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Inspirational leadership and its relationship to the level of organizational excellence among heads of academic departments in Jordanian universities

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Abstract

The study aimed to identify the degree to which the inspirational leadership is practiced by heads of academic departments and its relationship to the level of organizational excellence among heads of academic departments in Jordanian universities, from the perspective of faculty members. The descriptive correlational approach was used, and a tool consisting of two parts was used: the first to measure inspirational leadership, and the second to measure organizational excellence in Jordanian universities. The tool was applied to a sample consisting of (328) faculty members during the academic year 2024/2025. After analyzing the data, the results of the study showed that the degree of practicing inspirational leadership among heads of academic departments in Jordanian universities as a whole and for all fields was (average) from the point of view of faculty members.The level of organizational excellence in Jordanian universities, from the perspective of faculty members, as a whole and for all items, was average.The study found that there is a positive, direct, and statistically significant correlation between all areas of inspirational leadership and the level of organizational excellence in Jordanian universities. In light of the study's findings, the study recommended organizing training courses to develop the skills of academic leaders in practicing inspirational leadership, training them to participate in making and taking sound decisions, benefiting from the strengths and weaknesses of the university's internal environment, and providing training workshops in accordance with regulations by department heads to develop the professional performance of faculty members.

1. INTRODUCTION

Every educational institution seeks to confront and keep pace with the emerging challenges surrounding it to achieve its goals and coordinate all the efforts of the members of the educational system. This requires the presence of an educational leadership that plans, supervises and inspires the individuals surrounding it to dedicate themselves to work and achieve the goal it aims for. Leadership is a manifestation of the active interaction that motivates all energies and activities directed towards achieving the desired goal (Abu Al-Naja, 2020)).

Educational leadership requires that all employees in educational institutions fulfill their duties in achieving the objectives of the educational process. It is not limited to those who occupy a leadership position by virtue of their job, but rather it may arise from within the group, and positions and initiatives may change. It is transferred within the group from the hands of the official leader to the hands of his subordinates through the creativity they provide and the effective roles they play (Abu Jarbou, 2022)).

The manager of an institution needs inspiration to perform his job efficiently, and this applies to all employees, in addition to his ability to be a distinguished and well-informed communicator. Furthermore, he needs to have the ability to communicate effectively and successfully with the world around him, and the ability to enjoy the quality of making others feel comfortable and reassured about them (Al-Maslat, 2023)).

Inspirational leadership is one of the leadership styles through which the success and efficiency of institutions are reflected. The inspirational leader has a multi-directional vision, through which he can see the past with a critical eye, learn from previous failed and successful experiences, live the present in its finest details, be creative in keeping up with it, and prepare for the future and prepare himself to face all its challenges (Al-Kilani, 2022)).

Inspirational leadership in its true essence is not difficult to apply, as leaders are always enthusiastic about achieving success and do not accept failure. Inspirational leaders are truly among the most interesting and distinguished people who are admired by those around them. Failure is not in their dictionary, and they are very skilled at finding solutions to everything that is complex, exploiting opportunities, and exploring everything that is new (Al-Jabour, 2022)).

Inspirational leadership is a leadership style that requires the leader to have the determination to think about his followers and put them in his mind before he thinks about himself, the ability to direct followers towards performance, the initiative to apologize and admit mistakes, and the flexibility to change when necessary (Joshi et al. 2009)).

From the perspective of Al-Amri and Al-Aghlabi (2007), inspirational leadership is a suggestive and inspiring process that influences others, motivating them to work quickly and efficiently to accomplish their assigned tasks. Fanari (2012) stated that the results of inspirational leadership are not a scientific miracle, and that inspirational leaders are currently among the most remarkable and inspiring individuals. They command the admiration of those around them because they constantly strive for success, do not accept failure, and are highly adept at finding appropriate solutions to all the problems and challenges they face. An inspirational leader provides positive energy and motivation to employees, which supports the well-being of employees in the organization, as it is not only related to the physical factor, but extends to the social and psychological factor within the work environment. Inspirational leadership also reduces the risks facing the organization, as the inspirational leader works to eliminate negative behaviors at work, such as conflicts within the organization, and absenteeism (Alwan, 2021).

Inspirational leadership is defined as a leadership approach through which the leader demonstrates determination and prioritizes employees' needs over personal interests, directs them toward work goals, takes the initiative to apologize when necessary, and exhibits flexibility (Rabie, 2018, p. 52). Kanaan (2019, p. 46) defines inspirational leadership as the leader's ability to influence employees and motivate them to achieve high levels of performance by enhancing their positive attributes. Similarly, Ghabayen (2019, p. 39) describes it as a leadership style that encourages employees to make sacrifices, confront challenges, and develop a sense of responsibility, while emphasizing respect and appreciation.

There have been numerous studies that have addressed the dimensions of inspirational leadership, as have researchers' perspectives on it. The following are the dimensions of inspirational leadership in leaders: Inspirational leaders possess characteristics that distinguish them from other leaders, as follows: They have a vision: They have a clear vision and strategy even in difficult circumstances. They keep the team focused on goals and strategy, and participate in defining the vision and making progress

toward achieving goals. They have the ability to mentor and coach: Inspirational leaders provide their team with the guidance and training needed to enable them to make their own decisions, achieve their goals, and learn along the way so that they can continue to improve and become inspiring leaders in the future (Griffiths, Roberts, & Price, 2019)). They have a sense of accountability and trust: Inspirational leaders are confident and take responsibility for the tasks and decisions they make because they understand that this is part of learning. They are able to communicate and embody purpose and vision: Inspirational leaders do more than just talk and talk while performing their work. On the way to achieving goals, they embody their purpose and vision. They are role models, conveying their vision and goals to the people they lead (Al-Issawi, Muhammad Hamid,2018)). Innovators: Technological and ideological innovation is essential. Inspirational leaders understand this well, so they tend to think outside the box, in addition to encouraging creative and innovative thinking among those they lead (Yaqoub, 2024). They have the ability to take blame and give opportunities: Inspirational leaders give credit where it is due and realize that their achievements are rarely theirs alone, but rather due to the efforts of the team and individuals they lead. At the same time, when things go wrong, the reason is rarely the fault of one individual. They are good listeners: A large degree of what we learn comes from listening, and to be an inspiring leader, it is important to listen in order to continue learning. It is also important to listen to employees' ideas, suggestions, and concerns (Al-Kilani, 2022).

