

Inspirational Leadership among Arab Secondary School Principals in Jerusalem and its Relationship to their Administrative Effectiveness from the Teachers' Point of View

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Abstract:

The study aimed to identify the degree of practice of inspirational leadership among principals of Arab secondary schools in Jerusalem, as well as to identify the level of administrative effectiveness and to Find out if there is a correlation between the degree of practice of inspirational leadership by principals of Arab secondary schools in Jerusalem and the level of their administrative effectiveness from the point of view of teachers. The descriptive survey methodology was used to achieve the objectives of the study. The researchers constructed a questionnaire to achieve the study's objectives. It was distributed to all members of the population, and (219) questionnaires were retrieved from the study population, which consisted of (222) male and female teachers. The results showed that the practice of inspirational leadership was high, and the administrative effectiveness was also high. The results also showed a positive correlational relationship between the level of inspirational leadership and their administrative effectiveness from the teachers' point of view.

Keywords: inspirational leadership, administrative effectiveness, Arab schools, Jerusalem.

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القيادة الإلهامية لدى مديري المدارس الثانوية العربية في القدس وعلاقتها بفاعليتهم الإدارية من وجهة نظر المعلمين

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ملخص:

هدفت هذه الدراسة التعرف إلى درجة ممارسة القيادة الإلهامية لدى مديري المدارس الثانوية العربية في القدس، والتعرف إلى مستوى الفاعلية الإدارية، ومدى وجود علاقة إرتباطية بين درجة ممارسة القيادة الإلهامية لمديري المدارس الثانوية العربية في القدس ومستوى فاعليتهم الإدارية من وجهة نظر المعلمين. ولتحقيق أغراض الدراسة تم استخدام المنهج الوصفي المسحي، واستخدمت الاستبانة لتحقيق أهداف الدراسة، إذ تم توزيعها على جميع أفراد المجتمع، وتم استعادة (219) استبانة من مجتمع الدراسة البالغ عدد أفرادها (222) معلما ومعلمة. وأظهرت النتائج أن ممارسة مديري المدارس الثانوية العربية في القدس للقيادة الإلهامية جاءت بدرجة عالية، كما جاءت درجة الفاعلية بدرجة عالية أيضا. كما أظهرت النتائج وجود علاقة إيجابية طردية ذات دلالة إحصائية بين مستوى القيادة الإلهامية لدى مديري المدارس الثانوية في فلسطين وفاعليتهم الإدارية من وجهة نظر المعلمين .

الكلمات المفتاحية: القيادة الإلهامية، الفاعلية الإدارية، المدارس العربية، القدس.

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Introduction

School administration represents the actual field for the combined efforts of its employees, including teachers and administrators who lead and manage the school's operations. The functional tasks of the school administration are large and its responsibilities are multiple. They do not stop at the administrative aspects but rather include educational guidance, which is one of the important matters for following up on the progress of the educational process, diagnosing strengths and weaknesses, and directing teachers.

According to Al-Saud (2022), educational organizations have realized the need to move from the stage of educational administration to the stage of educational leadership that is concerned with innovation and development, and to provide aspects of work with a spirit that turns work into pleasure. Educational leadership is represented by the presence of a leader who has gone beyond the management stage and has a magical influence on those working with him, stimulates motivation, raises the morale of teachers, and has great foresight and vision about where schools are heading.

In the Palestinian context, the need has emerged in Palestinian educational institutions to understand the role of the educational leader who achieves the success of the school in all its aspects. The Palestinian educational institution especially in Jerusalem is in a real dilemma in the face of the educational learning process and is living in a struggle over the appropriate methods to chart a promising future for an entire generation suffering from special political, economic, and social difficulties. In Jerusalem, education plays an important role in empowering young people and preparing them for a better future (Al-Nimri, 2001).

The Palestinian educational organization in Jerusalem needs to prepare leaders who can deal with all these difficulties by integrating inspirational leadership into the education system, to improve the quality of education and enhance academic achievement which contributes to building a conscious, educated society that seeks to achieve independence and progress under difficult circumstances.

According to Hooper (2003), the need appeared for leadership styles that meet the needs of subordinates at the beginning of the current century. The current requirement for both economic and educational organizations is directed towards more important management that focuses on the interests of the people and builds leadership that pays attention to all parties related to the organization.

