

Organizational Prowess of School Principals and Institutional Excellence



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ABSTRACT: This quantitative study unveils the organizational prowess exhibited by public school principals in Mafraq city and its correlation with institutional excellence. The study's sample included 350 teachers from schools in Mafraq city, Jordan, during the first academic semester of 2022-2023. The study employed a questionnaire to collect data and the Social Statistical Package for the Social Sciences (SPSS). The findings of the study are as follows: (i) Institutional excellence is a fundamental requirement for administrative development aimed at elevating performance levels and accomplishing goals through the skills and abilities of teachers. (ii) The positive correlation between organizational prowess and institutional excellence is attributed to the presence of managers who can adapt to change and transition their administrations from traditional approaches to participatory methods. (iii) School principals play the most prominent role in achieving organizational prowess when they possess awareness and ingenuity in investing intellectual capital and providing an organizational climate that encourages creativity and innovation.

KEYWORDS: Institutional Excellence, Jordan, Organizational Prowess, School Principals,

INTRODUCTION:

Schools hold a pivotal role as vital educational institutions within our society. They serve as the cornerstone of our educational system, with their effectiveness and success in achieving their goals intrinsically linked to the excellence displayed by their staff and the quality of their administration (Al-Harazneh, Alobeytha, & Alodwan, 2022). A distinguished school administration is fundamental to the continuous improvement of employee performance and the creation of an environment that fosters the development of both material and human resources, all of which contribute to the attainment of exceptional education (Alodwan, 2021). Consequently, school administrations bear a significant responsibility, shared by principals, teachers, and administrators alike, to stay aligned with global challenges (Safoury & Ghaliya, 2023). This imperative has elevated the pursuit of excellence to a paramount position among the goals that educational institutions aspire to achieve.

Due to the escalating competition among educational institutions, it has become imperative for these establishments to continuously enhance and modernize themselves. This necessitates a high level of proficiency in their operations, as well as a commitment to leveraging all available opportunities while actively seeking new avenues to adapt to their environment and achieve their ambitious objectives (Alobeytha et al, 2023). The capacity to navigate various circumstances and challenges, coupled with the concept of organizational ambidexterity, has emerged as one of the most critical strategies for institutions to effectively address these challenges (Alshurman & Alsreaa, 2015).

Bodwell, (2010) emphasized that organizational ingenuity is characterized by three fundamental characteristics: perception, reshaping, and seizing opportunities (investment). Achieving its objectives requires external environmental scanning, research, and exploration. In other words, an institution that is aware of opportunities possesses the mechanisms to implement what the external environment demands of it, and do so promptly. When it comes to seizing opportunities, it reflects the ability of the educational institution's management to invest in new opportunities as they arise. Without awareness, these opportunities cannot be seized. Seizing them represents the execution of strategic insights that lead to strategic actions. This necessitates alignment among the senior management team regarding strategic intentions, the alignment of the business model and its strategy, and the avoidance of erroneous decisions. The ability to reshape assets, structures, resources, and the function of human resources is a strategic advantage for organizational reshaping. Reshaping is a major task that demands highly efficient and effective resources (Schildt, 2020).

.In their study, Dewhurst and Navarro (2007) asserted that organizational ambidexterity can be summarized by several key characteristics:

1. **Individual Initiative:** This involves individuals taking the initiative and seizing opportunities beyond their specific tasks and job descriptions.

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2. **Continuous Motivation and Encouragement:** Individuals are motivated and encouraged to work and take action without necessarily seeking permission or support from their superiors.
3. **Application of Transformational Leadership Principles:** This entails applying the principles of transformational leadership, which enables employees to adapt to new opportunities that align with the organization's overall strategy.

These characteristics collectively enable employees to adapt to new opportunities that are in clear alignment with the organization's general strategy. They also foster individual and organizational cooperation, enhance the foundations of adaptation and balance among employees, demonstrate individuals' ability to harmonize and adapt, and strengthen cohesion at the individual level within the organization.

Organizational ambidexterity is defined as the organization's capacity to simultaneously invest in current activities within existing fields and explore new activities in new fields. This ability is aimed at achieving a relative balance between investment performance and exploratory performance, while effectively aligning the organization's resources in the market with competitive conditions (Úbeda-García et al,2020).

Managers in educational institutions often struggle to recognize reality, opportunities, and untapped potentials within themselves and their surroundings. Opportunities can manifest in various ways, encompassing the human, material, tangible, and intangible realms. A proficient manager actively seeks out these opportunities and potentials within the individuals they work with. These opportunities can take the form of honed skills, rich experiences of teachers, students, or staff, as well as the concrete financial prospects linked to information technology and financial resources (Connolly, James, & Fertig, 2019).

A skilled director must diligently oversee all aspects of the educational process, ensuring that they are routinely and consistently maintained. This vigilance is essential for identifying and harnessing all available opportunities and capabilities that lead to the achievement of desired outcomes, fostering collaborative gains between principals and teachers.

Institutional excellence is the pinnacle of administrative creativity and efficiency. It holds immense significance in attaining superior performance and executing operations across various diverse domains. This pursuit leads to accomplishments that surpass those of competitors while satisfying all stakeholders within the educational institution. Institutional excellence represents a beacon amid the advancements brought forth by the knowledge revolution. It crystallizes the fundamental objective of modern management within an institution, on one hand, and underscores the qualities that should define it, on the other (Alea et al,2020).