The importance of inspirational leadership is evident in its being a contemporary leadership style that keeps pace with developments and changes in the work environment. In this style, the inspirational leader helps unleash the creative energies of employees and transforms the work environment into a creative environment for achieving the best. It is a strength through which the leader can exploit available opportunities (Fanari, 2012).

There are a set of tasks performed by an inspirational leader, through which we can see the importance of inspirational leadership. These include the following: Inspirational leaders present a clear and inspiring vision that aligns with the organization's strategies; they view innovation as the foundation for individual and collective work within the organization, and it is their starting point; they strive to disseminate this concept throughout the organization; they maintain constructive corporate values and reject destructive values that seek to counteract the vision. Inspirational leaders encourage innovation and creativity through initiative and experimentation, through planning and developing a daily work schedule; they provide assistance to subordinates by enabling them to integrate personal and work goals, so that they work in balance between them. This is one of the motivating elements for employees (Sarhan, 2018).); they motivate and energize subordinates, increasing their inspiration towards effort, sacrifice, giving, and achieving more; they encourage risk-taking and are not afraid of failure, but rather share it with others in order to transform it into success; they support change and transformation and are not afraid of taking on challenges; they inspire others and motivate them to put forward their ideas and suggestions; they work to protect subordinates by taking joint responsibility for the results (Abu Al-Naja, 2020).

The importance of inspirational leadership appears through creating a positive impact in supporting the positive aspects available to employees, reducing and limiting the negative aspects, controlling and solving problems arising at work, and resolving disputes and opinions among employees (Abdulrahman, 2016)), (Jassim, (2018).).

As universities seek to exploit available opportunities and explore new ideas, experiences and creativity in their tools, they seek to find advanced management methods and move away from traditional management, especially in light of the huge developments in knowledge technology that the educational world is witnessing as a contemporary administrative trend in every field of organizational management rights. Due to the increasing number of competitors in educational institutions, it has become necessary for them to work on improving and updating themselves constantly, meaning that they always need to be ingenious, and therefore they must work on investing all their opportunities and search for new opportunities in a way that helps them adapt to the requirements of society and the goals they seek to achieve, and their ability to deal with different circumstances and challenges. The idea of organizational ingenuity came as one of the trends by which institutions and universities can confront any challenges and circumstances that confront them (Al-Janazra, 2020).

Organizational excellence is one of the management methods that aims to achieve the organization's ability to strive towards achieving exploratory and exploitative activities at the same time, by committing to simultaneous performance with optimal learning methods and exploiting available resources, and striving towards implementing creativity and innovation to be more successful (Abu Hatab, 2021).

Organizational prowess is the institution's ability to invest available resources and explore new activities in new fields for the institution, in a way that creates a balance between investment and exploration performance, and reconciles the institution's resources with the conditions of competition (Awis, 2015). It also expresses the institution's ability to achieve its goals by taking into account the dimensions of exploration and investment, especially through achieving the maximum possible investment of all its resources and capabilities, and in a way that achieves innovation in providing its services and programs, confronting all the various changes and their conflict, getting rid of administrative restrictions and treating its institutional problems, and supporting its serious opportunities for creativity and innovation and building a clear vision in order to occupy a prestigious position in society (Al-Obaidi, 2020).

The importance of applying organizational excellence in institutions and universities is evident in what they seek to achieve in terms of a competitive advantage that seeks to maintain and sustain their resources in the long term, through their ability to find a balance between consulting practices and the pursuit of finding and appointing competent human resources in institutions and universities at a high level of efficiency in the short term, and between exploratory practices that aim to search for new possibilities and opportunities and anticipate future events, to adapt to developments in the surrounding environment, thus ensuring continuity in the long term (Al-Bashqali and Al-Dawoud, 2015)).

Organizational ingenuity helps leaders create harmony, balance and adaptation between the past, present and future, and between opportunities, possibilities and what they can predict for the future of

their organizations and determine their level among their peers. It works on adapting, following up, investing, exploring and adjusting to developments in the changing environment and confronting and dealing with them appropriately. With skillful performance, it reduces errors and reshapes flexibly, according to changes in the market, technologies and knowledge management. The ability to shape the organizational structure and manage it well is a strategic advantage for strengthening cohesion at the individual and collective levels within the organization (Al-Jaraydah, and Ahmad (2021).

Institutions and universities need organizational excellence, and to achieve this goal they need competent leadership. For this reason, academics and researchers have been searching for leadership methods that enable institutions and universities to achieve organizational prowess. Inspirational leadership is the leadership that enables leaders to work effectively in the changing environment (Alwan, 2021).

Although understanding the factors that make institutions and universities ingenious has become an important issue, given that exploratory and exploitative activities require different and inconsistent capabilities and potentials, the process of achieving ingenuity within universities appears complex. Hence, the importance of having inspirational leadership as an important means of achieving organizational ingenuity within universities emerges, as institutions and universities seek their ability to compete in light of the expanding developments, optimal exploitation of opportunities, and discovery of new experiences and ideas. There has become a major challenge facing their management, which is finding new administrative methods to support and develop their capabilities to keep pace with global developments, so that they are able to withstand and achieve competitive and exploitative activities in light of the changing environment, and raise the level of performance of their human element (Al-Maslat, 2023).

