculty members from private technical community colleges in Jordan. The distribution of the study population is shown in Table (1) according to the study variables.

Table 1: Distribution of the population based on the research variables

"Variables"	"Variable"	"Number"	"Total "
Gender	"Male"	2242	3166
	"Female"	924	
Academic Rank	Professor	399	3166
	Associate Professor	676	
	Assistant Professor	1552	
	Lecturer	539	
Specialization	Scientific	1891	3166
	Technology	1275	

Source: The Ministry of Higher Education in 2025.

8.1. Study Sample

The formula developed by Steven Thompson was used to determine the minimal sample size needed to create a stratified random sample that accurately reflected the population. This computation yielded a significance level of $\alpha = 0.05$ and a total of 343 faculty members. To account for sample wastage and non-response, the final sample size was determined to be (450) faculty members. Faculty members from six private technical community colleges in Jordan, distributed among the country's three regions—the Northern, Central, and Southern—were asked to fill

out the survey. The Southern region was home to institutions like the National University College of Technology and the Islamic Community College (388). Data from the study's variables and the Thompson formula were used to establish the distribution of the study's representative sample, see Table (2).

Table 2: Sample distribution according to study variables

Variables	Variable	number	Total
Gender	"Male"	310	450
	"Female"	140	
Academic Rank	Professor	60	450
	"Associate Professor"	96	
	"Assistant Professor"	212	
	Lecturer	82	
Specialization	Scientific	269	450
	Technology	181	

8.2. Research Instrument

To fulfill the study's objectives and address its questions, the research instrument was constructed by analyzing theoretical literature and prior studies, such as those by Al-Daradkeh and Al-Hunaity (2023), Omar (2023), Al-Nazer (2022), and Al-Dhamrat (2021). The final version of the instrument has 38 items spread over three domains: leadership style (14 items), staff well-being (faculty members) (17 items), and incentives (7 items). Prior to this revision, the instrument included 41 items.

The instrument's validity was confirmed through the use of content validity. In its original design, it was presented to (10) highly accomplished educational leadership judges. The participants were asked to provide feedback on the study instrument items, namely on the language and their relevance to the field in which they were included. They could either agree or disagree with the items, suggesting changes or removals. The items numbered 38 after taking their comments into account for deletion, addition, change, and combination.

Utilizing the internal consistency coefficient derived from the Cronbach Alpha equation, Table (3) revealed the reliability coefficients of the instrument's domains. The purpose of this was to ensure that the device was trustworthy.

Table 3: Cronbach's Alpha reliability coefficients for the domains of the study instrument

Number	Field	Cronbach's Alpha
1	The Leadership Style	0.98
2	Care for employees (Members of the faculty)	0.96
3	Incentives	0.92

The appropriate reliability coefficients are shown in Table 3. The institutional fidelity of private technical community colleges in Jordan was evaluated using the following scale: low availability (2.33 and below), medium availability (2.34-3.67), and high availability (3.68 and above).

9. Findings and Discussion of the Study

Results related to the answer to the first question, which was: What is the level of organizational loyalty in private Jordanian technical community colleges in light of the "Leadership by Love" approach, from the perspective of the faculty members working there?

To answer this question, the arithmetic means and standard deviations of the responses of the study sample were calculated, both overall and for each area of the study. Table (4) shows these results.

Table 4: Arithmetic means, standard deviations, and ranking of the level of organizational loyalty in private Jordanian technical community colleges in light of "Leading by Love" from the perspective of the faculty members working therein

Number	Field	Arithmetic mean	Standard deviation	Rank	Availability degree
1	Care for Staff (Faculty Members)	3.55	0.91	2	Medium
2	Leadership Style	3.44	0.57	1	Medium
3	Incentives	3.29	1.01	3	Medium
Total grade		3.57	0.71	Medium	

Organizational loyalty in Jordanian technical institutions was modest, with a mean value of 3.57 and a standard deviation of 0.71, according to Table (5), which examines the Leading by Love approach. The places were as gentle as well. Incentives ranked last with a mean of 3.29 and a standard deviation of 1.01, while employee well-being ranked first with a standard deviation of 0.91. What follows is a rundown of the outcomes for each component:

1. Interest of employees (faculty members): In this field, the arithmetic mean, standard deviations, ranking, and the degree of availability of items were computed and Table (5) indicates this.