The goal of institutional excellence is to cultivate an empowered workforce that demonstrates ingenuity in accomplishing tasks and fosters awareness of the organization's objectives. This is achieved by harnessing their creative and innovative energies, free from the constraints of restrictive procedures and policies (Wieners & Weber,2022). Skillful management is essential to provide guidance, motivation, and facilitate effective communication, thereby fostering a stimulating and secure environment. This environment promotes trust, job satisfaction, and genuine loyalty to the organization.

The excellence of school administration is demonstrated through the attainment of balanced performance levels in accordance with predetermined benchmarks. This encompasses the quality of the teaching staff, the caliber of the students, the efficient utilization of resources, the engagement of the school's partnership with the local community, and the provision of comprehensive curricula. As a result, future principals acquire the essential knowledge, skills, and abilities needed to achieve a successful and distinguished school administration (Marasan,2021).

Institutional Excellence is defined as the activities devised and organized by the school principal in cooperation with subordinates to achieve a high degree of work proficiency, excellence in school performance, and a distinguished level of outputs that meet or exceed the desires and expectations of all beneficiaries.

In light of the foregoing, it becomes evident that schools require skilled managers capable of approaching their various areas of work with fresh perspectives and broad visions that extend beyond their familiar boundaries. These managers must keep pace with rapid changes, aligning their practices with the principles of modern management. This entails investing current resources and exploring new capabilities. When researchers focus on the issue of institutional excellence, it becomes clear that it is imperative to remain attuned to contemporary developments in the era of knowledge prosperity and their potential impact.

Therefore, the importance of organizational ingenuity cannot be overstated, as it profoundly influences the successful completion of tasks and the attainment of excellence. Notably, the researcher identified a dearth of studies examining the organizational ingenuity of public school principals in Mafraq City and its correlation with institutional excellence. To the best of the researcher's knowledge, this topic has not been addressed in public schools in Mafraq City. Consequently, the primary aim of this study was to unveil the organizational ingenuity exhibited by public school principals in Mafraq city and its correlation with institutional excellence. Several specific objectives emerged, including: (i) Assessing the extent of organizational ingenuity perceived by teachers among public school principals in Mafraq city, (ii) Evaluating the level of institutional excellence among public school principals in Mafraq City, in order to establish a connection with their organizational prowess and activate potential areas for general improvement And (iii) Investigating the relationship between organizational ingenuity and the achievement of institutional excellence in public schools within Mafraq city.

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LITERATURE REVIEW

Afzali, and Taajobi, (2023). aimed to explore how the ability of schools to balance different organizational aspects impacts organizational innovation, with a focus on how this relationship is mediated by the productive behaviors of teachers. The study involved teachers from technical and vocational schools in Tehran province\ Iran, with a sample of 364 teachers chosen through proportional stratified random sampling using Cochran's formula. The findings indicated that both the organizational ambidexterity of schools and teachers' productive behavior have a direct and positive impact on organizational entrepreneurship at a significance level of 0.05. Furthermore, the organizational ambidexterity of schools indirectly influences organizational entrepreneurship at a significance level of 0.05, mediated by teachers' productive behavior. Combined, organizational ambidexterity and teachers' productive behavior accounted for 36% of the variance in organizational entrepreneurship.

The study conducted by Yigit in 2013 aimed to validate the significance of ingenuity within organizations. It sought to identify the factors contributing to an organization's ingenuity and explored how organizations achieve ingenuity despite constraints imposed by limited resources and competitive market conditions. The study's participant pool included eight individuals encompassing employees, managers, engineers, and designers. Data collection relied on interviews as the primary research tool. The study's findings revealed the existence of complex relationships and tensions between investment and exploration at both organizational and individual levels. Moreover, it underscored the necessity to enhance

Nicholson (2016) conducted a study aimed at measuring the relationship between leadership styles among leaders in educational institutions and their impact on organizational ambidexterity. The study employed a descriptive correlational approach, and the study sample was selected using a random stratified method from a study population comprising 105 workers in academies in Bristol. To achieve the study's objectives, a questionnaire was employed as the primary research tool. The results of this study indicated a significant correlation between leadership style and organizational ambidexterity.

The study conducted by Fook and Sidhu in 2009 aimed to uncover the leadership characteristics of distinguished school principals within the context of Malaysia's future educational vision. The research employed a comprehensive methodology that included interviews, formal and informal observations, an analysis of school documents, and spontaneous conversations. The study's participants comprised 87 teachers and 1105 students. The results of the study unequivocally demonstrated that the leadership qualities of school principals aligned with Malaysia's future educational vision were exceptional.

METHODOLOGY

The study employed a quantitative approach to achieve the objectives of the study . The study's population comprised all government school teachers in Mafraq city in Jordan .According to Ministry of Education statistics, this population consisted of 2,462 male and female teachers, including 914 male and 1,548 female teachers.