Since institutions and universities are primarily responsible for preparing individuals educationally and socially and providing them with values and behaviors, especially since it is necessary to raise individuals in the correct way (Al-Kilani, 2022), organizational ingenuity and its success in directing dynamic capabilities requires a leader with a comprehensive, flexible and balanced strategic vision to ensure the success of the goals that universities seek to achieve, with his ability to sense the developments that occur in society, solve problems and borrow them before they occur with a future vision, and the ability to work in a team spirit to work with desire and invest opportunities and confront threats and restructure tasks according to developments (Al-Munaie, 2024).

The brilliance of leadership lies in imagining the possibility of transforming the crisis and the risks it carries into opportunities to unleash creative capabilities that are invested as an opportunity to reformulate circumstances and find sound solutions. This positive approach prepares for creative interaction with the challenge facing institutions to the extent that it enables them to transform the risk into opportunities that can be invested in (Al-Awda, 22020).

A review of the literature reveals the importance of leadership, particularly inspirational leadership, in achieving organizational excellence. This is based on the fact that leadership is responsible for exploring

opportunities, leading change, and exploiting and investing in available resources and opportunities.

In light of the above, the researcher began this study to investigate the necessary information on the role of inspirational leadership in making educational work better, and its role in achieving organizational excellence.

The topic of inspirational leadership has been addressed by a number of studies, including study (Eachern, 2010)), which concluded that emotional intelligence is the most important type of human intelligence in building an inspirational leader, and that inspirational leadership is positively and strongly related to organizational effectiveness from the perspective of a sample of employees in various institutions in the United States of America. As for study (Hudson, 2013), the results of the study showed that the level of inspirational leadership among school leaders was average from the perspective of the study sample members from educational institutions in Australia. (Grigoropoulos &Gialamas, 2018) also conducted a study, one of the most prominent results of which was the availability of inspirational leadership dimensions among teachers to a high degree from the perspective of a sample of employees in educational institutions in Thailand. The results of study (Al-Amri, 2019)) showed that the degree of application of inspirational leadership dimensions among female school leaders in the city of Riyadh was average, and there were statistically significant differences between the sample of female school leaders and the sample of female teachers, and the application of the school leaders of the dimension of self-confidence and future vision was average. (Kamel and Mahdi,2019) conducted a study that showed a statistically significant positive correlation between inspirational leadership and organizational excellence, and that there is a high interest in the dimensions of inspirational leadership in schools in the Iraqi city of Karbala. Study (Abu Ghaly, 2019) showed that the degree of practicing inspirational leadership among principals in secondary schools in Palestine was high, and that there was a strong statistically significant correlation between the dimensions of inspirational leadership among principals and the job involvement of teachers. While (Darwish,.2019) concluded in his study that there were no statistically significant differences attributable to the gender variable in the degree of practicing inspirational leadership methods among male and female physical education teachers in Egypt. Study (Al-Farani,, 2020) indicated that there is an impact of the dimensions of inspirational leadership (self-confidence, strategic orientation, employee empowerment, dealing with failure) on the dependent variables, and that the relative weight of inspirational leadership was very high. There is a negative correlation between the study sample and the degree of university leaders' practice of inspirational leadership dimensions in Palestinian universities. Study (Al-Shaboul.2021) concluded that the degree of inspirational leadership practice among school principals in the Education Directorate of Ramtha District was high, and indicated the existence of statistically significant differences in the degree of inspirational leadership practice among the principals of these schools. Study (Al-Dhaheri, and Al-Bashbasha,.2022) also indicated that the degree of inspirational leadership practice in improving the educational process in the Education Department in Riyadh City was high, and the level of improvement of the educational process in the Education Department in Riyadh City reached a very high degree. It also showed that there is a statistically significant relationship between the application of inspirational leadership and the improvement of the educational process in the Education Department in Riyadh City. While Study (Al-

Zoubi, 2023) indicated that the degree of inspirational leadership practice among Ramtha District school principals was high. Study (Yaqoub, 2024)) concluded that the degree of inspirational leadership practice among secondary school principals in Zarqa was high, and the areas of inspirational leadership were ranked in order of future vision, then empowerment, then self-confidence, and then depth of thinking.

