

Inspirational Leadership and Its Relationship to Organizational Excellence Among Primary School Principals

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Abstract. General Background: Educational institutions increasingly require leadership approaches capable of supporting adaptation, staff motivation, innovation, and sustained organizational performance. **Specific Background:** Primary school principals play a central role in creating supportive environments and directing teachers toward school objectives, making inspirational leadership relevant to organizational excellence. **Knowledge Gap:** The manuscript identifies a need to examine these constructs jointly among primary school principals within the educational context of Salah al-Din Governorate, Iraq. **Aims:** This descriptive correlational study examined inspirational leadership, organizational excellence, and their association using two established scales and a sample reported as 200 participants. **Results:** Organizational excellence recorded a mean of 163.24 against a hypothesized mean of 132 ($t = 16.36$). Inspirational leadership was reported as statistically significant ($t = 2.39$), although the corresponding table lists a mean of 101 against a hypothesized mean of 111. Most notably, inspirational leadership showed a strong positive correlation with organizational excellence ($r = 0.897$), reported as statistically significant. **Novelty:** The study provides context-specific evidence linking inspirational leadership with organizational excellence in Iraqi primary-school administration. **Implications:** Leadership-development programs emphasizing communication, motivation, positive relationships, innovation, collaboration, and continuous performance evaluation may support stronger organizational practices in schools.

Keywords: Inspirational leadership; Organizational excellence; Effective leadership; School principals.

I. INTRODUCTION

Educational institutions face numerous significant and varied challenges as a result of rapid environmental changes and transformations, and the new realities these have imposed on educational systems; therefore, there is an urgent need to adopt administrative and leadership approaches that enable these institutions to make optimal use of their available human and material resources to meet current requirements and needs, whilst at the same time seeking future opportunities to adapt to future changes. [1].

the success of schools in achieving their planned educational and pedagogical objectives is linked to the presence of school leadership capable of managing the current situation efficiently in accordance with the available material and human resources, whilst at the same time seeking out new opportunities arising from changes in the surrounding environment. A review of studies on school management reveals that it suffers from certain shortcomings due to the leadership style practised by head teachers; as confirmed by Al-Qahtani's study (2018)

However, there are shortcomings among school headteachers when it comes to finding creative solutions to the problems facing school operations; indeed, a study by Asiri (2018) highlighted the limited ability of secondary school head teachers to anticipate future trends in their schools and to create a suitable environment for knowledge sharing. Al-Khuraizi's study (2018) noted that this points to a lack of teacher involvement in decision-making relating to their work, a failure to equip them with the necessary expertise to fulfil their new professional roles, and a lack of a culture of knowledge-sharing amongst school staff. Meanwhile, Al-Mutairi's study (2019) indicated that there are shortcomings in creating a school environment that encourages innovation and the conduct of action research, whilst Al-Awda's study (2020) pointed to shortcomings in meeting learners' evolving needs and capitalising on new opportunities. [2].

The obstacles facing school management prevent the achievement of set objectives and hinder the introduction of new methods; they also disrupt school operations and cause delays in completing required tasks, not to mention low staff morale and a lack of encouragement for teachers to meet administrative standards. Organizational excellence in school management is no longer a luxury or a secondary matter that we are pleased to see achieved and saddened to lose; rather, its absence leads to weak indicators of school leadership and an inability to determine the extent to which roles are suited to staff capabilities. [3].

Organizational excellence is no longer acceptable when traditional problem-solving methods are employed, as the nature of the problems faced by educational institutions has changed. To address these issues, particularly given that schools today are subject to numerous changes affecting the educational output of the school – which is the very essence of educational institutions – many studies have been conducted to examine the reality of schools, identify the best approaches and improve the standard of teachers within the school. Furthermore, the problems arising between head teachers and teachers threaten the administrative and academic staff both directly and indirectly, which in turn affects job performance and, consequently, the teaching and learning process. A head teacher is regarded as a leader who possesses a high level of Organizational excellence and is capable of managing situations within the school appropriately [4].