Table 5: Arithmetic means, standard deviations, ranking, and level in the Field of employee (faculty member) concern, ranked in descending order

Number	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
5	My efforts are valued by my departmental colleagues.	3.82	0.95	1	High
2	Department meetings are places where I am able to contribute significantly thanks to the administration.	3.79	1.04	2	High
4	My work has been recognized by the department's administration.	3.70	1.14	3	High
10	The trust that the department's administration has in its faculty members allows for a positive kind of oversight.	3.67	1.01	4	Medium
3	Everything that is happening in my department is kept in the loop by the department administration.	3.67	1.01	4	Medium
16	Decisions are made with my opinion in mind by the department's administration.	3.62	1.14	6	Medium
1	It is because of the department's administration that I am able to take part in the department's continuous development process.	3.60	1.09	7	Medium

Number	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
11	The department's faculty members are all evaluated using the same criteria.	3.59	1.13	8	Medium
14	Keeping faculty members employed is a top priority for the department's administration.	3.58	1.14	9	Medium
13	The department allows me to participate in courses, conferences, and seminars.	3.57	1.22	10	Medium
6	The tools at my disposal allow me to carry out my scholastic responsibilities to my satisfaction.	3.55	1.19	11	Medium
15	In my department, there is a feeling of justice.	3.52	1.21	12	Medium
17	The administration of the department ensures that faculty members have many possibilities for continuous professional growth, training, and preparation.	3.48	1.11	13	Medium
9	Whenever my workload grows, I have the chance to receive support from the department administration.	3.46	1.12	14	Medium
8	I feel comfortable and secure in my work environment because of the location and the equipment.	3.35	1.15	15	Medium
12	My ambitions and aspirations for realizing my potential are met by the department.	3.32	1.20	16	Medium
7	To raise my level of living, I am content with the privileges that are at my disposal.	3.17	1.30	17	Medium
Total grade		3.55	0.90	Medium	

With arithmetic mean of (3.55) and standard deviation of (0.90), Table (5) reveals a modest level of organizational loyalty among faculty members at Jordanian private technical community colleges that prioritize love-based leadership in the field of concern. The items in this moderate sector ranged from "My colleagues in the department admire my efforts" (item 5) to "I am content with the privileges available to me to raise my level of living," with the former taking first place and the latter taking second. This might be because faculty members work together exceptionally well on the projects given to them by the department head, because they all know how important it is to improve the quality of education their students receive, and because they all know what it is like to work in this environment. This could be because the department head is able to offer perks that make faculty members more driven, particularly when it comes to climbing the ladder to the coveted social level they have their sights set on.

2. Field of Leadership style: The arithmetic means, standard deviations, ranking and degree of availability for the items in this domain were calculated, and Table (6) shows this.

Table 6: Arithmetic means, standard deviations, ranking and level in the leadership style field

Number	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
2	When the faculty of a department gathers for an external meeting, the academic leadership of that department represents them.	3.98	0.89	1	High
8	Communication between faculty members and the department's academic leadership is encouraged at all times.	3.90	1.01	2	High

Number	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
7	The academic leadership of the department works hard to carry out directions precisely.	3.81	0.89	3	High
1	All decision-making power and jurisdiction remains with the academic leadership of the department.	3.79	0.96	4	High
5	The academic leadership of the department considers the potential and strengths of the faculty members when they distribute academic responsibilities.	3.76	1.03	5	High
12	Faculty members receive comments on academic matters from the department's academic leadership.	3.69	0.96	6	High
11	When problem-solving, the academic leadership of the department considers the many viewpoints held by faculty members.	3.68	0.97	7	High
10	The department's academic leadership strives diligently to positively address the needs of the faculty members.	3.55	1.06	8	Medium
9	Opportunities for faculty members to strengthen their talents are provided by the academic leadership of the department.	3.53	1.16	9	Medium
14	Departmental academic leadership delegated greater authority and responsibility to faculty members in order to increase productivity.	3.47	1.05	10	Medium
13	The academic leadership of the department has one-on-one meetings with all of the faculty members to hear their voices.	3.13	1.21	11	Medium
3	The department's academic leadership and faculty members have strong conversational exchanges.	2.86	1.30	12	Medium
4	Academic leadership of the department meets with faculty members on a frequent basis for consultations.	2.66	1.36	13	Medium
6	It is the belief of the department's academic leadership that faculty members should not be engaged in conversations about academic work.	2.44	1.34	14	Medium
Total grade		3.44	0.57	Medium	