Leadership concepts developed until they reached the concept of the art of influencing the behavior of others according to the leadership characteristics possessed by the leader, the nature of the individuals, and the leadership position. This led to the emergence of charismatic leadership, with its synonyms: inspirational leadership and inspiration. According to a study conducted by Garton (2017), he stated that inspirational leadership lies in the ability to positively influence others and motivates them to succeed by possessing qualities that are considered a gift from God to a few people, and that can create a leader. The most important qualities that inspire a leader are a clear vision, The ability to motivate, integrity and honesty, excellent communication skills, optimism, the ability to challenge, and self-confidence. (Fullan,2023).

Many studies show a strong link between inspirational leadership and effective management. Kariuki (2021) noted that leadership impacts the educational process by connecting teachers with the school's goals and adapting to changes. Effective leaders address work problems, develop solutions, and can only change by doing things differently.

Inspirational leadership:

With many challenges and pressures, the need has emerged for inspirational leadership, which is usually considered part of transformational leadership. Bass (1999) included inspirational leadership as one of its components in his proposal for transformational leadership. A closer examination of the meaning of the four components of transformational leadership shows that the concept of "inspirational leadership" is central to the other three components. Bass said an inspirational leader "uses persuasive appeals and elicits 'emotional acceptance.' This inspirational appeal aims to generate enthusiasm and develop commitment, which constitutes the main role of a transformational leader. Although Bass referred to inspirational leadership as an element of transformational leadership, some scholars considered it different from transformational leadership. It is a leadership style that focuses on motivating followers, achieving positive change, and improving performance through developing positive relationships and building a shared vision (Lee, 2014).

Feser (2016) defined inspirational leadership as a process of social influence that mobilizes the support of individuals and teams to achieve a common goal. It is a set of traits that leaders use to attract their followers to create a commitment to action and change and enable them to act. He

also defines inspiration as the creation of passion and drive that has an uplifting influence on an individual's thoughts, emotions, and energy to transform people and organizations.

Elements of inspirational leadership:

Whoever explores the qualities of inspirational leadership will find it to be an essential element for many types of leadership, such as transformational leadership, and will find it an integral part of many leadership theories. However, it is unique in the presence of four elements that together constitute the essence of inspirational leadership, which are: (Feser, 2016).

1. Inspirational leadership is viewed as a set of behaviors that can be learned by anyone through awareness, intentionality, and consistent practice.
2. It involves addressing the internal motivations, values, and true emotions of others, appealing to their values and emotions simultaneously.
3. Inspirational leadership is goal-oriented, aiming to create a commitment to pursue a particular course of action.
4. It includes empowering behaviors like setting goals, delegating, holding people accountable, and providing feedback.

Is an inspirational leader “born,” or “made”?

One of the controversial topics in the field of leadership is whether leaders are born or made. This is an ongoing pivotal question in the fields of psychology and leadership science. Some basic forces seem to work on developing leaders and play an important role in creating inspiring leaders, and they are as follows, as Penttilä pointed out (Penttilä, 2021):

1. Genetic principles suggest that some leadership traits, like intelligence, energy, emotional intelligence, and creativity, may have a genetic component, indicating that some individuals may be naturally predisposed to being inspirational leaders.
2. Environmental and educational factors also play a significant role in developing inspirational leadership qualities, with experiences, motivation, and learning influencing the development of these traits.

Johnson, Vernon, McCarthy, Molson, Harris, & Jang (1998) suggested that personality traits, including those that differentiate leaders from non-leaders, may have a genetic component due to the moderate to high heritability of such traits. The development of an inspirational leader is seen as a result of interactions between genetics, environment, culture,

and social and biological factors, shaping the unique abilities of exceptional leaders.

Dimensions of inspirational leadership:

Several principles distinguish inspirational leaders from un-inspirational leaders, according to Greenberg & Baron (2003).

1. An inspiring leader has unwavering integrity, leads by example, and earns the trust and respect of those he leads.
2. Inspirational leaders have a clear vision of the future and effective communication skills.
3. Inspirational leaders empower others by providing them with the resources, support, and autonomy they need to succeed.
4. Inspirational leaders possess high emotional intelligence, empathy, and compassion and understand the needs and aspirations of their followers.

These qualities combine to create a magnetic presence that inspires others to follow and emulate them, is recognized as agents of change, cares about their team members, and wants them to achieve the best they can.