In light of the above, the researcher considers the research problem to be the exploration of the relationship between inspirational leadership and organizational excellence among primary school head teachers. Effective leadership is considered essential for motivating teachers and pupils, thereby contributing to improved educational performance. However, many head teachers face challenges in applying inspirational leadership styles, leading to a lack of engagement and innovation within the school environment. Consequently, this research seeks to determine how inspirational leadership can enhance organizational excellence by improving communication, increasing professional motivation, and developing a shared vision that contributes to the achievement of the school's objectives.

The Significance of this manuscript details with Educational institutions, with their various components, play a major role in the progress and prosperity of society. We see that many developed and developing countries are constantly striving to develop their educational and pedagogical systems, and consider educational administration – within any system or government authority – to be the foundation for building a strong generation, as it possesses the skills to deal with the changes of the modern era under the leadership and Organizational excellence found among primary school head teachers. Educational institutions adopt a clear managerial philosophy to achieve leadership and excellence in the modern era, as they possess strong motivations that enable them to keep pace with rapid change in order to achieve effective leadership and managerial excellence, which is attributable to the scientific and technological developments taking place in the external environment, the growing emphasis on quality, and society's need for institutional excellence [5]. Leadership is at the heart of the management process, as the success of organisations depends on the ability of leaders to carry out management tasks effectively in order to achieve their objectives and aspirations, This is achieved by utilising the capabilities of the organisation's workforce and fulfilling their potential and needs, thereby contributing to the development of performance within the organisation and enabling it to sustain itself, succeed and adapt to new developments in the field of work. Gallo (2011) emphasises that effective leadership has a positive impact on the progress and sustainability of educational institutions, through the adoption of modern leadership styles based on the principle of interaction and active participation by all members of the team, and grounded in the consolidation of practical leadership practices. [6]. School management in Iraq requires inspirational leadership and the ability to find swift solutions to certain problems affecting administrative procedures, in order to ensure that no time is wasted; traditional methods are no longer suitable for delivering services in light of the significant changes schools are currently undergoing. Educational institutions are facing these challenges due to the major changes they have undergone amidst increasing uncertainty and ambiguity, Consequently, it is now widely recognised that there is an urgent need to adopt a new mindset and different types of leadership—one that possesses creative, innovative and collaborative skills, and has the ability to motivate and guide staff towards continuous change and development within a rapidly changing work environment [7]. Organizational excellence is a subject of widespread interest and debate amongst researchers, as the age of knowledge and information relies on elements characterised by excellence, a wealth of knowledge and diversity, and an active move away from anything formulaic or routine in performance and behaviour [8]. Organizational excellence is an integrated system that focuses on modern management practices and techniques, with the aim of raising performance and achievement to the highest levels, enabling the school to outperform its peers and reach world-class standards, In other words, Organizational excellence does not happen by chance nor is it achieved through mere wishful thinking; rather, it is realised through the combined efforts of all school staff at every level, This is because true excellence is based on a clear conceptual framework that relies on interdependence and integration to achieve the highest levels of effectiveness; furthermore, it is not enough merely to achieve a certain level of excellence; rather, the most important thing is to maintain and continuously develop this level in order to achieve common goals [9]. In light of the above, the researcher considers the topic of inspirational leadership and its relationship to Organizational excellence among primary school headteachers to be of great importance, as it contributes to an understanding of how leadership styles influence the working environment

within schools. Inspirational leadership enhances the motivation of teachers and pupils, leading to improved academic performance and innovation. Furthermore, Organizational excellence reflects a school's ability to adapt to challenges and achieve outstanding results. Through this research, effective leadership strategies can be developed that contribute to strengthening school culture and improving the quality of education. In addition, the research provides valuable insights for education policymakers on.

B. Research Objectives: The present study aims to investigate:

1. How to support head teachers in developing their leadership skills?
2. Inspirational leadership amongst primary school head teachers.
3. Organizational discernment amongst primary school head teachers.
4. The correlation between inspirational leadership and Organizational discernment amongst primary school headteachers.

C. Scope of the study:

This study is limited to headteachers of primary schools affiliated with the departments of the General Directorate of Education in Salah al-Din Governorate, in the morning session, for the academic year (2024–2025).