Study Sample: The study sample was selected using a simple random sampling method and included 350 male and female teachers. This sample represented approximately 14% of the total study population. The following pie charts represent the sample sex, the experience year and the educational level of the sample

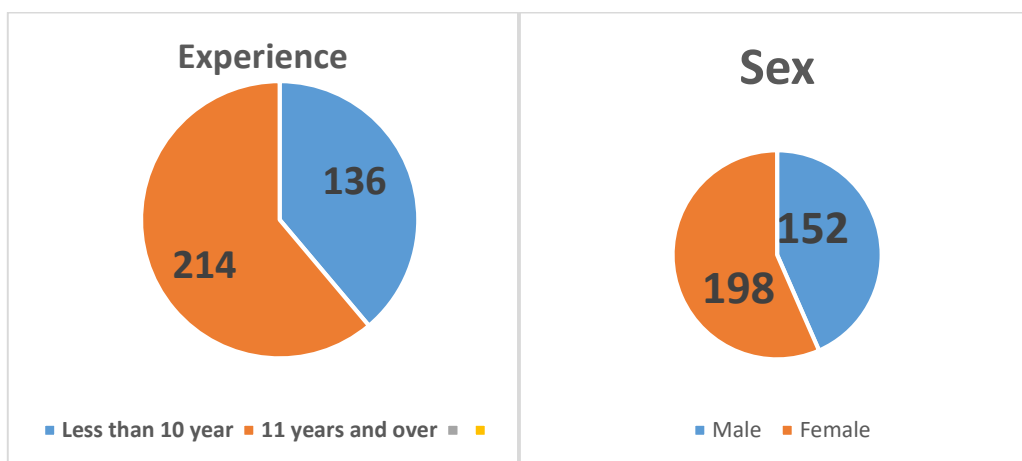


Figure 1 represent the sex of the sample.

Figure 2 Experience

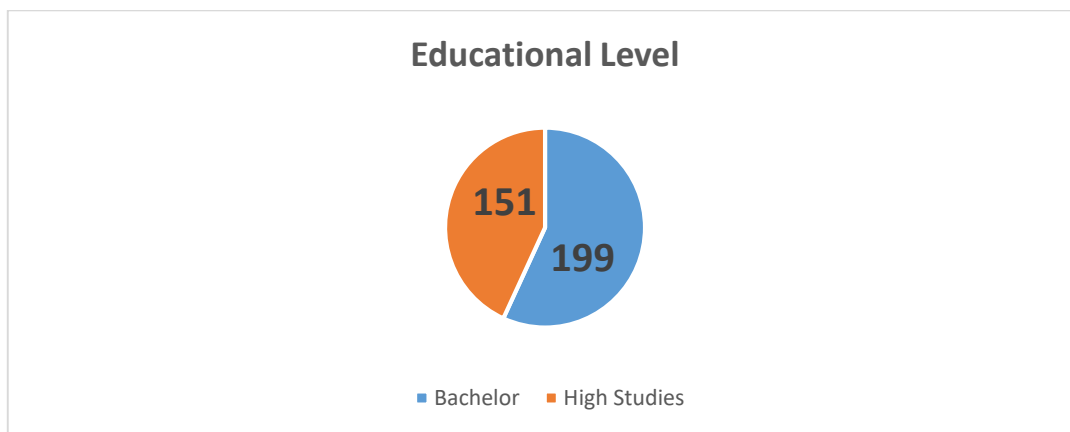


Figure 3 Educational Level

DATA COLLECTION DATA

To accomplish the study's objectives, a study tool was developed, comprised of two components. These components were designed based on the existing theoretical literature and prior studies relevant to the subject of the present study:

First Component - Axis 1: The first component aimed to assess the level of organizational ingenuity perceived by school teachers in Mafrqa city among public school principals. Initially, it consisted of 31 items, These items were crafted by drawing from the insights of experts and the theoretical literature. Additionally, we incorporated select content from previous studies pertaining to the subject matter. One such study that contributed to the development of our tool was the study of Yigit, (2013).

The second axis aimed to assess the level of institutional excellence in government schools within Mafrqa city. Initially, it consisted of 32 items distributed across three main areas. To achieve the study's objectives, the second axis was developed based on existing theoretical literature and prior research relevant to the current study's subject matter. The specific domains of the second axis were determined, and the items were composed by drawing upon the content from previous studies related to the current topic, including the works of Iqbal, Ahmed & Khan (2014) and Fook & Sidhu (2009).

Validity and Reliability of the Study Tool: The researcher assessed the validity of the questionnaire through the following steps:

- a. **Content Validity of the Study Tool:** Content validity was confirmed by administering the questionnaire to a panel of 15 specialized arbitrators who were faculty members at Jordanian universities. Their role was to provide feedback on the clarity of the paragraphs, the accuracy of the linguistic formulation, and the relevance of the questionnaire to the field of study. Additionally, they offered suggestions for potential improvements to enhance the study tool

b. Construct Validity: Organizational Ambidexterity

To assess the construct validity of the organizational ambidexterity axis, we examined correlation coefficients for each item. These coefficients were calculated between the total score, each individual item, its relationship to the corresponding domain, and the overall score. This analysis was conducted using an exploratory sample comprised of 30 male and female teachers, distinct from the primary study sample. The item correlation coefficients exhibited a range of values, with the overall tool displaying coefficients between 0.66 and 0.90, while individual items showed correlations in the range of 0.65 to 0.94. The following table explains that

Table 1: Correlation Coefficients Between Items, Total Scores, and their Respective Fields on the Organizational Ambidexterity Axis.

Item No	Correlation coefficient within the domain	Calculate the correlation coefficient using the tool	Item No	Correlation coefficient within the domain	Calculate the correlation coefficient using the tool	Item No	Correlation coefficient within the domain	Calculate the correlation coefficient using the tool
1	.80**	.77**	10	.86**	.85**	19	.85**	.76**
2	.77**	.72**	11	.80**	.76**	20	.88**	.82**
3	.85**	.83**	12	.79**	.83**	21	.88**	.80**
4	.74**	.67**	13	.65**	.68**	22	.76**	.68**
5	.89**	.83**	14	.70**	.72**	23	.70**	.67**
6	.87**	.82**	15	.84**	.88**	24	.83**	.82**
7	.90**	.88**	16	.81**	.76**	25	.74**	.76**
8	.91**	.86**	17	.83**	.85**	26	.82**	.71**
9	.75**	.66**	18	.94**	.90**			

*(0.05) Correlation coefficient with the tool

** (0.01) Correlation coefficient with the tool

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It is worth noting that all correlation coefficients were statistically significant and within an acceptable range, so none of these items were removed.