The results indicate that organizational commitment was moderate in the Jordanian colleges of private technical community when examined through the leadership by love dimension of concern for faculty members. This analysis is supported by Table (5). The average is 3.55 and the standard deviation is 0.90, indicating a reasonably balanced yet dubious feeling of commitment among the professors. The members of the faculty gave the statement about mutual appreciation among colleagues the highest scores, which may indicate a high level of collegial respect and collaboration in the academic departments, even though the values in this dimension were only moderate. On the other hand, low levels of agreement were associated with contentment with material advantages to raise living standards, which may be limiting in terms of incentive systems.

This tendency can be regarded against the background of interdepartmental accumulation of academic work, when the duties of the faculty, professional issues and institutional realities tend to be similar among members of the faculty. It seems that such common experiences reinforce interpersonal assistance and group dedication to the improvement of the educational process provided to students. Simultaneously, lower level of satisfaction on

material privileges can be discussed as the limitation of ability of departmental administrations to satisfy the demands of faculty members concerning material growth and social progress. These results indicate that the practices related to leadership that are based on care and cooperation can have a positive influence on the relational loyalty, yet, further focus on the incentive policies can be needed to enhance the organizational loyalty of the faculty members.

Discussions among faculty members regarding academic work are considered extremely important, and this can positively impact the performance and capabilities of the entire department.

3. Incentives Field: Means, standard deviations, rankings, and availability scores were calculated for the items in this area, as shown in Table (7).

Table 7: Arithmetic means, standard deviations, rankings, and incentive levels

Number	Paragraph	Arithmetic Mean	Standard Deviation	Rank	Level
1	Having the support of my coworkers in the department boosts my morale and ultimately my performance.	3.57	1.25	1	Medium
3	There is a supportive and secure atmosphere in the division where I work.	3.53	1.19	2	Medium
2	My performance is improved by the tangible incentives provided by the department.	3.35	1.29	3	Medium
7	The administration of the department offers incentives to its faculty in order to encourage loyalty and long-term employment.	3.27	1.19	4	Medium
5	Promotions are given after taking workload obligations into account by the department administration.	3.23	1.15	5	Medium
4	In my department, we recognize and reward exceptional performance.	3.08	1.24	6	Medium
6	Faculty members are encouraged to suggest new incentive systems by the department administration.	3.02	1.23	7	Medium
Total grade		3.29	1.01	Medium	

The findings based on the dimension of incentives, as shown in Table (7), indicate that the organizational loyalty among the faculty members in the Jordanian private technical community colleges, in the context of leadership by love, was perceived at a moderate level. This is supported by a total mean of 3.29 with a standard deviation of 1.01 with each item having a mean of between 3.57 and 3.02. These findings show that there is an equal perception of incentives demonstrating neither the presence of strong dissatisfaction in employees nor high satisfaction rates among the faculty.

The strongest support of the statement on the importance of moral incentives as a way of improving performance was shared by faculty members who indicated that non-material rewards are very important in motivating the staff in academia. On the other hand, the least degree of consensus was linked to the department administration supporting autonomous faculty members to recommend new incentive-related systems. This difference can be explained by the fact that the department administration adhered to the already existing incentive systems, and it also believed in their effectiveness in meeting both professional and personal needs of the faculty members.

Interpretively, the prevalence of moral incentives can be attributed to the ability of the department administrations and co-workers to show gratitude to the efforts and duties of the faculty members. This type of appreciation has its benefits in that it improves academic and administrative performance through the establishment of a conducive and respectful working atmosphere. Simultaneously, the fact that it is not encouraged much when suggesting innovative incentive systems can be explained by an administrative assumption that the existing incentive framework is adequate and complete, thus making the need to develop or reform the given sphere as less problematic.