D. Definition of Terms: The term of Inspirational leadership has been defined by:

1. (Chuang, (2013) as the leader's ability to bring about positive self-change within their followers, to manage their time effectively, to deal with them with credibility and clarity, to commit to transparency when presenting themselves, and to ensure the continuous renewal of the process of communicating with and motivating them (Chuang, 2013:18).
2. Al-Louh: It is leadership that is charismatic and distinctive in its characteristics and nature, and which aspires to foster lasting relationships with subordinates at work, such that it exerts a significant influence on them in terms of loyalty and performance, to the extent that they are captivated by its ideas [10].

Operational definition: This refers to the score obtained by primary school headteachers when they complete the Inspirational Leadership Scale used in this study.

E. Organizational differentiation: Defined by:

1. Abu Al-Nasr: 'It refers to school staff engaging in administrative behaviour in accordance with the principles of management, with a view to carrying out managerial functions efficiently, with the least possible effort, time and cost' [11].
2. Al-Nuweika: 'It is the consistent surpassing of global best practices in the performance of Organizational tasks through the engagement of staff in relationships characterised by affirmation and interaction, and through an understanding of competitors' performance capabilities, external strengths and weaknesses, and the surrounding environment.' [12].

Procedural definition: The score obtained by primary school headteachers when completing the Organizational differentiation scale used in the research.

II. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

First: Inspirational Leadership:

1) The Concept of Inspirational Leadership: The roots of this concept lie in the term 'Charisma', derived from Latin, meaning 'inspiration' – that is, forces which are difficult to explain clearly through logical means. There has been growing interest in a type of leadership theory which shares the view that 'outstanding leaders go beyond simple performance-for-reward transactions and have a profound influence on their followers and organisations', including the ability to be a key force in realising new visions and bringing about change. Consequently, various terms have been coined to describe such leaders, including 'transformational' and 'visionary'. However, inspiration lies at the heart of what these theories propose in terms of excellence in the leadership role. Inspirational leaders may articulate a vision based on strong ideological values that motivate followers to engage with and align themselves with it; that is, their ability to instil and reinforce a high degree of trust among their followers, as well as to stimulate intrinsic motivation. [13]. Moreover, inspirational leadership has emerged as a modern leadership style; it is the

result of developments that have accompanied the three leadership styles—charismatic, transformational and authentic. Anyone examining the inspirational leadership style will see that it is linked to charismatic leadership in terms of the leader's self-confidence, intelligence and quick wit, and is linked to transformational leadership in terms of inspiring, motivating and fostering a spirit of challenge amongst followers, whilst it has been linked to authentic leadership within the framework of ethical values, this diversity has been reflected in the distinctive nature of inspirational leadership; its importance has emerged as one of the modern leadership styles capable of keeping pace with the new developments brought about by environmental changes and advancements; It provides the appropriate Organizational climate for creativity and innovation, and hones the talents and abilities of subordinates. Furthermore, it is based on a vision for the future that subordinates embrace and strive to achieve, whilst also raising their expectations to achieve results that exceed what was originally planned. (Sarhan, 2018: 88).

Theories explaining inspirational leadership:

- a. Trait theory: which posited that leadership effectiveness is determined by the presence of a set of traits; however, this theory has faced criticism on the grounds that these traits may be present in some individuals who do not hold leadership positions, Nevertheless, these traits have served as a starting point for the concept of inspirational leadership, which has its roots in the term 'charisma', derived from Latin. The word 'charisma' means inspiration – that is, powers which are difficult to explain clearly through logical means. The first person to use it was Max Weber in his theory of bureaucracy, where he used it to refer to a form of authority associated with the leader's personality and their personal traits and innate talents that inspire and captivate others; He likened this term to a fire that ignites the enthusiasm of followers, secures their loyalty and achieves results that exceed expectations. He also used this term to refer to the personal qualities and characteristics that distinguish a leader from their followers, such as 'courage, fitness, intelligence, wisdom, patience, excellence, the power of respect, and the power of logic and eloquence). [14].
- b. Situational Theory: It is also noted that the findings of situational theory marked the beginning of a shift in leadership thinking, and research into other theories explaining leadership effectiveness began in the light of these findings, Contemporary management thought has adopted a new concept and modern styles of managerial leadership that are in line with the overall new management guidelines, the key elements of which include that leadership involves coordinating the efforts of human resources, guiding and directing towards objectives and opportunities, supporting and backing work teams, and (leadership). Modern leadership concepts are crystallising in the transformation of the leader's role from one of presiding, commanding and prohibiting to one of support, encouragement and motivation. As noted in the presentation of the theories, the discussion of inspirational leadership was unclear and ambiguous. Instead, the emphasis was on tangible leadership qualities such as participatory leadership, whilst ignoring how a leader motivates and inspires their subordinates; a leader who relies on inspirational motivation has the ability to drive subordinates to the highest level of performance, as we find that leaders who practise inspirational motivation tend to be able to communicate their vision for the future, which subordinates are able to accept, and strive to achieve it, in addition to their ability to raise their subordinates' expectations, thereby enabling them to achieve performance that exceeds what their subordinates had originally planned. [14].