The variable of organizational dexterity was also addressed by a number of studies, including Study (Al-Bashqali, and Al-Dawoud, (2015), which showed the availability of organizational dexterity dimensions in the colleges studied in a sample of colleges at the University of Duhok in Iraq, however, at a weak level. Study (Al-Jabour, 2022) concluded that the level of organizational dexterity among secondary school principals in Marka District was high, and that there was a relationship between leadership style and organizational dexterity. The results of Study (Al-Janazra, 2020) also showed that the degree of organizational dexterity among secondary school principals in the capital Amman Governorate was moderate, and that there was a relationship between leadership style and organizational dexterity. The results of Study (Al-Jumai and Al-Harithin 2021)) also showed that the flexibility of human resources is positively related to organizational dexterity in the performance of employees at Isfahan University. Study (Al-Awda, 2020) concluded that the level of organizational dexterity among female school leaders in the Qassim region/Saudi Arabia was high. Study (Abu Hatab, Aida (2021) also concluded that the degree of organizational dexterity was high in secondary schools in the southern governorates of Palestine. The results of Study (Al-Zoubi, Nour.2023) showed that the degree of organizational dexterity among female leaders of private schools in the city of Taif/Saudi Arabia was high. The results of study (Al-Jaraydah, Muhammad, and HamadSulaiman (2021) showed that the availability of organizational excellence dimensions in schools was high in the schools of Al Dakhiliyah Governorate in the Sultanate of Oman. There was a correlation between the dimensions of organizational excellence and the quality of the organizational climate in schools. In study (Alwan, 2021) with the aim of revealing the role of inspirational leadership in achieving organizational excellence at Zagazig University in Egypt, the results of the study concluded that there is a positive impact in achieving inspirational leadership for organizational excellence. Rashid, Abdullah & Ahmed (2022) aimed aimed to identify the role of inspirational leadership in enhancing organizational commitment among individuals working at Tikrit University. Through a random sample of individuals working at the university in question, which numbered (72) individuals distributed over the different faculties of the university. Where the research reached a set of conclusions, the most important of which is the validity of the research hypotheses, as well as the existence of a significant statistically significant effect of the inspiring leadership by removing it (self-confidence, future vision, and recognition of the leader as a tool for change. In study (Al-Maslat, 2023), which aimed to determine the nature of the relationship between inspirational leadership and organizational excellence among school principals in Abha City in Saudi Arabia, the results showed a positive and strong relationship between inspirational leadership and organizational excellence among school principals in Abha City. While Al-Munaie's study (Al-Munaie, 2024)) concluded that the degree of assessments that benefited the study sample at the level of organizational excellence as a whole among secondary school principals in Jerash Governorate/Jordan was high. Al-Sheikh and Abdul Rahman (2026) conducted a study aimed at identifying the level of inspirational leadership practices in

Palestinian private universities. To achieve the study objectives, the descriptive-analytical approach was adopted. The study population consisted of supervisory leaders in Palestinian private universities (University of Palestine, Al-Israa University, and Gaza University) in the southern governorates, totaling 209 employees. A total of 160 questionnaires were distributed using a stratified random sampling method. The findings indicated that the level of inspirational leadership practice was moderate. Moreover, no statistically significant differences were found in participants' responses regarding inspirational leadership based on gender, job title, years of service, or workplace. However, significant differences were observed in favor of individuals holding doctoral degrees. Abdullah and Raha (2020) examined the impact of inspirational leadership on reducing organizational conflict among faculty members at the Iraqi University. The study utilized a questionnaire administered to 225 faculty members. The results revealed a statistically significant effect of inspirational leadership dimensions on organizational conflict among faculty members. Al-Fayedi (2025) aimed to identify the level of inspirational leadership practiced by heads of academic departments at the Faculty of Arts and Sciences, Qaminis, University of Benghazi, from the perspective of faculty members. The study population consisted of all 76 faculty members at the faculty. The findings indicated that the level of inspirational leadership practice among department heads was high.

Research Problem

The problem of the study is based on the researcher's experience in university work, which exceeds 15 years, and her vision about the future of education in universities, and after reviewing the importance of leadership styles in the educational and pedagogical process, and realizing the necessity of the educational leader being able to inspire faculty members and stimulate their creative energies in departments and colleges, and its impact on the leadership style since the practice of traditional leadership styles has become exhausted and is fatal to the links and relationships between department heads and faculty members; the problem of the study has also emerged as a result of a group of recommendations from some studies that shed light on the necessity of paying greater attention and searching for everything that can be practiced to enhance the knowledge and skills of managers in practicing inspirational leadership in the educational field, as in the study of Abu Ghaly 2019, and the study of Darwish 2019 which recommended applying inspirational leadership in light of global experiences and the political, economic and social reality, as well as what was recommended by study (Al-Maslat, 2023), which recommended developing knowledge and skills in the fields of inspirational leadership and organizational excellence.

Although there are numerous previous studies, literature, and research papers that have addressed the topic of inspirational leadership, and others that have addressed organizational excellence, there have been no studies that have linked these two variables to each other, to the best of the researcher's knowledge, especially at the university level, as the nature of the relationship between educational administration and inspirational leadership and organizational excellence still requires deep understanding and awareness.

Research Questions

The current study aims at answering the following questions

Question 1: What is the degree of ingenuity leadership practiced by heads of academic departments at Jordanian universities, from the perspective of faculty members?

Question 2: What is the level of organizational excellence in academic departments at Jordanian universities, from the perspective of faculty members?

Question 3: Is there a correlation between the degree of ingenuity leadership practiced by heads of academic departments and the level of excellence at Jordanian universities?

2. METHOD

This study used the descriptive correlational approach, based on collecting data from the study sample. This approach relies on studying the phenomenon as it exists in reality.

Population and Sample

The study population comprised all faculty members at Jordanian public universities, namely the University of Jordan, Yarmouk University, the Hashemite University, and Al al-Bayt University. The total number of faculty members was 3,331, distributed as follows: 1,178 at the University of Jordan, 985 at Yarmouk University, 817 at the Hashemite University, and 351 at Al al-Bayt University.The research instrument was administered electronically via a survey link that was shared with the deans of the respective faculties through WhatsApp, following official approval from the university administrations. The instrument targeted the faculties of Education, Arts, and Sciences. The survey link remained open for responses for a period of three weeks, after which it was closed. A total of 328 valid responses were collected.