Regarding the second research question that tested whether statistically significant differences exist at the significance level (≤ 0.05) in the perceptions of organizational loyalty by the faculty members in the leadership by love model, attributable to gender, specialization, and academic rank, the following section gives and discusses the corresponding inferential statistical findings.

This question was answered as follows:

A. Gender Variable: The arithmetic means and standard deviations were calculated, and a t-test was performed according to the gender variable. Table (8) shows the results.

Table 8: Arithmetic means, standard deviations, and t-test according to the gender variable

Field	Gender	number	Mean	Standard deviation	T-value	Significance level
Leadership Style	Male	274	3.48	0.57	1.975	**0.049
	Female	114	3.35	0.56		
	Total	388	3.41	0.56		
Care for Staff (Faculty Members)	Female	274	3.65	0.89	3.349	**0.001
	Male	114	3.31	0.89		
	Total	388	3.48	0.89		
Incentives	Male	274	3.36	1.02	2.152	**0.032
	Female	114	3.12	0.98		
	Total	388	3.36	1.00		
Overall Score	Female	274	3.63	0.82	2.559	**0.011
	Male	114	3.43	0.83		
	Total	388	3.53	1.65		

** The significance level ($\alpha \leq 0.05$) indicates that the difference is statistically significant.

The t-test was employed to determine if the statistical significance criterion ($\alpha > 0.05$) was met by the differences in the means. In Table 8, we can see that there were significant differences between the sexes at the 0.05 level of significance ($t=2.559$) and the 0.011 level of significance (gender variable). This was found to favor males as shown by the large arithmetic mean. This can be attributed to the fact that the Jordanian colleges of the private technical community are highly indexed in the propensity to hire males as opposed to females and this is evident, this is due to the fact that the females are always undergoing conditions that are related to high levels of hormonal fluctuations following menstruation, besides the changes in the body characteristics following pregnancy. Working women encounter challenges and problems which interfere with their efficiency and effectiveness in executing duties and actions as they are required or to the maximum. It could also be explained by a lack of ambition amongst women and low aspirations of attaining leadership roles, particularly in male dominated societies which the study of the females (2021) confirmed. The ideological value system, customs, traditions, and norms of the Eastern society can also become an obstacle that will not allow women to communicate with the people working with them, particularly males, and learn about the extent of economic, social, and psychological pressures and issues they face within and without the frames of the academic institution. The research by Al-Daradkeh and Al-Hunaity (2023) confirmed this. Additionally, material rewards can be easily accepted by males than females since males have a significant role of sustaining their families and relatives. Thus, the incentive, in particular, the material one, seems to be obvious and explicit with males, as well as more so than that with females.

B. Specialization variable: As stated in Table 9, the arithmetic means and standard deviations were calculated, and a t-test was conducted based on the specialization variable.

Table 9: "Arithmetic means, standard deviations, and t-test according to the specialization variable"

Field	Specialization	number	Mean	Standard deviation	T-value	Significance level
Leadership Style	technology	228	3.42	0.57	-0.834	0.405
	Scientific	160	3.47	0.56		
	Total	388	3.44	0.56		
Care for Staff (Faculty Members)	technology	228	3.52	0.89	-0.757	0.449
	Scientific	160	3.59	0.89		
	Total	388	3.55	0.89		
Incentives	technology	228	3.29	1.02	0.059	0.953
	Scientific	160	3.29	0.98		
	Total	388	3.29	1.00		
Overall Score	technology	228	3.53	1.64	-1.284	0.200
	Scientific	160	3.63	1.67		
	Total	388	3.58	1.65		

** The difference is statistically significant at the significance level ($\alpha \leq 0.05$)

An independent samples t-test was to be performed to test whether the differences between the arithmetic means were statistically significant at the level of significance (0.05 = or less). The findings in Table (9) indicate that the level of organizational loyalty that can be attributed to the specialization variable showed no statistically significant levels, since the t-calculated was (-1.284) with a level of significance of (0.200). The differences were not statistically significant but the arithmetic means were slightly higher in favor of the members of the faculty working in scientific specializations.