The field correlation coefficient was also computed using the total degree, along with the correlation coefficients between the fields themselves for the organizational prowess axis. The following table displays these results

Table 2: Correlation Coefficients Between the Domains and the Total Score

	Optimal investment opportunities	Explore new opportunities	Organizational Prowess
Optimal investment opportunities	1		
Explore new opportunities	.830**	1	
Organizational Prowess	.952**	.910**	1

*(0.5) Correlation coefficient with the tool

** (0.01) Correlation coefficient with the tool

Table 2 shows that all correlation coefficients were within acceptable ranges and statistically significant, indicating an appropriate level of construct validity.

Consistency of Organizational Prowess

To validate the organizational prowess axis, we employed the test-retest method. The scale was initially administered to a group of (30) male and female teachers outside the study sample. Subsequently, the same group was re-evaluated using the scale after a two-week interval. The Pearson correlation coefficient was then computed based on their ratings during both instances. Additionally, we determined the reliability coefficient through the internal consistency method using the Cronbach Alpha equation.

Table No. 3 presents the results of the internal consistency coefficient as per the Cronbach Alpha equation, along with the test-retest reliability scores for individual domains and the overall score. These values were deemed suitable for the objectives of this study

Table 3: Cronbach's alpha internal consistency coefficient and test-retest reliability for the domains and the total score.

Domain	Test-Retest Reliability	Cronbach's alpha internal consistency coefficient
Optimal investment opportunities	0.90	0.87
Explore new opportunities	.88	0.85
Organizational Prowess	0.91	

Construct validity: institutional excellence

To elucidate the implications of the construct validity of the scale, she computed correlation coefficients for each item in relation to both the total score and its alignment with the respective field. Additionally, she examined correlations among the various fields themselves and their connection to the total score, using an exploratory sample from outside the study, comprising 30 male and female teachers. The correlation coefficients for the items exhibited a range of values, with values for the scale as a whole falling between 0.50 and 0.92, and for individual item ranges spanning from 0.57 to 0.91. The following table illustrates these findings.

Table 4: Correlation Coefficients between the Items, Total Score, and their Respective Domains within the Institutional Excellence Axis

Item No	Correlation coefficient within the domain	Calculate the correlation coefficient using the tool	Item No	Correlation coefficient within the domain	Calculate the correlation coefficient using the tool	Item No	Correlation coefficient within the domain	Calculate the correlation coefficient using the tool
1	.83**	.72**	10	.68**	.63**	19	.79**	.75**
2	.77**	.73**	11	.87**	.86**	20	.64**	.50**
3	.70**	.66**	12	.75**	.62**	21	.81**	.78**
4	.81**	.81**	13	.72**	.76**	22	.76**	.72**
5	.78**	.71**	14	.81**	.78**	23	.84**	.74**
6	.82**	.74**	15	.78**	.66**	24	.78**	.78**
7	.84**	.75**	16	.85**	.84**	25	.75**	.80**
8	.83**	.79**	17	.86**	.82**			
9	.91**	.92**	18	.57**	.67**			

*(0.5) Correlation coefficient with the tool

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** (0.01) Correlation coefficient with the tool

All correlation coefficients were found to be both acceptable and statistically significant; hence, none of these items were removed. The correlation coefficient between the domain and the total score, as well as the correlation coefficients among the domains, were also extracted. The following table displays this information

Table 5: Correlation Coefficients Between the Areas and Each Other, and with the Total Score for the Institutional Excellence Axis

	Excellence in School Administration	Excellence in Teachers' Performance	Service Excellence	Institutional Excellence
Excellence in School Administration	1			
Excellence in Teachers' Performance	.834**	1		
Service Excellence	.821**	.879**	1	
Institutional Excellence	.893**	.929**	.902**	1

*(0.5) Correlation coefficient with the tool

** (0.01) Correlation coefficient with the tool

Table 5 displays that all correlation coefficients were statistically significant and within acceptable ranges, demonstrating appropriate construct validity

Consistency of Institutional Excellence

To ensure the stability of the institutional excellence axis, it was verified using the test-retest method by applying the scale. The scale was reapplied after two weeks to a group from outside the study sample, comprising 30 male and female teachers. Subsequently, the Pearson correlation coefficient was calculated between their estimates on both occasions. The reliability coefficient was also determined using the internal consistency method, as per the Cronbach Alpha equation. Table No. 11 displays the internal consistency coefficient, the reliability of the domains through repetition, and the total score. These values were deemed suitable for the purposes of this study.

Table 6 presents Cronbach's alpha internal consistency coefficients, test-retest reliabilities for the domains, and the total score for the institutional excellence axis.

Domain	Test-Retest Reliability	Cronbach's alpha internal consistency coefficient
Excellence in School Administration	0.88	0.84
Excellence in Teachers' Performance	0.85	0.82
Service Excellence	0.87	0.80
Institutional Excellence	0.88	

Variables:

The current study encompasses both main variables and secondary variables, which are detailed below:

Independence variable

Organizational prowess

Dependence variable

Institutional Excellence

The statistical standard employed in this study involved the utilization of a five-point Likert scale to rectify the assessment instruments. Each item was assigned a score based on its corresponding level, which ranged from "very high" to "very low."