Research Instrument

To achieve the study objectives, a study tool (questionnaire) was developed. It consisted of two parts: the first measured the degree of inspirational leadership practice among heads of academic departments at Jordanian universities, drawing on studies including (Abu Al-Naja, 2020), (Al-Maslat, 2023), (Al-Issawi, 2018), (Abu Hatab, 2021), and the second measured the level of organizational prowess among heads of academic departments at Jordanian universities, based on studies including (Al-Kilani, Hind (2022)), (Al-Janazra, Ali (2020, (Abu Hatab, 2021), (Al-Jaraydah, and Hamad 2021), and (Al-Munaie, 2024)). The questionnaire used a five-point Likert scale (5 = strongly agree, 4 = agree, 3 = moderate, 2 = disagree, 1 = strongly disagree). A classification scheme was used based on the average computerized scores of the scale, yielding three categories: low (1-2.33), medium (2.34–3.67), and high (3.68-5). To verify its validity, the questionnaire was presented in its initial form to a group of experts for feedback regarding the appropriateness, clarity, accuracy, and linguistic correctness of the items. The

judges were asked to suggest any additions, deletions, or replacements. Based on the experts' comments, the questionnaires were reviewed, and some modifications were made to finalize the instrument.

Construct Validity of the Inspirational Leadership;

To establish the face validity of the questionnaire, it was administered to a pilot sample of 20 faculty members from the study population, with these teachers excluded from the final application. Correlation coefficients were calculated between the score of each item and the total score for the domain to which it pertains, as well as between the score of each domain and the total score of the questionnaire. All correlation coefficients were within acceptable and statistically significant levels.

Table 1
Pearson Correlation Coefficients among the Dimensions of Inspirational Leadership and the Overall Instrument

Domains	Self-Confidence	Employee Empowerment	Strategic Orientation	Inspirational Leadership
Self-Confidence				
Employee Empowerment	.534**			
Strategic Orientation	.559**	.807**		
Inspirational Leadership	.796**	.907**	.904**	

Table (1) indicates that the correlation coefficients between the dimensions of inspirational leadership and the overall instrument, as well as the intercorrelations among these dimensions, were all greater than 0.20. This suggests that they are adequate for achieving the objectives of the present study.

Construct validity was also examined by calculating Pearson correlation coefficients between the items of each dimension and the overall instrument, as well as between the items and their corresponding dimension, as shown in Table (2).

Table 2

Correlation Coefficients between the Items of Each Dimension and Their Corresponding Dimension and the Overall Inspirational Leadership Scale

Dimension	Item	With Dimension	With Overall Scale
Self-Confidence	The head of the department seeks to develop himself by keeping up to date with developments in his field.	.504*	.698**
	The head of the department appears confident in what he says and does, reflecting trust in his abilities and competencies.	.689**	.878**
	The head of the department deals with work-related problems using appropriate and systematic approaches.	.892**	.567**
	The head of the department believes he can control himself when angry, serving as a role model in his behavior and actions.	.883**	.554**
	The head of the department has a clear leadership vision based on a defined philosophy and forward-looking perspective.	.919**	.581**
	The head of the department considers staff opinions in decision-making and adjusts decisions accordingly.	.910**	.557**
Employee Empowerment	The head of the department provides faculty members with opportunities for learning and acquiring new professional experiences.	.684**	.660**
	The head of the department encourages and rewards performance and innovative ideas at work.	.725**	.719**
	The head of the department delegates tasks to faculty members in accordance with their capabilities.	.906**	.807**
	The head of the department fosters an organizational climate characterized by positive and flexible human relations.	.900**	.807**
	The head of the department promotes diverse communication channels with relevant stakeholders within and outside the university.	.816**	.703**
	The head of the department provides sufficient support to enable professional development and advancement.	.881**	.759**
Strategic Orientation	The head of the department articulates the university's future vision and listens carefully to different viewpoints, respecting and encouraging them.	.748**	.870**

Dimension	Item	With Dimension	With Overall Scale
	The head of the department involves relevant stakeholders, both inside and outside the university, in formulating future goals.	.606**	.669**
	The head of the department analyzes strengths and weaknesses within the internal environment and leverages opportunities while addressing challenges.	.663**	.721**
	The head of the department continuously monitors the implementation of future plans and works to overcome obstacles.	.876**	.709**
	The head of the department develops comprehensive and alternative strategic plans to address potential risks.	.807**	.553**
	The head of the department translates university goals into actionable procedures and provides appropriate implementation mechanisms.	.777**	.611**
	The head of the department listens attentively to diverse viewpoints and encourages them.	.846**	.750**
	The head of the department ensures the availability of appropriate implementation mechanisms and tools.	.864**	.768**

*** Statistically significant at the 0.05 level.**

****Statistically significant at the 0.01 level.**

Table (2) shows that the correlation coefficients between the items of each dimension and the overall instrument were all greater than 0.20, indicating that they are adequate for achieving the objectives of the present study.

Construct Validity of the Organizational Exellence Dimension;

Table 3
Correlation Coefficients between the Items of the Organizational Ambidexterity Dimension and the Overall Scale

No	Item	Correlation Coefficient
1	The administration benefits from its external network of relationships with local community institutions.	.566**
2	The administration sets clear timelines for implementing tasks and activities.	.560**
3	The administration seeks innovative ways to meet its needs.	.772**
4	Environmental changes are analyzed to identify potential opportunities.	.808**
5	The administration sets timelines for implementing tasks and activities.	.702**
6	The administration is concerned with training employees and supporting their professional development.	.710**
7	The administration promotes transparency and accountability in managing resources.	.662**
8	The administration encourages employees to propose new initiatives and ideas.	.805**
9	The administration seeks strategic partnerships to support the educational process.	.694**
10	The administration utilizes technological methods to accomplish tasks and activities.	.683**
11	The administration has the ability to adapt to environmental changes.	.590**
12	The administration ensures flexibility in work rules and procedures.	.461*
13	The administration strives to use available technologies and equipment efficiently.	.683**
14	The administration focuses on improving employee performance by providing new knowledge, skills, and experiences.	.540**
15	The administration utilizes employees' knowledge in responding to environmental changes and exploiting opportunities.	.507**
16	The administration relies on scientific methods to anticipate future developments.	.760**
17	The administration applies job rotation among employees at appropriate intervals.	.789**
18	The administration promotes coordination among employees through a shared vision.	.683**
19	The administration makes decisions in a timely manner without delay.	.683**

No	Item	Correlation Coefficient
20	The administration invests in employees' creative abilities.	.396*

***Statistically significant at the 0.05 level**.

****Statistically significant at the 0.01 level.**

Table (3) shows that the correlation coefficients between the items of the dimension and the overall scale were all greater than 0.20, indicating that they are adequate for the purposes of the present study.