Max Weber, mentioned in Shamir and Howell (Shamir & Howell, 2018), defined the charismatic leader as one who derives his authority from the popular belief that an inspirational leader possesses a mysterious quality that provides a strong foundation for influencing others. In the view of Lovegrove & Vrioni (2010), inspirational leaders are more than just motivators and more than just charismatic icons. These special people have a knack for consistently making great decisions. They can absorb a wide range of criteria and shape them into visionary strategies. They lead in the same way as the principals of a symphony orchestra, they inspire the talents around them to achieve extraordinary results. According to early studies conducted by Robert J. House mentioned in (Lakshmana, 2015), inspirational leaders work hard and try to manage the organization effectively and efficiently. Furthermore, they also create a climate for organizational change.

Administrative Effectiveness

Relating this to the evaluation of a principal's success and the organization they lead, a comprehensive system of criteria is necessary to assess performance, including administrative effectiveness. The concept of administrative effectiveness is subjective and can vary based on the evaluator's perspective, lacking a single, unified definition. Many researchers define effectiveness according to their specific theoretical

frameworks. Inspirational leadership, as described by (Salas-Vallina, Simone & Fernández-Guerrero, 2020) could be a crucial component in such evaluations, as principals who embody these qualities may foster a more engaged, motivated, and high-performing school environment. By building trust, encouraging participation, and maintaining a strong commitment to core values, inspirational principals can lead their schools to greater success, even in the face of challenges.

Effectiveness and efficiency are key terms in organizational and administrative behavior. From Taylor, the father of scientific management, to supporters of the behavioral and modern schools, various thinkers have sought to define these concepts. Effectiveness refers to doing the right thing and achieving desired goals or results under normal conditions, providing information on how well something is done. Efficiency, on the other hand, involves doing things the right way, economically, and reducing resource waste. (Piran et al., 2020).

Effectiveness in leadership is often measured by quality and satisfaction. Junarso (2009) stated that an individual's abilities directly impact their task performance. Effectiveness equates to achievement, defined as completing planned objectives within a set timeframe. Ibaya (1996), cited by Besong (2001), viewed effectiveness as fulfilling specific responsibilities within a professional environment.

Evaluating a principal's success requires a comprehensive system that includes administrative effectiveness, which is subjective and varies by perspective. Robbins et al. (2017) believed that administrative effectiveness involves achieving organizational goals efficiently through wise resource use and task accomplishment. Incorporating qualities of inspirational leadership in evaluations can enhance a principal's impact, fostering trust, participation, and commitment to core values, ultimately leading to higher satisfaction and achievement.

Stanfield (2009) argued that effective leaders exhibit honesty and integrity, especially when unobserved, and do the right thing even when it's easier to do wrong. Leadership isn't confined to top positions; some of the best leaders are found in everyday roles, like principals and schools. Effective leadership, as inspired leaders demonstrate, works from the bottom up, not just from the top down.

Effective principal skills:

The skills of effective principals vary depending on the context and nature of the field in which they work, but in general, effective principals

possess a combination of personal, organizational, and strategic skills. Here are some basic skills often associated with effective administrators as summarized by Katz (2009):

Leadership skills, Communication skills, Problem-solving skills, Organizational skills, Interpersonal skills, Strategic planning, Adaptability, Financial Management, Technical expertise, and Team building.

These skills collectively contribute to an administrator's effectiveness in managing people, resources, and processes to achieve organizational goals. Leaders who apply these methods gain certain traits as they find themselves with happier employees.

Effective management involves self-belief, maturity, conviction, and experience. Great leaders possess a clear vision, motivating others and fostering teamwork. Key leadership traits include high energy, physical stamina, and stress tolerance, enabling them to handle fast-paced and chaotic situations. Effective leaders demonstrate emotional resilience, problem-solving skills, creativity, and flexibility in considering diverse solutions and viewpoints (Kapur, 2020).

A study by Shooshtarian & Amini (2012) aimed to identify the relationship between leaders' behavior and their efficiency, as well as between their behavior and return on investment. Using a descriptive methodology, the study involved 602 participants (266 public employees and 336 private employees) and employed a questionnaire measuring two dimensions of leader behavior: "structure-oriented" (task-oriented and goal-directed) and "consideration" (sensitive and respectful towards subordinates). Additionally, a 10-item questionnaire assessed employee competence, including variables like commitment, punctuality, and maintenance. The results indicated a statistically significant relationship between leaders' behavior and their effectiveness in both sectors, as well as between leaders' behavior and return on investment.