RESULTS

First Question: What is the degree of organizational prowess available to the principals of public schools in Mafraq city, Jordan from the teachers' point of view?"

To answer this question, we calculated the means and standard deviations for the responses of the study sample regarding the degree of organizational prowess available to the principals of public schools in Mafraq city, as perceived by the teachers. The table below illustrates these findings.

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Table 7: Means and standard deviations for the degree of organizational prowess of public school principals, arranged in descending order according to the means

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	1	Optimal investment of opportunities	3.54	.719	Moderate
2	2	Explore new opportunities	3.45	.731	Moderate
		Organizational Prowess	3.50	.700	Moderate

Table 7 shows that the means ranged from 3.45 to 3.54. Optimal investment of opportunities ranked first with the highest mean of 3.54 and a standard deviation of 0.719, indicating a moderate degree. On the other hand, exploring new opportunities ranked last with a mean of 3.45 and a standard deviation of 0.731, also with a moderate degree. The mean for the degree of availability of organizational prowess among public school principals in Mafraq City, from the point of view of teachers as a whole, was 3.50. The means and standard deviations of the estimates provided by the study sample members for each domain were separately calculated.

The first domain, 'Optimal Investment of Opportunities,' the calculated mean and standard deviations are presented in Table 8

Table 8: Displays Means and Standard Deviations Pertaining to Optimal Investment Opportunities, arranged in Descending Order Based on their Means

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	3	The school principal encourages teachers to submit outstanding ideas	3.79	.921	High
2	1	The school principal leverages the available capabilities in the school for the purpose of continuous development	3.71	.806	High
3	9	The school principal is dedicated to fostering human relations.	3.67	.974	Moderate
3	10	The school principal motivates teachers morally to excel in their performance.	3.67	.950	Moderate
5	2	The school principal adopts a development policy when providing services to learners.	3.66	.867	Moderate
6	13	The school principal seeks support from local community organizations to enhance the resources of the school.	3.56	.918	Moderate
7	6	The school principal is committed to implementing the goals within predetermined timelines.	3.49	.914	Moderate
7	8	The school principal communicates with teachers and values their opinions.	3.49	1.018	Moderate
7	14	The school principal involves parents in resolving problems related to students.	3.49	.936	Moderate
10	5	The school principal provides new experiences for teachers.	3.45	.970	Moderate
10	11	The school principal collects feedback on the school's performance from teachers.	3.45	.893	Moderate
12	4	The school principal actively engages teachers in the decision-making process.	3.41	.996	Moderate
13	12	The school principal establishes a code of conduct to cultivate an institutional culture with a focus on outstanding performance..	3.40	.936	Moderate
14	7	The school principal fosters a competitive climate that motivates teachers to excel	3.38	1.007	Moderate
		Optimal investment opportunities	3.54	.719	Moderate

Table 8 displays the means, which ranged between 3.38 and 3.79. Item No. 3, which states, 'The school principal encourages teachers to present distinct ideas,' secured the highest ranking with a mean of 3.79. On the other hand, item No. 7, which reads, 'The school principal provides a competitive climate that pushes teachers to achieve,' received the lowest mean score of 3.38. The mean for the overall optimal investment range for opportunities was 3.54.

The Second domain: Exploring new opportunities: The means and standard deviations for this field were calculated and were as in Table (9)

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Table 9: Means and standard deviations related to exploring new opportunities, arranged in descending order according to the means

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	23	The school principal encourages teachers to adopt modern teaching strategies	3.71	.869	High
2	22	The principal of the school encourages teachers to exchange experiences through classroom visits	3.67	.925	Moderate
3	17	The principal of the school benefits from teachers with cognitive competencies to improve the learning and teaching process	3.61	.960	Moderate
3	19	The principal of the school stays updated with the new changes in the surrounding environment.	3.56	.893	Moderate
5	15	The school principal encourages parents to submit developmental initiatives and proposals	3.49	.842	Moderate
6	24	The principal analyzes the school environment to discover new opportunities	3.48	.907	Moderate
7	21	The school principal involves teachers in developing the school's mission	3.41	.934	Moderate
7	20	The principal of the school engages teachers in formulating the goals of the future school	3.39	.942	Moderate
7	18	The school principal seeks strategic partnerships in the private sector to enhance the overall performance of the school	3.36	1.017	Moderate
10	25	The school principal involves teachers in brainstorming sessions to help address school problems	3.28	.979	Moderate
10	26	The school principal is interested in learning from leading global experiences in educational services and applying them	3.23	.997	Moderate
12	16	Explore new opportunities	3.16	1.050	Moderate
			3.45	.731	

Table 9 shows that the means ranged between 3.16 and 3.71. Item No. 23, which states, 'The school principal encourages teachers to adopt modern teaching strategies,' came in first place with an arithmetic mean of 3.71 and a standard deviation of 0.869, indicating a high degree of agreement. In contrast, item No. 16, which reads, 'The school principal is interested in learning about leading international experiences in educational services and applying them,' ranked last with a mean of 3.16, a standard deviation of 1.050, and a moderate score. The mean for the field of exploring new opportunities as a whole was 3.45.

The second question, which stated: "What is the level of institutional excellence of public schools in Mafraq city from the point of view of teachers"?