Reliability of the Study Instrumen

Two methods were employed to assess the reliability of the research instrument. The first method involved the test–retest approach, while the second method involved calculating Cronbach's alpha for the questionnaire items. For the test–retest method, the questionnaire was administered to a pilot sample of 20 respondents on two occasions, with a two-week interval between administrations. Pearson's correlation coefficient was then calculated between the two sets of responses to determine the reliability coefficient. For the second method, internal consistency was assessed using Cronbach's alpha coefficient.The results are presented in Table (4).

Table 4
Test–Retest Reliability and Internal Consistency (Cronbach's Alpha) of the Study Instrument

Scale and Its Dimensions	Internal Consistency (Cronbach's Alpha)	Test–Retest Reliability
Self-Confidence	0.888	0.892
Employee Empowerment	0.852	0.862
Strategic Orientation	0.852	0.871
Inspirational Leadership	0.901	0.912
Organizational Ambidexterity	0.912	0.900

The results presented in Table (4) indicate that the internal consistency coefficients (Cronbach's alpha) for the instrument exceeded 0.80 across all study dimensions. These values reflect a high level of reliability. Accordingly, the instrument can be considered reliable and suitable for the purposes of this study, and its results can be regarded as trustworthy.

3. RESULTS AND DISCUSSION

To answer the first question, which addressed the degree of practicing inspirational leadership among heads of academic departments in Jordanian universities from the perspective of faculty members, the arithmetic means and standard deviations of the responses of the study sample members were

extracted. This resulted in the degree of practicing inspirational leadership among heads of academic departments in all Jordanian universities being (average) according to the standards set for this purpose, as the overall average for the domains was (3.13) with a standard deviation of (0.58). The ranking of the domains of inspirational leadership was as follows: the domain of self-confidence came in first place and represents the average degree, then the domain of employee empowerment came in second place and represents the average degree, and finally the domain of strategic orientation came in third place and represents the average degree. The following table (5) shows this.

Table 5
Descending arithmetic means and standard deviations for inspirational leadership by domain and domains combined

Number	Rank	Domain	Mean	SD	No. of Items	Degree
2	1	Self-Confidence	3.20	0.65	7	Average
3	2	Employee Empowerment	3.10	0.59	10	Average
1	3	Strategic Direction	3.09	0.67	6	Average
Total Average for All Domains Combined			3.13	0.58	23	Average

In light of the results of the first question, this result can be interpreted as: All areas of inspirational leadership received an average rating from department heads in Jordanian universities. This may be attributed to department heads' awareness of the importance of modern leadership methods and their efforts to implement them in their departments and with their faculty colleagues. It also indicates the ability of department heads to create a good organizational climate, which enhances the spirit of creativity and innovation among faculty members in performing their duties, and the ability of department heads to connect faculty members to their jobs, which necessarily reflects their commitment to work. It also indicates the good relationship between department heads and faculty members, in addition to the multiple administrative training courses received by department heads, and the emergence of trends calling for inspirational leadership. The results of this study were consistent with the results of a number of studies, including this study Hudson, P. (2013).), Al-Amri, Haifa, (2019), which showed that the extent of application of inspirational leadership practices was average. While a number of studies indicated that inspirational leadership practices in its dimensions were high, including studies (Grigoropoulos & Gialamas, 2018)), (Abu Ghaly, 2019 (Al-Shaboul, 2021,).

The researchers extracted the arithmetic means and standard deviations for each paragraph of the inspirational leadership domains and for the domain in general, according to the responses of the study sample members from the faculty members at Jordanian universities. They were also arranged in descending order according to their arithmetic means.

Field: Self-confidence

To identify the degree of practicing self-confidence among heads of academic departments in Jordanian universities, the arithmetic means and standard deviations of the responses of the study sample members were calculated according to this field, and Table (6**) shows this**:

Table 6

Arithmetic means arranged in descending order and standard deviations according to the items of the self-confidence domain:

Number	Rank	Items	Mean	SD	Degree
1	1	The head of the department is interested in developing himself by keeping up with everything new in his field of work.	3.39	1.20	average
2	2	The department head appears competent in everything he says and does and appears confident in his abilities and potential.	3.35	1.04	average
3	3	The department head deals with work problems in appropriate and scientific ways.	3.21	1.11	average
5	4	The Head of Department believes that he has a clear vision of leadership based on a specific philosophy and insightful vision.	3.19	1.11	average
4	5	The department head believes that he has control over himself when he is angry, so he is considered a role model in his behavior and actions.	3.17	1.09	average
6	6	The department head accepts the employees' opinions on his decisions and amends them.	3.10	1.14	average
Total Average for All Domains Combined			3.20	0.65	average

The results indicate that the degree of practicing self-confidence among heads of academic departments, for the field as a whole, was average according to the responses of the study sample members of the faculty members in Jordanian universities, and all the paragraphs took the average degree, as the arithmetic averages for this field ranged between (3.10–3.39), and the results also indicated that the overall arithmetic average for the field of the trait of modesty reached (3.20), which represents the average degree.