According to Bolanle (2013) study "Principals' leadership skills and school effectiveness: The case of Southwestern Nigeria," the research aimed to identify the leadership skills of public secondary school principals in southwestern Nigeria and their relationship to school effectiveness, measured by students' academic achievement. Using a descriptive survey methodology, the study sampled 154 principals and 770 teachers from three of six States in the region. Data were collected using two questionnaires designed for principals and teachers. The results showed that principals possessed technical, personal, conceptual, and

principal skills, and there was a statistically significant relationship between these skills and school effectiveness.

A study by Boonla & Treputtharat, (2014) aimed to examine leadership among school principals affiliated with the Education Service Office Secondary School District 20 in Thailand, as well as to assess effectiveness in these schools. Additionally, the study focused on exploring the relationship between leadership style and school effectiveness. To achieve the objectives of the study, the study population consisted of 2788 Principals and teachers affiliated with the Secondary Educational Services District Office 20. The sample included 113 principals. School and 338 teachers. The questionnaire was used as a study tool. The results showed that the supportive leadership style obtained the highest average score, as the supportive administrators were friendly, easy to deal with, and concerned with the well-being and needs of subordinates, while the lowest average score was the leadership style based on reward and punishment. Therefore, a positive relationship was found between supportive leadership style and the effectiveness of schools affiliated with the Secondary Education Services Office in Region 20 Thailand.

Laila (2015) conducted a study focused on enhancing public schools in the Kingdom of Saudi Arabia. The research aimed to understand factors enhancing or hindering school effectiveness and the main principles for effectiveness, including effective leaders, teachers, and environment. The survey method was used with 179 teachers and 11 school leaders, employing a questionnaire for quantitative data and interviews for qualitative data. Results indicated that the lack of effective leaders, teachers, and environment is a key challenge for public schools.

Dös and Savas (2015) conducted a study to identify the characteristics and roles of primary school administrators from the perspectives of teachers and administrators and to discuss their training within the context of effective schools. The study, designed as a qualitative phenomenological study, collected data through a questionnaire with six open-ended questions. The sample included 26 teachers and four administrators from three primary schools in Gaziantep. Results indicated that effective school principals exhibit leadership qualities, strong personal relationships, and consider social and personal characteristics.

A study by Poojomjit, et. al (2018) aimed to identify indicators of inspirational leadership among primary school principals in Thailand. To achieve the objectives of the study, a descriptive survey methodology was used, and the study population consisted of all primary school principals in

Thailand. Using a multi-stage random sampling method, a random sample of 660 male and female principals was drawn from 24,326 individuals. Their data were collected through a questionnaire. The study results showed that the requirements of inspiring leadership, including vision, confidence, enthusiasm, and optimism, are present in principals' Primary schools in Thailand to a large extent.

Ybnu, Tamsah, Nasruddin, Hildayanti, Bin-Tahir, Muchtar, & Syamsuriyanti, (2021) explored a study aimed at creating and conducting an examination of the job of Inspirational leadership in improving work efficiency in the education department. The descriptive approach was used and the study sample consisted of 90 employees in the Tumacaka Mamuju Community Education Department, West Sulawesi. The research results showed that charismatic (inspirational) leadership is of vital and fundamental importance in influencing efficiency. Career innovation Inspirational leadership has also been shown to have a positive and significant impact on the quality of work in education management in the Tumacaka Mamuju community, West Sulawesi, Singapore.

Newman (2022) conducted a study to explore the challenges encountered by school leaders in motivating teachers to actively engage in enhancing teaching and learning. The research also aimed to comprehend the behaviors and strategies employed by school principals to inspire teacher participation. To achieve these objectives, a qualitative approach was utilized, involving data collection through interviews, observations, and surveys. The results revealed that secondary school principals inspire teachers by building trust, establishing relationships, and providing opportunities for personal and organizational growth. The results of the study are expected to help enhance inspiring school leadership behavior associated with improving teachers' cooperation.

To conclude, one can notice that the above-mentioned studies seemed to indicate the importance of Inspirational Leadership. However, few studies have addressed the topic of inspirational leadership and administrative effectiveness of high school principals, and none have focused on Arab school principals in Jerusalem.