Second: Organizational Excellence:

Organizational excellence has emerged through a body of advanced management theories and concepts that have taken shape across various schools of thought on the subject of Organizational excellence. These include the following approaches: The scientific management approach, which put forward the concept that efficiency is the foundation of Organizational excellence; interest in this concept has grown following recognition of the pivotal role played by the human element within an organisation [4]. Although, work is considered an important and decisive element in an individual's life, as it provides social and emotional security; individuals therefore seek to achieve their goals and fulfil all their desires and needs through the organisation in which they work, given the positive impact this has on its employees. An employee who excels in their work is imbued with the organisation's culture and is loyal to it (Kumar & Mathimaram, 2017: 3). Given the importance of the headteacher's role, their capacity for hard work and perseverance, and their inclination towards innovation particularly within their field of work they strive for excellence, development, creativity and innovation, whilst keeping pace with the latest developments. This is done to facilitate the effective running of the educational process and, through their efforts within the school

to provide suitable working conditions, to create an appropriate educational atmosphere that enables all the educational resources available at the school and fostering a psychological environment characterised by stability and reassurance, so that everyone can focus on their work free from anxiety and stress, whether they are teachers or pupils (Al-Ghamdi, 2018: 318). In addition, organizational excellence refers to an organisation's superior ability to achieve best practice in the conduct of its business, resolve its challenges, and capitalise on untapped potential and critical opportunities in a way that surpasses others and achieves its objectives, in accordance with an effective strategy and a unified vision, in which supportive leadership harmonises with staff characterised by enthusiasm for their work, and institutional factors that provide the necessary flexibility to the organisation's structure and enable it to respond to changes within the framework of a positive Organizational culture that fosters learning, creativity and continuous improvement, thereby ensuring sustained excellence compared to other organisations (Al-Ali, 2016: 2)

Reasons for the Need for Organizational Excellence: -

- 1) Educational institutions need methods and approaches to identify the problems they face and work to address them.
- 2) Need methods for obtaining information to make important decisions, such as which staff members should be rewarded or disciplined, and which demonstrate creativity and excellence in their performance.
- 3) Institutions need to continuously develop their staff, support and equip their decision makers with the necessary skills, and focus on the roles they play in order to achieve excellence amongst their staff and set themselves apart from other institutions. (Zayed, 2006: 17).

Theories dealing with Organizational excellence:

1. Modified classical theory (1927–1932): The proponent of this theory was George T. Mayo, who emphasised the concept of human relations and argued that they can stimulate individuals' motivation to work and encourage them to increase their output; Human relations also refer to the process of 'organising an individual's relationship with their immediate or wider community so that they can carry out their activities whilst maintaining the foundations of happiness, fulfilment and harmony'; it is defined as 'that managerial behaviour which is based on valuing each individual and regarding them as a supreme value in their own right'. In the Organizational context, human relations refer to the integration of individuals into the workplace in a way that encourages them to work together to achieve higher productivity, whilst fostering cooperation amongst them and satisfying their psychological and social needs. The focus of human relations centres, on the one hand, on Organizational issues and the relationships prevailing within the school organisation, and, on the other hand, the provision of a social climate that helps to create suitable working conditions. Its primary aim is to fulfil the objectives of staff by satisfying their various needs and achieving the Organizational goals of the school [15]. This theory holds that authority is not inherited by an educational leader, nor does it stem from the leader to their followers in the school; rather, the leader acquires authority from their followers through the latter's recognition of the leader's qualifications. Among the responsibilities of the headteacher is to identify, understand and analyse the needs of teachers and pupils, and to recognise the importance of reconciling the needs of teachers and pupils with those of the school [16]. The pioneer of this theory is Tun Mayo, who is regarded as the spiritual father of this school of thought. He attached great importance to these human relationships, considering them the key variable in bringing about informal organisation. This theory aimed to measure and understand the impact of working conditions, the work environment and other related factors on productivity, and arrived at a number of assumptions, namely:
 - a. Physiological capabilities do not affect an individual's level of productivity: that is, they have no impact on the quantity and scope of work that an individual can contribute within the school organization.
 - b. Non-financial incentives and rewards play a key role in motivating individuals to carry out their duties, as well as in ensuring their satisfaction with that work.
 - c. Specialization is not necessarily the best Organizational model or structure for increasing and improving productivity; indeed, the opposite may be true.
 - d. Informal groups have a significant influence on the behaviour of employees; this means that employees behave towards management, its objectives, policies, procedures and programs as members of existing groups rather than as individuals isolated from one another [17].