This observation can be attributed to the dominant leadership style in the academic departments that seems to be typified by democratic manners and tolerance of diverse views. This kind of leadership style will improve the continuity in the communication between the faculty members who teach scientific subjects, especially considering the overlaps and interrelation of courses taught by them. Such scholastic interdependence requires simplified and efficient degrees of communication as well as interaction within the circle of faculty members and also the interaction between the faculty members and the department administration.

Moreover, the subjective aspect of the sciences can raise awareness of the department administration to the academic and professional issues associated with the faculty personnel, thus promoting more administrative support. This assistance can be in the form of availing of the required resources, enabling faculty members to attend seminars and nominating them to take training courses outside the institution. These practices help in improving the academic growth of the members of the faculty which can be seen in their positive attitude towards the institution, commitment to the institution and desire to dedicate their skills and competences in ensuring that their colleges are advanced and successful.

C. Academic Rank Variable: Table (10) displays the results of calculating the arithmetic means and standard deviations using the academic rank variable.

Table 10: "Arithmetic means and standard deviations according to the academic rank variable"

Field	Academic Rank	Number	Arithmetic Mean	Standard Deviation
Leadership Style	Professor	44	3.53	0.65

	Associate Professor	86	3.62	0.60
	Assistant Professor	195	3.36	0.51
	Lecturer	63	3.38	0.58
	Total	388	3.75	0.91
Care for Staff (Faculty Members)	Professor	44	3.58	0.95
	Associate Professor	86	3.67	0.96
	Assistant Professor	195	3.56	0.87
	Lecturer	63	3.33	0.86
	Total	388	3.53	0.91
Incentives	Professor	44	3.33	1.09
	Associate Professor	86	3.43	1.00
	Assistant Professor	195	3.29	0.98
	Lecturer	63	3.05	1.04
	Total	388	3.27	1.02
Overall Score	Professor	44	3.61	1.59
	Associate Professor	86	3.69	1.73
	Assistant Professor	195	3.54	1.61
	Lecturer	63	3.45	0.84
	Total	388	3.57	1.44

Table (10) indicates that there seems to be an apparent difference in arithmetic means, in relation to the academic rank variable. Students under (Associate Professor) category scored the highest with an arithmetic mean of (3.69), followed by students under (Professor) category with an arithmetic mean of (3.61), and then finally students under (Lecturer) category had an arithmetic mean of (3.46). To discover whether the differences between the means were statistically significant at the level of significance (0.05), a one-way ANOVA was used and the ANOVA results were presented in Table (11).

Table 11: "One-way ANOVA to find the significance of differences according to the academic rank variable"

Field	Source of Variance	Sum of Squares	Degrees of Freedom	M-Squares	F-value	Significance Level
Leadership Style	Between groups	4.344	3	1.448	4.562	**0.004
	Within groups	379.819	349	1.088		
	Total	384.163	352			
Care for Staff (Faculty Members)	Between groups	4.496	3	1.499	1.829	0.141
	Within groups	368.374	349	1.056		
	Total	372.87	352			
Incentives	Between groups	5.069	3	1.690	1.646	0.178

	Within groups	233.309	349	0.668		
	Total	238.378	352			
Overall Score	Between groups	3.076	3	0.316	0.633	0.56
	Within groups	295.151	349	0.311		
	Total		352			

** The difference is statistically significant at the significance level ($\alpha \leq 0.05$)

Table (11) results depict that there are no statistically significant differences at (a=AIES) of 0.05 based on the academic rank variable using the obtained F-value = 0.633 and significant level of (.56). This is applicable to the majority of the areas except the area of leadership style. This can be explained by the fact that the faculty members, who work at the level of professor, assistant professor, lecturer, are interested in incentives, financial gains, networking, and advisory positions that can meet their desires, allow them to realize their abilities and potential, and provide them with a chance to reach their professional aspirations and expectations of promotion and the career growth.

The differences were in favour of the category of Associate Professor over the category of Assistant Professor in the area of leadership style, in favor of the category of Associate Professor over the category of Lecturer in the area of employee care and also in favour of the category of Associate Professor over the category of Lecturer in the area of incentives. The test of differences presented in Table (12) with Scheffé was applied in order to establish the attribution of the differences based on the academic rank variable in the areas.