The reality of inspirational leadership and administrative effectiveness in Arab schools in Jerusalem is complex. While inspirational leadership is essential for creating a motivating environment, challenges such as political tensions and resource constraints can hinder effective leadership. Despite challenges, many schools demonstrate resilience and innovation in

their leadership approaches, striving to provide quality education in adversity.

Statement of the Problem

Numerous studies, (Dös and Savas, 2015), (Newman, 2022), (Ybnu,et.,al,2021), underscore the importance of inspirational leadership in education, highlighting its direct and indirect impacts. Principals who adopt an inspirational leadership style can shape a school environment that enhances teacher well-being, improves performance, and boosts productivity. This leadership approach influences teachers through unique behaviors in persuasion, guidance, and motivation, resulting in exceptional educational outcomes that can compete globally by elevating the quality of education in Palestinian schools, especially in Jerusalem, to international standards. After observing varying levels of inspirational leadership among school principals over 25 years of teaching experience, one researcher decided to investigate the correlation between inspirational leadership and administrative effectiveness. This study aims to answer the following main question:

- To what degree do secondary school principals at Arabic schools in Jerusalem practice inspirational leadership and its relationship to their administrative effectiveness?

Purpose and Questions of the Study

This study aims to identify the extent to which secondary school principals in Jerusalem practice inspirational leadership and its relationship to their administrative effectiveness from the teacher's point of view by answering the following Questions:

1. What is the degree of practicing inspirational leadership among Arab secondary school principals in Jerusalem from the point of view of the teachers working with them?
2. What is the degree of administrative effectiveness of Arab secondary school principals in Jerusalem from the point of view of their teachers?
3. Is there a statistically significant correlation at the significance level ($\alpha = 0.05$) between the level of inspirational leadership practice among school principals in Jerusalem and their administrative effectiveness?

Significance of the study

Theoretical importance: The importance of this study comes from the importance of its topic, which is "Inspirational leadership among Arab secondary school principals in Jerusalem and its relationship to their administrative effectiveness from the teachers' point of view. This

research contributes to leadership theory by providing insights into how inspirational leadership is perceived and practiced in educational settings, particularly in culturally diverse and politically complex environments.

Practical importance:

It is hoped that Arab secondary school principals in Jerusalem will benefit from this study and its recommendations.

1. Contributing to developing the performance of educational institutions by following modern leadership methods that lead to achieving educational goals in light of contemporary changes directed toward comprehensive quality and competitive advantage.
2. Providing feedback to the Palestinian Ministry of Education on modern leadership methods that aim to achieve cooperative and positive work environments.

Limitation of the Study

The study is limited to the upper secondary school teachers at Arab Schools in Jerusalem for grades 10-12. Also, it is limited to its subject which is the degree of inspirational leadership among Arab secondary school principals and administrative effectiveness.

The study was conducted during the second semester of the academic year (2023- 2024).

Definition of Terms:

Inspirational Leadership:

Is about motivating and guiding individuals or teams towards a shared vision or goal, inspiring them to reach beyond their current capabilities. And Influencing followers by transforming them from the current situation to a better situation in the future, through feeling the needs of the followers, environmental sensing, strategic vision, precise formulation of goals, taking risks, and unconventional behavior (Murray, 2020, p.5).

The researchers define it operationally as a type of leadership Used by Arab school principals in Jerusalem that is based on the ability to motivate individuals and inspire them to achieve the desired goals with encouragement and love instead of threats and punishment, as measured by the study tool that the researchers developed for this purpose.

Administrative effectiveness:

It is “the degree to which the organization achieves its goals.” Achieving a high level of administrative effectiveness is the organization’s ultimate goal. The cognitive perspective on organizational effectiveness includes people's perceptions of how effective the organization is in

achieving its goals, such as perceptions of profitability, market share, customer satisfaction, learning and growth, internal business processes, and employee relations. (Zheng, 2005, p.12).

The researchers define it operationally as the ability to optimally invest available resources to achieve the desired goals efficiently and effectively and to organize administrative processes well at Arab schools in Jerusalem, as measured by the study tool that the researchers developed for this purpose.

Procedures of the Study:

Methodology:

The researchers used the descriptive survey methodology to evaluate Inspirational leadership among Arab secondary school principals in Jerusalem and its relationship to their administrative effectiveness from the teachers' point of view.