2. Modern organization theory: The proponent of this theory is Donald (1954). This theory analyses the school organization, which comprises parts, with interactions and processes occurring between these parts. Every system has a set of objectives, and an organization consists of a set of parts or elements that work together to fulfil a specific function. In other words, it consists of a set of elements that interact with one another to perform its function. An organization may be simple or complex, and it may be open or closed. A closed system is one that does not allow elements from outside to enter, whilst an open system is one that draws some elements from outside and, at the same time, provides the external environment with certain materials or some of its outputs; that is, there is continuous interaction between the school organization and the external environment, yet it remains self-sustaining and maintains its stability. The theory of organisation (the school) as an open system; formal organisation, based on this principle, relies on the interdependence between the Organizational structure, Organizational processes and technology which are key components not only of the school organisation but of other organisations as well. These components can be further subdivided; for example, the structure can be broken down into structural elements, whilst administrative processes may include decision-making, communication and control within the organisation. Organizational theory is an attempt to assist managers in solving the organisation's problems and to guide them in their planning and managerial decisions, so that they are more attuned to understanding the formal and informal groups with which the organisation is involved [18].

Previous studies

First: Studies on inspirational leadership: -

- 1) A study by Hudson [19] entitled 'What makes leaders of educational institutions inspirational and how is this related to guidance?'

The study aimed to identify the set of characteristics and factors that make leaders of educational institutions inspirational. The researcher employed a descriptive approach; the study population comprised a group of educational institutions in Australia; the research instrument was a questionnaire; and the sample consisted of 25 teachers. The results of the study showed that the level of inspirational leadership among school leaders scored a relative weight of 67.8 per cent, which is considered moderate. The results also showed that there were no statistically significant differences between the mean ratings of the study sample regarding the dimensions of inspirational leadership attributable to the variables of gender and years of experience; however, there were statistically significant differences for the gender variable, favouring males [19].

- 2) A study by Poo Jomjit et al. [20] entitled 'Indicators of Inspirational Leadership among Leaders of Educational Institutions: Developing and Testing a Structural Equation Model'

The study aimed to identify the indicators of inspirational leadership amongst a sample of leaders in educational institutions in Thailand. It adopted a descriptive approach and administered a questionnaire to a sample of 660 educational leaders. The results showed that the dimensions of inspirational leadership were present to a significant degree amongst leaders in educational institutions, and that there were differences between the mean ratings of the study sample regarding these dimensions, attributable to gender and favouring females [20].

Second: Studies on Organizational differentiation

- 1) Study by Saleh, Hajzad and Mousari [21] (Enabling the inputs of the Ozi Organizational differentiation model in an Iranian educational institution).

The study aimed to identify the implementation of the Ozi Organizational Excellence Model in an Iranian educational institution. The dimensions examined in this study were leadership, strategic policy, human resources, participation and resources. The study utilised a combination of open-ended and closed-ended questions (25 in total) and included a Likert scale with (90) options. The sample consisted of a random selection of 300 staff members from the institutions. The study reached several conclusions, including that the levels of enabling factors for Organizational excellence across its dimensions were positive and satisfactory in the educational institutions under investigation [21].