To address this question, we extracted the means and standard deviations of the study sample members' responses regarding the degree of institutional excellence in public schools within Mafraq city, as perceived by teachers. The table below presents this data.

Table 10: Means and Standard Deviations for the Level of Institutional Excellence in Public Schools in Mafraq City from the Perspective of Teachers, Arranged in Descending Order According to the Means.

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	2	Excellence in Teachers' Performance	3.60	.752	Moderate
2	1	Excellence in School Administration	3.44	.765	Moderate
3	3	Service Excellence	3.31	.836	Moderate
		Institutional Excellence	3.45	.738	Moderate

Table 10 presents the means, which ranged between 3.31 and 3.60. Among these, teachers' performance excellence achieved the highest mean score of 3.60, accompanied by a standard deviation of 0.752, indicating a moderate degree of variability. Conversely, service excellence received the lowest mean score of 3.31, with a standard deviation of 0.836, also reflecting a moderate degree of variability. Overall, the mean score for the level of institutional excellence in government schools in Mafraq City, as perceived by teachers collectively, was 3.45.

The means and standard deviations of the estimates provided by the study sample members were calculated separately for each domain. The results were as follows :

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First: Excellence in School Administration

Table 11: The means and standard deviations related to the excellence of school administration, arranged in descending order based on the means

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	6	The school principal manages crises within the school. .	3.65	.896	Moderate
2	7	The school principal makes timely decisions for the school without delays	3.58	.989	Moderate
3	8	The school principal establishes flexible policies to regulate school affairs.	3.52	.977	Moderate
4	4	The school principal strives to ensure that the school's vision aligns with its reality.	3.50	.936	Moderate
5	9	The school principal embraces the values of creativity to enhance institutional performance.	3.48	.977	Moderate
6	3	The school principal keeps abreast of developments in workplace systems.	3.44	.909	Moderate
7	5	The school principal supports the process of organizational change.	3.38	.896	Moderate
8	1	The school principal applies modern administrative methods to achieve institutional excellence	3.29	.950	Moderate
9	2	The school principal delegates authority to teachers.	3.16	.993	Moderate
		Excellence in School Administration	3.44	.765	Moderate

Table 11 shows that the means ranged between 3.16 and 3.65. Item No. 6, which states, “The school principal manages crises in the school,” came in first place with a mean of 3.65 and a standard deviation of 0.896, indicating a moderate degree of agreement. On the other hand, item No. 2, which reads, “The school principal delegates powers to teachers,” came in last place with a mean of 3.16 and a standard deviation of 0.993, signifying a medium degree of agreement. The mean for the field of school administration excellence as a whole was 3.44.

Second: Excellence in teachers' performance: The means and standard deviations for this field were calculated and are presented in Table 12

Table :12 Means and standard deviations related to the excellence of teachers' performance, arranged in descending order according to the means

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	12	The school principal monitors teachers' performance through performance records.	3.83	.930	High
2	15	The school principal motivates teachers to actively participate in school activities.	3.77	.945	High
3	10	The school principal encourages teachers to enroll in continuing professional growth programs.	3.66	.941	Moderate
4	14	The school principal assigns jobs according to teachers' specializations.	3.64	.988	Moderate
5	13	The school principal assesses the needs of the teachers related to the school's work.	3.61	.904	Moderate
6	11	The school principal strives to ensure job satisfaction for teachers.	3.51	.951	Moderate
7	16	The school principal contributes to the management of organizational conflicts within the school..	3.48	.939	Moderate
8	17	The school principal is committed to establishing a comprehensive quality team in the school	3.33	1.015	Moderate
		Excellence in teachers' performance	3.60	.752	Moderate

Table 12 presents the means, which ranged between 3.33 and 3.83. Item No. 12, which states, “the school principal monitors teachers' performance through performance records.,’ secured the top position with a mean of 3.83 and a standard deviation of 0.930, indicating a high degree of agreement. On the other hand, the item 17 “The school principal is committed to establishing a comprehensive quality team in the school “ ranked last with a mean of 3.33 and a standard deviation of 1.015, also indicating a high degree of agreement. The overall mean for the field of teachers' performance excellence was 3.60

Third: Service Excellence: The means and standard deviations for this field were calculated and were as in Table (13)

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Table 13: Means and Standard Deviations Related to Service Excellence, Arranged in Descending Order According to the Means

Rank	S.N	Domain	Mean	Standard Deviations	Degree
1	18	The school principal sets timetables for implementing tasks and activities	3.60	.912	
2	25	The school principal provides an organizational climate that encourages excellence.	3.42	.959	Moderate
3	21	The school principal uses technology tools to achieve the goals of the educational process.	3.37	1.006	Moderate
4	24	The school principal creates an attractive environment for teachers and students.	3.36	.999	Moderate
5	19	The school principal allocates an appropriate budget to recognize outstanding performance	3.34	1.025	Moderate
6	22	The school principal provides the necessary educational means to increase the level of the teacher's professional ability.	3.32	1.062	Moderate
7	23	The school principal prepares a database for the electronic administration application.	3.27	1.061	Moderate
8	20	The school principal provides a resource room that offers special educational services for students with difficulties.	2.95	1.237	Moderate
		Service Excellence	3.31	.836	Moderate

Table 13 shows that the means ranged between 2.95 and 3.60. Item No. 18, which states, 'The school principal sets timetables for implementing tasks and activities,' came in first place with a mean of 3.60 and a standard deviation of 0.912, indicating a moderate degree of agreement. On the other hand, item No. 20, which reads, 'The school principal provides a resource room that offers special educational services for students with learning difficulties,' came in last place with a mean of 2.95 and a standard deviation of 1.237, also indicating a moderate degree of agreement. The overall average for the field of service excellence was 3.31.