Table 12: "Scheffé's test for post-hoc differences attributable to the academic rank variable"

Academic Rank		Arithmetic Mean	Professor	Associate Professor	Assistant Professor	Lecturer
			3.61	3.69	3.54	3.45
Professor	3.61	-	0.955	0.954	0.710	
Associate Professor	3.69	0.955	-	0.497	*0.256	
Assistant Professor	3.54	0.954	0.497	-	0.835	
Lecturer	3.45	0.710	0.256	0.835	-	

The difference is statistically significant at the ($\alpha \leq 0.05$) level.

The difference was more favorable to the Associate Professor group than the Lecturer category, as seen in Table (15).

Results related to the answer to the third question, which reads: What is the proposed administrative and educational model for deepening organizational loyalty in private Jordanian technical community colleges in light of the "Leadership by Love" approach?

To answer this question, an administrative and educational model was proposed based on the results of the study instrument, which revealed the level of organizational loyalty in private Jordanian technical community colleges in light of the "Leadership by Love" approach and its dimensions, namely leadership style, employee care, and incentives. Table (16) illustrates this model.

Table 16: A proposed educational and administrative framework for deepening organizational loyalty in private Jordanian technical community colleges in light of the "Leadership by Love" approach.

Proposed Educational Administrative Vision	
Leadership Style	
1	Encouraging research and scientific initiatives and adopting innovative ideas by reducing the teaching load of distinguished faculty members and forming temporary research support teams to assist them.
2	Providing online platforms for surveying opinions before making decisions related to faculty members.
3	Replacing interrogations directed at faculty members with practical guides and ready-made solutions that clarify errors and how to address them, thus ensuring they are not repeated.
4	Allocating weekly office hours for direct communication between academic leadership and faculty members.
5	Adopting an open-door policy to identify faculty issues and address them constructively
Procedures related to employee welfare	
1	Providing faculty members with opportunities to participate in meetings held at the university's highest levels.
2	Providing faculty members with opportunities to participate in discussions regarding development plans and course approvals, and ensuring they are kept informed of all departmental activities.
3	Providing faculty members with the necessary physical and technical resources and equipment.
4	Ensuring the continued participation of faculty members who have reached retirement age .in supervising theses, and assigning them a workload appropriate to their abilities
5	Standardizing faculty evaluation criteria to ensure distributive, procedural, interactive, and .evaluative fairness among them
Procedures related to incentives	
1	A clear statement of motivational criteria should be provided to each faculty member through regular meetings, ensuring the prevention of conflict among staff.
2	A faculty member should be motivated to attend a (local or external) course or seminar that will benefit them materially and morally, and this motivation should start with verbal praise and acknowledgment and finish with promotion.
3	Promotions within the college should be linked to workload.
4	Retreat sessions should be held between the department head and each faculty member to .identify and address their individual needs
5	By distributing a particular percentage of the educational institution's shares to each faculty member, faculty members should have the chance to share in the profits generated by education.

In light of leadership by love, how appropriate is the proposed educational administrative vision for strengthening organizational loyalty in private Jordanian technical community colleges? This is the fourth question that the results pertain to, and they are based on the opinions of experts and specialists.

Presenting the suggested educational administration model to a panel of nine experts and specialists allowed us to gauge the level of appropriateness and so answer the question. Due to its relevant content and integrity, the educational administrative model that was offered to strengthen organizational loyalty in private Jordanian technical community colleges based on the principle of "leading with love" was found to be adequate.

10. Recommendations

Based on the preceding findings, the researcher recommends the following:

1. Academic leaders in Jordanian private technical community colleges should work to ensure a stable and supportive work environment that fosters faculty loyalty and empowers them to be effective contributors to academic work and any assigned administrative duties.
2. Academic leaders should enhance both material and moral incentives, reward outstanding effort, and recognize and celebrate exceptional achievements.
3. More conferences, seminars, and regular meetings should be held between academic leaders and faculty members to identify weaknesses that may hinder their advancement and to listen to their concerns, opinions, and suggestions.

Funding: Not applicable.

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics Approval: Not applicable.

Declaration of Generative AI and AI-assisted Technologies: This study has not used any generative AI tools or technologies in the preparation of this manuscript.

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