Population and sample of the study

The study population consisted of all teachers at Arab schools in Jerusalem during the (2023-2024) school year, totaling (222) teachers. The sample was selected using the convenience sampling method, aiming to reach as many teachers as possible. The final sample included(219)teachers, representing 98.6% of the study population. Table (1) details the distribution of the study sample members.

Table (1): Distribution of study sample members according to study variables

Variables	Levels	N	%
Gender	Male	45	20.5
	Female	174	79.5
Qualifications	Bachelor's degree or less	123	56.2
	Master's degree and higher	96	43.8
Responsible party	Public	184	84.0
	Private	35	16.0
Years of Experience in Education	Less than 5 years	17	7.8
	From 5-10 years	49	22.4
	More than 10 years	153	69.9

Validity of the questionnaire:

The researchers designed the questionnaire in its initial form. Then the validity of the study tool was verified by presenting it to the supervisor and a group of arbitrators with expertise and experience, where the researchers distributed the questionnaire to several arbitrators. On the other hand, the tool's validity was also verified by calculating the Pearson

correlation coefficient for the questionnaire items with the total score of the tool. It became clear that there was statistical significance in all questionnaire items and indicates internal consistency between the items. The following tables show this

Table (2): Results of the Pearson Correlation Coefficient for the correlation matrix of items on the level of inspirational leadership among Arab secondary school principals in Jerusalem from the point of view of teachers.

N	Value(R)	Sig	N	Value (R)	Sig	N	Value(R)	Sig
1	0.785**	0.000	14	0.774**	0.000	27	0.860**	0.000
2	0.784**	0.000	15	0.842**	0.000	28	0.868**	0.000
3	0.838**	0.000	16	0.828**	0.000	29	0.832**	0.000
4	0.707**	0.000	17	0.839**	0.000	30	0.807**	0.000
5	0.806**	0.000	18	0.862**	0.000	31	0.822**	0.000
6	0.875**	0.000	19	0.857**	0.000	32	0.861**	0.000
7	0.782**	0.000	20	0.868**	0.000	33	0.863**	0.000
8	0.828**	0.000	21	0.899**	0.000	34	0.835**	0.000
9	0.879**	0.000	22	0.873**	0.000	35	0.814**	0.000
10	0.866**	0.000	23	0.857**	0.000	36	0.824**	0.000
11	0.830**	0.000	24	0.837**	0.000	37	0.801**	0.000
12	0.876**	0.000	25	0.852**	0.000	38	0.803**	0.000
13	0.876**	0.000	26	0.877**	0.000	39	0.821**	0.000

**Statistical significance at 0.050

Table (3): Results of the Pearson Correlation Coefficient for the correlation matrix of items on the level of administrative effectiveness among Arab secondary school principals in Jerusalem from the point of view of teachers

N	Value(R)	Sig	N	Value (R)	Sig	N	Value(R)	Sig
1	0.849**	0.000	9	0.823**	0.000	17	0.781**	0.000
2	0.780**	0.000	10	0.877**	0.000	18	0.824**	0.000
3	0.836**	0.000	11	0.879**	0.000	19	0.803**	0.000
4	0.820**	0.000	12	0.870**	0.000	20	0.905**	0.000
5	0.828**	0.000	13	0.882**	0.000	21	0.865**	0.000
6	0.847**	0.000	14	0.891**	0.000	22	0.821**	0.000
7	0.851**	0.000	15	0.780**	0.000	23	0.861**	0.000
8	0.867**	0.000	16	0.767**	0.000			

**Statistical significance at 0.001

Reliability of the questionnaire:

The researchers verified the tool's reliability by calculating the internal consistency coefficient of the total score of the reliability coefficient, for the fields of study according to the Cronbach Alpha reliability equation.