Third question:

Is there a statistically significant correlation between the degree of organizational prowess among public school principals and the level of institutional excellence?

To answer this question, the Pearson correlation coefficient was calculated between the degree of availability of organizational ambidexterity among public school principals and its relationship to the level of institutional excellence. Table 25 displays this correlation."

Table 25: Pearson Correlation Coefficient for the Relationship Between the Degree of Availability of Organizational Ambidexterity Among Public School Principals and Its Relationship to the Level of Institutional Excellence.

		Optimal investment opportunities	Explore new opportunities	Organizational Prowess
Excellence in School Administration	Correlation coefficient t	.830**	.891**	.889**
	Statistical significance	.000	.000	.000
Excellence in Teachers' Performance	the number	350	350	350
	Correlation coefficient t	.741**	.793**	.793**
	Statistical significance	.000	.000	.000
	the number	350	350	350
Service Excellence	Correlation coefficient t	.740**	.813**	.802**

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	Statistical significance	.000	.000	.000
	the number	350	350	350
Institutional Excellence	Correlation coefficient t	.820**	.887**	.882**
	Statistical significance	.000	.000	.000
	the number	350	350	350

DISCUSSION

First Question:

To what extent do teachers perceive organizational effectiveness among public school principals in Mafraq city?'

The results reveal that the mean for the degree of availability of organizational prowess as a whole, as shown in Table 7, among public school principals in Mafraq City from the perspective of teachers, were moderate. Regarding the aspects of organizational prowess presented in Tables 8 and 9, specifically in the field of optimal investment of opportunities and the exploration of new opportunities, the findings also indicated a moderate level. The researcher attributes this result to the clarity of strategic goals, which emphasize the importance of both exploration and investment.

Furthermore, the interest shown by school principals in creating a competitive climate that motivates teachers to achieve, along with their possession of clear and balanced exploratory and investment strategic units capable of adapting to changes in the external environment, likely contributed to these results. This may be a reflection of the manager's awareness of the significance of the tools, capabilities, and resources available within the organization and their role in their work. It underscores the importance of monitoring and utilizing these resources effectively, the manager's ability to manage and resolve tensions, and the clarity of their vision, as mentioned earlier.

The researcher attributes this outcome to the existence of inspiring incentives that stimulate a culture of challenge among educational institution employees. These incentives provide opportunities for them to participate in shaping the vision and future goals. They also foster a cultural environment where directors encourage novel and creative problem-solving and the application of modern approaches to address longstanding issues.

The researcher firmly believes that optimal investment in opportunities, the exploration of new opportunities, and nurturing human resources within the educational institution are among the most critical prerequisites for achieving organizational excellence. Paying attention to employee suggestions and innovative ideas, providing ongoing intellectual and material incentives, and fostering an environment where employees are encouraged to contribute creative opinions and ideas play a pivotal role in achieving organizational excellence and addressing organizational challenges.

The researcher also attributes the results to the interest in organizing specialized training courses to enhance the degree of practicing organizational prowess among school principals in a manner appropriate to the environmental conditions. They are also aware of the significance of educational publications in spreading the culture of organizational prowess among school principals, increasing their awareness of its importance. Organizational prowess plays a positive role in achieving institutional excellence and improving the overall performance of schools. Organizing training courses for school teachers contributes to enhancing their knowledge and skills in acquiring ideas from diverse sources of knowledge, thereby enriching administrative decisions and contributing to the success of the educational process.

The Second Question

What is the level of institutional excellence in public schools in Mafraq city from the perspective of teachers?

The results in Table 10 showed that the level of institutional excellence was moderate. In Tables 11, 12, and 13, the areas of institutional excellence, namely teacher performance excellence, school administration excellence, and service excellence, all reached a moderate degree. This result may be attributed to the competencies and skills possessed by school principals in Mafraq City. They have achieved this degree of organizational excellence through the cumulative experiences they have acquired as a result of training and development courses during their service in educational institutions. It could also be attributed to their distinguished relationships in the work environment.

Alternatively, this result may be due to the existence of a school environment that supports the educational process through the technical and pedagogical facilities available. Furthermore, schools' commitment to applying institutional excellence standards, aimed at improving student outcomes, serves as a basis for demonstrating the level of organizational excellence in educational institutions. Another contributing factor could be the clarity of the future vision of school principals.

In the pursuit of organizational excellence, self-evaluation within the school is of utmost importance. Through the self-evaluation process, the school can identify strengths and weaknesses in various areas of its operations. The strength of self-evaluation lies in

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its ability to help each school assess its current status, capabilities, and capacities, as well as its needs and requirements to achieve excellence and the desired quality of performance in alignment with institutional excellence standards.

Based on these results, the researcher believes that conducting on-ground self-evaluation within schools is essential. For this to be done effectively, the working team must possess the necessary knowledge and experience in this field. Furthermore, they should have a strong desire to continuously improve performance and identify institutional development priorities. By understanding the strengths of institutional performance and areas needing development and improvement, schools can identify performance gaps that have the most negative impact on productivity and goal achievement. These gaps can be addressed according to their importance, need, public interest, and problem-solving capability.