- 2) Study by Moorosi and Bantwini [22] The relationship between a headteacher's leadership style, their discernment and school development in schools in the Eastern Tyeb region (South Africa).

The study aimed to identify the relationship between a headteacher's leadership style, their discernment and school development in schools in the Eastern Cape region of South Africa. The study employed a descriptive approach, selecting 19 headteachers who responded to open-ended questions regarding the

leadership style used in their schools. Qualitative interviews were also conducted with a further 19 headteachers who had received awards for their work. The study's findings revealed that headteachers prefer a leadership style characterised by delegation of authority and cooperation, as this enables them to excel in their work, whilst they steer clear of an authoritarian, top-down management style, as it fails to take human relationships into account. The results also indicated that a headteacher's possession of leadership ethics enables them to lead their school to educational and administrative excellence [22].

III. RESEARCH METHODOLOGY AND PROCEDURES

Research Methodology: This study adopted a descriptive correlational research methodology, as this was appropriate to the research objectives.

Research Population: The research population was defined as primary school headteachers for the academic year (2024–2025). The research population comprised (300) headteachers, comprising (197) male headteachers and (103) female headteachers from the scientific and humanities streams, as shown in Table 1.

Table 1. Shows the size of the research population broken down by gender (male, female).

Total	Females	Males	Gender
300	103	197	Number

Research sample: The research sample consisted of 200 school children, selected using a randomized, evenly distributed sampling method; 100 were male and 100 were female.

Research Instruments: In order to achieve the objectives of the present study, it was necessary to identify two scales to measure inspirational leadership and Organizational distinction. It was found that the scale developed by Al-Musallat [2] to measure inspirational leadership, comprising 37 items, with response options of: 'very high', 'high', 'medium', 'low' and 'very low), and the Organizational discernment scale developed by Al-Jubouri (2022), comprising 44 items, with the response options being: 'applies to me to a very great extent', 'applies to me to a great extent', 'applies to me to a moderate extent', 'applies to me to a small extent', and 'applies to me to a very small extent'.

In order to verify the validity of the research instruments, the researcher relied on their face validity by presenting the two scales, along with their items, to a group of referees and experts in the fields of education and psychology. Face validity was thus established, with the experts reaching an agreement of 89 per cent; the percentage was used as a measure of the degree of agreement amongst the experts.

Reliability was assessed using the retest method, whereby the two scales were administered to 40 randomly selected male and female teachers; after 15 days, the scales were re-administered to the same group, and Pearson's correlation coefficient was calculated. The reliability coefficient obtained using this method was (0.84) for the first scale and (0.88) for the second scale; this is considered a good indicator of reliability.

Once the Inspirational Leadership Scale had been finalised, comprising 37 items, the total score ranged from a maximum of 185 to a minimum of 37, with a hypothetical mean of 111. The hypothetical mean for the Organizational differentiation scale was 132 points, with a maximum score of 220 and a minimum score of 44.

Statistical methods: The data were analysed using a number of statistical methods, including: Pearson's correlation coefficient; the retest method; the percentage of agreement between experts; the t-test for two independent samples; and the t-test for a single sample.

IV. FINDINGS AND DISCUSSION

Objective 1: To identify the level of inspirational leadership among primary school headteachers. to achieve this objective, the Inspirational Leadership Scale was administered to a research sample of 200 primary school headteachers. Using the t-test for a single sample, it became clear that the difference was statistically significant in favour of the study sample's mean; the calculated t-value was 2.39 with a standard deviation of 5.5486. The calculated t-values were higher than the tabulated value of 1.96, with 199 degrees of freedom at a significance level of 0.05, as shown in Table 2.

Table 2. One-sample t-test and hypothesized mean for the Inspiring Leadership Scale.

Significance level (0.05)	Degree of freedom	Tabulated t-value	Calculated t-value	Standard deviation	Assumed mean	Arithmetic mean	Sample
Function	199	1.96	2.39	5.5486	111	101.000	200

A researcher might interpret this finding as follows: Headteachers who possess inspirational leadership skills often have a positive influence on teachers, thereby enhancing their job satisfaction and increasing their commitment to the school, as well as creating a supportive learning environment, which in turn boosts pupils' motivation to learn and encourages them to achieve their academic goals. Inspirational headteachers help to create a positive school atmosphere, where everyone (pupils, teachers and parents) feels respected and supported, thereby strengthening social relationships within the school.