Table (4): Reliability coefficient results for the domains

Fields	N. of questions	Cronbach Alpha
Future vision	6	0.948
Empowerment	9	0.962
Self-confidence	7	0.963
Change process	7	0.958
the challenge	5	0.935
Dealing with failure	5	0.934
The total score for the level of inspirational leadership	39	0.989
Job discipline	6	0.950
Decision Making	8	0.965
Effective Communication	9	0.957

This result indicates that this tool is reliable and meets the purposes of the study. The following table shows the reliability coefficient for the fields and the total score

Statistical Analysis:

Methods of quantitative data analysis were applied. The researchers used (SPSS) to interpret and analyze the data obtained from questionnaires, extracting the means and standard deviations for each of the paragraphs, They employed various statistical tests, including the t-test, the one-way ANOVA test, the Pearson correlation coefficient, and the Cronbach Alpha reliability equation. In examining the results, the researchers selected the following criteria to gauge the practice: The scale is (1- Less than 2.33) is low, (2.33- less than 3.66)is moderate, and (3.68- 5) is high.

Results of the study

Results related to the first question:

What is the level of inspirational leadership among Arab secondary school principals in Jerusalem from the teachers' point of view?

Table (5): The means and standard deviations of the responses of study sample subjects to the level of inspirational leadership.

N	Fields	Mean	SD	Degree	%
3	Self-confidence	3.88	0.84	High	77.5
1	Future vision	3.88	0.796	High	77.5
5	the challenge	3.87	0.81	High	77.4
2	Empowerment	3.81	0.79	High	76.3
4	Change process	3.80	0.78	High	76.0
6	Dealing with failure	3.63	0.85	Medium	72.6
	Average	3.8	0.76	High	76.3

It is noted from the Table (5), which expresses the means and standard deviations of the responses of the study sample members regarding the level of inspirational leadership among Arab secondary school principals in Jerusalem that the means for the total score is (3.81) and a standard deviation (0.758). This indicates that the level of inspirational leadership among secondary school principals in Jerusalem, from the teachers' point of view, scored highly, with a percentage of (76.3%). It was also found that the field of self-confidence had the highest mean of (3.877), and the field of dealing with failure had the lowest mean of (3.62), scored medium. This is because, from the teachers' point of view, school leaders find it difficult to acknowledge failure and tend to evade responsibility when it occurs. All aspects of dealing with failure were rated medium, except for the item "The principal builds a strong support network of teachers and parents," which received a high rating. Teachers viewed that school leaders need support and backing for their decisions. Besides, schools have started adopting the community school approach in Jerusalem which involves integrating parents, the local community, and teachers into the educational process to elevate it to a level that meets parents' aspirations.

Results related to the second question:

What is the level of administrative effectiveness of Arab secondary school principals in Jerusalem from the teachers' point of view?

To answer this question, the researchers calculated the means and standard deviations of the responses of the study sample subjects to the questionnaire areas that express the level of administrative effectiveness among Arab secondary school principals in Jerusalem from the teachers' point of view.

Table (6): Means and standard deviations of the responses of study sample subjects to the level of administrative effectiveness.

N	fields	Mean	SD	Degree	%
1	Job discipline	4.01	0.81	High	80.1
3	Effective Communication	3.89	0.77	High	77.8
2	Decision Making	3.84	0.82	High	76.9
Avarage		3.9031	0.76	High	78.1

It is noted from the previous table, which expresses the means and standard deviations of the responses of the study sample members regarding the level of administrative effectiveness among Arab secondary school principals in Jerusalem from the point of view of teachers, that the means for the total score is (3.90) and a standard deviation (0.760). This

indicates that the level of administrative effectiveness among Arab secondary school principals in Jerusalem, from the teachers' point of view, scored highly, with a percentage of (78.1%). It was also found that the field of functional discipline had the highest mean of (4.00), followed by the field of effective communication with a mean of (3.88), and then the field of decision-making with a mean of (3.84).

Results related to the third question:

Is there a correlation between the level of inspirational leadership among Arab secondary school principals in Jerusalem and their administrative effectiveness from the point of view of teachers?

This question was answered by calculating, the Pearson correlation coefficient and the statistical significance between the mean estimates of the study sample subjects regarding the level of inspirational leadership among Arab secondary school principals in Jerusalem and their administrative effectiveness from the teachers' point of view were calculated., as shown in Table (7).