Evaluating performance related to the implementation of the procedural plan for institutional performance development involves the formation of a performance follow-up and evaluation team. This team should be knowledgeable about follow-up and evaluation methods related to the activities outlined in the plan. They should also agree on the necessary follow-up mechanisms and tools and understand how to analyze and evaluate them to make informed decisions. This ensures the continuity of performance development and aims to achieve the highest possible level of quality assurance standards and indicators for institutional excellence.

The researcher attributes this result to the organization of courses for school principals and teachers. These courses introduce them to the concept of institutional excellence and ways to improve educational institutions. School principals play a vital role in creating an organizational climate that encourages excellence, motivates teachers to actively participate in school activities, manages crises effectively, supports organizational change, and applies modern administrative methods that lead to institutional excellence. Assigning roles according to teachers' specializations is also crucial, as institutional excellence represents a state of administrative and organizational excellence that results in high levels of performance and productive processes in the school, yielding results and achievements that surpass others.

This result can be explained by the optimal utilization of accumulated knowledge, employing it to generate ideas, establishing and managing collaborative networks to identify opportunities for excellence, innovation, and improvement. Furthermore, setting clear goals and objectives for excellence based on an understanding of available opportunities, supported by appropriate policies and necessary resources, is essential. An organized methodology for generating creative ideas and prioritizing them leads to a decreased ability to test and refine promising new ideas. Eventually, this approach harnesses the necessary resources to achieve these ideas within an appropriate timeframe.

The Third Question

Is there a statistically significant correlation between the degree of availability of organizational ambidexterity among public school principals and its relationship to the level of institutional excellence?

The results in Table (25) showed that there is a positive, direct relationship between the degree of availability of organizational ambidexterity among public school principals and the level of institutional excellence, that is, the higher the degree of organizational ambidexterity, the higher the level of institutional excellence. The researcher explains this result and sees that it is a logical result, as organizational ambidexterity is nothing but investing opportunities in the environment simultaneously with the discovery of new opportunities, and it revolves around the ability of institutions to deal with conflicts and contradictions between investment activities and exploration activities, simultaneously. Organizational ambidexterity is an integral part. Integral to building the distinctive feature of the dual orientation with regard to investment and exploration, which is the institution's ability to invest and explore at the same time, as investment includes gradual innovation for the sake of the beneficiary, while exploration includes radical innovation for the sake of the beneficiary. In addition to the institution's ability to manage activities related to investing its current capabilities with the aim of creating value in the short term, and exploring new opportunities to ensure its survival and continuity in the long term in an appropriate manner, and the educational institution's ability to invest current activities in existing fields, and explore new activities in new fields, in the form Which creates a balance between investment performance and exploratory performance.

The researcher believes that the school principals have the most prominent role in achieving organizational prowess, if they possess awareness, awareness, and ingenuity in investing intellectual capital, providing an organizational climate that encourages creativity and innovation, forming harmonious work teams that work in the spirit of one team, and mobilizing resources and energies to achieve High levels of performance, taking into account the teachers' social needs, and the humanitarian and psychological aspects, and directing the school's activities and events, which achieves efficient performance and the desired goals, given that the school is an administrative organization with its own goals and diverse educational and learning ambitions. Naturally, this is directly reflected in the outstanding performance of the educational institution.

She believes that institutional excellence is one of the necessities of administrative development to raise levels of performance and achieve goals with the skills and abilities that teachers possess. She also believes that the positive relationship between organizational excellence and institutional excellence is due to the presence of a manager who is able to keep up with change and move their administrations from the traditional style to the participatory field style, and adopting an approach Modern administrative methods that are compatible with the nature of the modern educational institution. Through organizational ingenuity, educational institutions achieve a balance between investing in their activities, simultaneously discovering new activities, and benefiting from the

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capabilities available to them, and at the same time searching for new opportunities and capabilities, and predicting future events, which makes them able to keep pace with environmental changes in a distinctive way, and anticipate the future. Through human and material data that leads to long-term future prediction, which directly reflects on the institution's excellence in creating a state of administrative creativity and institutional excellence, because of its great importance in achieving high levels of performance. The researcher believes that organizational ingenuity has become an urgent necessity for educational institutions in The momentum of competition in the public and private school environment continues, as organizational prowess contributes to improving institutional excellence.

CONCLUSION

In conclusion, the role of school principals in shaping the destiny of educational institutions cannot be overstated. Their organizational prowess, encompassing effective leadership, strategic planning, and the ability to foster a culture of continuous improvement, serves as the bedrock upon which institutional excellence is built. As this article has explored, principals who possess the skills and vision to navigate the complexities of modern education can propel their schools towards greater achievements.

Institutional excellence in schools is not a solitary endeavor; it is a collective journey involving administrators, educators, students, and the wider community. A dynamic and innovative principal, armed with organizational prowess, can inspire and unite these stakeholders toward a common goal of creating a nurturing and high-achieving learning environment.

Moreover, the significance of leadership and organizational prowess extends beyond test scores and academic achievements. It extends to fostering character development, inclusivity, and a sense of purpose among students. The ripple effect of a principled and proficient leader can be felt for generations, shaping not only the educational experience but also the future prospects of the individuals passing through the institution.

In the ever-evolving landscape of education, where challenges and opportunities coexist, school principals equipped with organizational prowess stand as beacons of hope and progress. As they continue to adapt, innovate, and lead with dedication, they ensure that the pursuit of institutional excellence remains a continuous and worthwhile endeavor. In doing so, they inspire, empower, and uplift their school communities, leaving an indelible mark on the educational journey of generations to come.

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