This result, in which the self-confidence domain ranked first and at a medium level, can be explained by the awareness of department heads that human resources are among the most important resources in departments. Today, it has become necessary to involve faculty members in the decision-making process, as well as to delegate authority so that the faculty member becomes responsible for the quality of the decisions he makes and the tasks he performs. This result is similar to the result of study (Al-Amri, Haifa, (2019), which showed that the level of self-confidence was average. It differs from the result of study (Abu Ghaly, Samar,2019), which showed that the level of self-confidence was high.

Field: Employee Empowerment

To identify the degree of practice of employee empowerment by heads of academic departments, the arithmetic means and standard deviations of the responses of the study sample members were calculated according to this field, and Table (7) shows this:

Table 7
Arithmetic means in descending order and standard deviations according to the employee empowerment field items

Number	Rank	Items	Mean	SD	Degree
8	1	The head of the department provides faculty members with opportunities to learn and gain new experiences in the field of work.	3.12	1.07	Average
10	1	The head of the department delegates many tasks to faculty members according to their capabilities.	3.12	1.08	Average
12	3	The department head is keen to open new and diverse channels of communication with all parties related to the university, both internally and externally.	3.11	1.11	Average
9	4	The department head encourages and rewards performance and innovative ideas.	3.08	1.06	Average
11	5	The head of the department creates an organizational climate in which human relations are easy and flexible.	3.04	1.10	Average
13	5	The head of the department is keen to provide adequate support to enable them to develop and advance.	3.04	1.10	Average
Total Average for All Domains Combined			3.09	0.67	Average

The results indicate that the degree of practicing employee empowerment by heads of academic departments, for the field as a whole, was average according to the responses of the study sample members, from the faculty members at the University of Jordan, and all the paragraphs took the average degree, as the arithmetic averages for this field ranged between (3.04–3.12), and the results also indicated that the overall arithmetic average for the field of employee empowerment reached (3.09), which represents the average degree.

The result, with the employee empowerment area ranking second with a high score, can be explained by the ability of department heads to achieve the desired school goals, control the problems they face, and make the right decisions, which enhances the capacity of faculty members with their inspiring leader and their experience in the educational field. This is because they were faculty members at the beginning of their work, which gave them high self-confidence. This is in addition to the training courses and programs offered by the university, which contributed to developing their leadership and administrative skills, striving to promote a culture of leadership among everyone.

The results of this study are consistent with the results of Study (Al-Amri, 2019), which showed that the level of self-confidence was average. This result differs from the results of Study (Al-Shaboul, 2021), which showed that self-confidence was high.

Field: Strategic Direction

To identify the degree of practicing strategic orientation among heads of academic departments in Jordanian universities, the arithmetic means and standard deviations of the responses of the study sample members were calculated according to this field, and Table (8) shows this:

Table 8
Arithmetic means arranged in descending order and standard deviations of the responses of the study sample members according to the paragraphs of the strategic orientation

Number	Rank	Items	Mean	SD	Degree
14	1	The head of the department articulates the university's future vision and listens carefully to, respects and motivates different points of view.	3.25	1.11	Average
16	2	The head of the department analyzes the strengths and weaknesses of the university's internal environment and exploits opportunities and challenges.	3.17	1.09	average
21	3	The head of the department provides implementation mechanisms and tools.	3.11	1.05	average
19	3	The Head of Department translates the university's goals into practical, executable procedures and provides implementation mechanisms and tools.	3.11	1.10	average
17	5	The head of the department creates an organizational climate in which human relations are easy and flexible.	3.09	1.07	average
15	5	The head of the department is keen to provide adequate support to enable them to develop and advance.	3.09	1.14	average
18	7	The head of the department develops a comprehensive and alternative strategic plan to address potential risks	3.08	1.05	average
20	7	The head of the department listens attentively to different viewpoints, respects them, and encourages their expression	3.08	1.14	average
Total Average for All Domains Combined			3.10	0.59	average

The results indicate that the degree of practicing strategic orientation among heads of departments in Jordanian universities, for the field as a whole, was average according to the responses of the study sample members from the faculty members in Jordanian universities, and all the paragraphs took the

average degree, as the arithmetic averages for this field ranged between (3.08–3.25), and the results also indicated that the overall arithmetic average for the field of strategic orientation reached (3.10), which represents the average degree.

This result can be explained by the fact that the strategic orientation field ranked third with a moderate score. This indicates the interest of department heads in developing strategic plans to plan for the department's future in line with changes. Today, we live in a dynamic, changing environment, so department heads must develop long-term plans to anticipate any changes. This result also indicates the efforts of department heads to collaborate with faculty members and involve them in determining future directions, which enhances faculty members' motivation and positive attitudes toward work. The results of this study are consistent with the results of Study Hudson (2013), which showed that the level of future vision was moderate. This result differs from Study (Yaqoub, 2024), which showed that the level of future vision was high.