Table (7): Pearson correlation coefficient between the inspirational leadership and their administrative effectiveness.

	fields				
Future vision	Value (R)	0.825**	0.785**	0.757**	0.825**
	Sig	0.000	0.000	0.000	0.000
Empowerment	Value (R)	0.796**	0.851**	0.832**	0.872**
	Sig	0.000	0.000	0.000	0.000
Self-confidence	Value (R)	0.795**	0.851**	0.824**	0.869**
	Sig	0.000	0.000	0.000	0.000
Change process	Value (R)	0.827**	0.864**	0.838**	0.888**
	Sig	0.000	0.000	0.000	0.000
the challenge	Value (R)	0.840**	0.874**	0.843**	0.897**
	Sig	0.000	0.000	0.000	0.000
Dealing with failure	Value (R)	0.789**	0.852**	0.819**	0.865**
	Sig	0.000	0.000	0.000	0.000
Total marks	Value (R)	0.863**	0.902**	0.873**	0.926**
	Sig	0.000	0.000	0.000	0.000

*Statistical significance at ($\alpha \leq 0.05$)

It is clear from Table (7) that the value of the Pearson correlation coefficient for the total score is (0.926), and the level of significance is (0.000), that is, it is statistically significant, meaning that there is a direct positive, and strong relationship between the level of inspirational leadership among Arab secondary school principals in Jerusalem and their

administrative effectiveness from the point of view of teachers. The higher the level of inspirational leadership among Arab secondary school principals in Jerusalem from the teachers' point of view, the greater the level of their administrative effectiveness, and vice versa, and the same applies to all fields.

Discussion of the Results:

The overall degree of using inspirational leadership among Arab secondary school principals in Jerusalem was high, according to the analysis of this study's data methods.

The researchers believe that teachers' perspective, regarding the high rating for the overall degree of inspirational leadership among Arab secondary school principals in Jerusalem, could be attributed to principals who exhibited inspirational leadership qualities such as future vision, role modeling, and fostering teamwork to create a positive and motivating school environment. This study is in line with (Poojomjit, et. al 2018) and that showed the requirements of inspiring leadership, including vision, confidence, enthusiasm, and optimism, are present in principals' primary schools in Thailand to a large extent. and with (Newman, 2022) study, revealed that secondary school principals inspire teachers by building trust, establishing relationships, and providing opportunities for personal and organizational growth. The results of the study are expected to help enhance inspiring school leadership behavior associated with improving teachers' cooperation.

The overall degree of administrative effectiveness among Arab secondary school principals in Jerusalem was high across all aspects. This observation can be attributed to teachers' experience of the principals' qualities who are perceived as administratively effective and are likely to exhibit qualities such as effective communication, efficient decision-making, and Job discipline. This result is in line with (Bolanle, 2013) who showed that principals possessed technical, personal, conceptual, and principal skills, and there was a statistically significant relationship between these skills and school effectiveness. these findings differed from those of (Laila ,2015) study, which indicated that the lack of effective leaders, teachers, and environment is a key challenge for public schools.

The study confirmed a direct positive relationship between the degree of inspirational leadership among Arab secondary school principals in Jerusalem and their administrative effectiveness, as perceived by teachers. The findings indicated that higher levels of inspirational leadership are

associated with greater administrative effectiveness, and conversely, lower levels of inspirational leadership are associated with reduced effectiveness, this result is in line with the results of (Dös and Savas,2015), who indicated that effective school principals exhibit leadership qualities, strong personal relationships, and consider social and personal characteristics, and (Bolanle,2013) who showed there was a statistically significant relationship between inspirational leadership and school effectiveness,(Boonla & Treputtharat, 2014) who showed a positive relationship between supportive leadership style and the effectiveness of schools affiliated with the Secondary Education Services Office in Region 20 Thailand.

From the researchers' perspective, schools in Jerusalem face unique challenges and opportunities within complex socio-political environments. These conditions foster resilience and adaptability among both staff and students. Principals play a key role in unifying diverse communities and creating a supportive, inclusive atmosphere by promoting a clear vision and a strong sense of purpose. Their ability to inspire, build strong relationships, and encourage innovation is instrumental in overcoming obstacles and driving continuous improvement. These factors contribute to enhanced educational outcomes and increased administrative effectiveness within Jerusalem schools.

Study Recommendations:

In light of the results of the study, the following methods have been discussed:

1. Focus on providing principals with training related to inspirational leadership in primary schools, so that the educational stages are completed with inspiring principals working to enhance the educational process.
2. Preparing courses for pre-service principals on intensive inspirational leadership abilities and skills, especially in the field of dealing with failure
3. Organizing specialist courses and workshops on effectiveness administration and how to use it in the field for the Ministry Educational departments.

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