Objective 2: To identify the level of Organizational excellence among primary school Headteachers. To achieve this objective, the Organizational Excellence Scale was applied to a research sample of 200 primary school headteachers. Using the t-test for a single sample, it became clear that the difference was statistically significant in favour of the study sample's calculated mean, with the calculated t-value amounting to (16.36) with a standard deviation of (14.3957). The calculated t-values were higher than the tabulated value of (1.96), with 199 degrees of freedom at a significance level of (0.05), as illustrated in Table 3.

Table 3. One-sample t-test and hypothesized mean for the organizational discrimination scale.

Significance level (0.05)	Degree of freedom	Tabulated t-value	Calculated t-value	Standard deviation	Assumed mean	Arithmetic mean	The sample
Function	199	1.96	16.36	14.3957	132	163.24	200

A researcher might interpret this finding as follows: Primary school headteachers plan effectively for future needs, and they encourage a spirit of competition amongst teachers to generate innovative ideas that contribute to the development of the educational process. Furthermore, the headteacher adopts a strategy that acts as an incentive to commit to behaviour that supports excellence and explains the educational strategies, processes and procedures necessary for implementation within the school.

Objective 3: The correlation between inspirational leadership and Organizational discernment among primary school Headteachers. To achieve this objective, Pearson's correlation coefficient was used to calculate and determine the correlation between the sample participants' scores on the inspirational leadership and Organizational discernment scales. The results revealed a statistically significant positive correlation, with a calculated correlation coefficient of (0.897) at a significance level of 0.05 and a degrees of freedom of 199, as illustrated in Table 4.

Table 4. Pearson's Correlation Coefficient between Inspirational Leadership and Organizational Discernment among Primary School Headteachers.

Significance (0.05)	Correlation coefficient	Number
Significant	0.897	200

The researcher may interpret this finding as follows: There is a positive correlation between inspirational leadership and Organizational excellence among primary school headteachers, which means that an increase in the level of inspirational leadership among headteachers leads to enhanced Organizational excellence in schools. When headteachers have the ability to inspire and motivate teachers and pupils, this contributes to improving the school's overall performance and the development of outstanding educational programs. Furthermore, inspirational leadership fosters a positive school culture, which makes it easier to attract talent and enhances the school's reputation. It can therefore be said that inspirational leadership plays a vital role in achieving Organizational excellence in the educational environment.

V. CONCLUSIONS

The findings of the current research indicate that primary school principals in schools affiliated with the General Directorate of Education in Salah al-Din Governorate possess a considerable level of inspirational leadership. Therefore, the results revealed that these principals demonstrate a notable level of organizational differentiation in managing their schools. Moreover, a statistically significant positive correlation was found between inspirational leadership and organizational differentiation among primary school principals. This indicates that as principals' inspirational leadership increases, their organizational differentiation improves accordingly. These results highlight the important role that inspirational leadership plays in enhancing administrative and organizational practices within primary schools. Although, the researcher recommends that educational authorities focus on developing and strengthening inspirational leadership skills among principals as a means of promoting organizational differentiation within the school environment.

VI. RECOMMENDATIONS

1. Developing training programs for inspirational leadership: Education stakeholders should design and implement training programs focused on developing inspirational leadership skills among school headteachers. These programs could include workshops on effective communication, motivation, and building positive relationships with teachers and pupils, thereby contributing to the creation of an outstanding learning environment.
2. Fostering a culture of innovation and collaboration: Headteachers should encourage a culture of innovation and collaboration amongst teachers and pupils. By establishing platforms for intellectual exchange and joint projects, Organizational excellence can be enhanced and new ideas stimulated, leading to improved academic performance and the development of innovative teaching strategies.
3. Performance evaluation and ongoing motivation: Headteachers must establish mechanisms for periodic performance evaluation, focusing on both individual and collective achievements. By offering rewards and incentives to teachers and pupils who demonstrate excellence, motivation and commitment can be enhanced, thereby contributing to the achievement of Organizational excellence within the school.

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