To answer the second question related to the level of organizational proficiency in the academic departments in Jordanian universities from the point of view of faculty members, arithmetic means and standard deviations were calculated to determine the order of the paragraphs of the level of organizational proficiency according to the responses of the study sample members from the point of view of faculty members in Jordanian universities, and Table (9) shows that:

Table 9

Arithmetic means in descending order and standard deviations of the level of organizational dexterity

Number	Rank	Items	Mean	SD	Degree
11	1	Management has the ability to adapt to environmental changes.	3.22	1.08	average
12	1	Management emphasizes flexibility in work rules and procedures.	3.22	1.11	average
18	3	Management coordinates among them through a shared vision.	3.21	1.10	average
17	4	Management rotates all employees at synchronized intervals.	3.20	1.10	average
16	4	Management relies on scientific methods to anticipate future possibilities that will affect it.	3.20	1.11	average
8	6	Management encourages employees to present new initiatives and ideas.	3.18	1.08	average
3	7	Management seeks innovative ways to meet its needs.	3.16	1.12	average
9	8	Management seeks strategic partners to support the educational process.	3.15	1.04	average
1	8	Management leverages its network of external relationships with local community institutions to identify opportunities.	3.15	1.06	average
4	10	Environmental changes are analyzed to discover their opportunities.	3.14	1.06	average
5	11	The management sets timetables for the implementation of all tasks and activities.	3.13	1.06	average
6	11	The management is committed to employee training and professional development.	3.13	1.10	average
14	11	The management is committed to developing employee performance and providing them with new knowledge, skills, and experiences.	3.13	1.12	average
13	14	The management is keen to use the available equipment and technologies efficiently.	3.12	1.11	average
15	15	The management leverages the knowledge base of employees to address environmental changes and capitalize on existing opportunities.	3.10	1.11	average
10	16	The management uses technological methods to accomplish tasks and work.	3.09	1.04	average
19	17	The management makes timely and prompt decisions.	3.08	1.09	average

Number	Rank	Items	Mean	SD	Degree
20	18	The management capitalizes on the creative abilities of employees.	3.05	1.08	average
7	18	The management promotes transparency and accountability in resource management.	3.05	1.09	average
2	20	The management sets timetables for the implementation of all tasks and activities.	3.03	1.10	average
Level of organizational ingenuity			3.14	0.58	average

The results indicate that the level of organizational excellence in Jordanian universities from the point of view of faculty members, as a whole and for all paragraphs, was average, as the overall average was (3.14) with a standard deviation of (0.58), and the arithmetic means for all paragraphs ranged between (3.03–3.33), which represents the average level.

This result can be interpreted as the study sample members of faculty members in the different departments sense the ability of department heads to work skillfully in the department, they are aware of the developmental, improvement and procedural plans in the department, and the department heads work to pay attention to the development and training processes with regard to faculty members, the impact of which is reflected on the faculty members, and the department heads search for everything that keeps pace with contemporary global changes that are reflected on the faculty members, and that the department heads work to enhance the principle of transparency and accountability in how to manage human resources. This result is consistent with the results of studies (Al-Bashqali, and Al-Dawoud, 2015), (Al-Awda, 2020),. While the result of this study differed from the results of studies (Al-Jabour, 2022), (Abu Hatab2021), (Al-Zoubi, 2023).

The third question addressed the relationship between the degree of inspirational leadership practiced by heads of academic departments and the level of organizational excellence in Jordanian universities.

Pearson's correlation coefficient was calculated for the responses of the study sample members to determine the relationship between the degree of inspirational leadership and the level of organizational excellence, as illustrated in Table (10).

Table 10
Pearson's correlation coefficient results between the degree of inspirational leadership practice among department heads and the level of organizational excellence in Jordanian universities.

Variables		Self-confidence	Empowering Employees	Strategic Orientation	Inspirational Leadership
Organizational Ingenuity	R value	0.80*	0.77*	0.86*	0.88*
	Level	0.00	0.00	0.00	0.00

Table (10) shows the results of Pearson's correlation coefficient for the responses of faculty members in Jordanian universities regarding determining the relationship between the degree of practicing inspirational leadership among heads of academic departments and the level of organizational excellence in Jordanian universities, where the results indicate the existence of a positive, direct, and statistically significant correlation between all areas of inspirational leadership and the level of organizational excellence.

This result can be explained by the fact that the higher the degree of inspirational leadership possessed by department heads, the greater the organizational prowess, and vice versa. Therefore, by implementing the principles of total quality, universities seek to attract and retain highly qualified faculty members, which will translate into increased organizational prowess, enabling universities to compete at the local and international levels.

This strong positive result is attributed to the fact that inspirational leadership and organizational agility are closely intertwined in achieving the department's vision and goals. A leadership style enhances morale and provides a clear vision for the team, inspiring faculty members to achieve their full potential. This positively impacts creativity and innovation and increases organizational agility in the department. This can be achieved by improving all processes across all areas of the department's work. In addition, inspirational leadership may lead to more motivated and satisfied faculty members, who are thus better able to cope with new developments and crises. The results of this study are consistent with the results of studies (3) and (20), which revealed a positive relationship between inspirational leadership and organizational agility.

Recommendations:

In light of the findings, the researcher recommends that university colleges organize training courses to develop the skills of academic leaders to practice inspirational leadership in its various fields, train them to participate in making and taking sound decisions regarding work, and capitalize on the strengths and weaknesses of the university's internal environment. Also, provide training courses and workshops in accordance with regulations by department heads to develop the professional performance of faculty members. Involve university faculty members in shaping the university's vision and take their opinions into consideration. Similar studies should be conducted depending on the location and variables of application.

Declarations

- **Ethical approval:** The study protocol and research instruments were officially reviewed and approved by the Institutional Review Board (IRB) and Research Ethics Committees at the participating universities, including Jadara University, The Hashemite University, The University of Jordan, Yarmouk University, and Al al-Bayt University. All ethical guidelines for conducting educational research involving higher education faculty members were strictly followed, and official approvals were obtained prior to field implementation.

- **Consent to participate:** Informed consent to participate in the study was explicitly obtained from all participating faculty members and heads of academic departments across the surveyed universities. They were fully informed about the research objectives, the voluntary nature of their participation, and were assured of their right to withdraw at any time without any consequences. All collected data were treated with strict confidentiality.
- **Consent to publish:** Not Applicable.
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- **Availability of Data and Materials:** The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request, subject to ethical considerations and participants' privacy.

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