

Inspirational Leadership among public School Principals in Palestine and its Relationship to some Variables

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Abstract:

This study aimed to examine the degree to which public school principals in Palestine practice inspirational leadership from the teachers' point of view. The study sample consisted of 150 male and female teachers from Palestinian public schools. The results indicated that the degree of practicing inspirational leadership among public school principals in Palestine was high. Additionally, the results showed no statistically significant differences in the teachers' responses regarding the practice of inspirational leadership by principals, due to gender, educational qualification, or years of experience. Based on these findings, the researchers recommended strengthening inspirational leadership practices through targeted training programs for school principals and focusing on enhancing self-confidence and Employee Empowerment strategies to effectively support teachers.

Keywords: Inspirational leadership, School principals, Palestine.

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القيادة الملهمة لدى مديري المدارس الحكومية في فلسطين وعلاقتها ببعض المتغيرات

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ملخص:

هدفت الدراسة إلى تعرف درجة ممارسة مديري المدارس الحكومية في فلسطين للقيادة الملهمة وعلاقتها ببعض المتغيرات. تكونت عينة الدراسة من 150 معلماً ومعلمة من المدارس الحكومية الفلسطينية. أشارت النتائج إلى أن درجة ممارسة القيادة الملهمة لدى مديري المدارس الحكومية في فلسطين كانت مرتفعة. كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في استجابات المعلمين حول ممارسة القيادة الملهمة من قبل المديرين، تعزى لمتغيرات: الجنس أو المؤهل العلمي أو سنوات الخبرة. وبناءً على هذه النتائج، أوصى الباحثان بتعزيز ممارسات القيادة الملهمة من خلال برامج تدريبية موجهة لمديري المدارس، والتركيز على تعزيز الثقة بالنفس واستراتيجيات تمكين الموظفين لدعم المعلمين بفاعلية.

الكلمات المفتاحية: القيادة الملهمة، مديرو المدارس، فلسطين.

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Introduction

Leadership is considered a cornerstone of institutional success, as leaders are responsible for directing organizations toward achieving their goals with efficiency and effectiveness. The success of the educational process, in particular, is closely tied to the proper selection of educational leaders and their ability to influence the behavior of individuals and groups (Al-Hariri, 2007). Inspirational leadership represents one of the most prominent contemporary administrative approaches, given its vital role in persuasion, motivation, and the enhancement of institutional performance at both the individual and group levels (Alwan, 2021). This style of leadership is characterized by its capacity to build trust, establish a future-oriented vision, and foster loyalty and positive behavior among employees (Daham et al., 2019). Researchers have highlighted four main dimensions of inspirational leadership in educational institutions: self-confidence, future vision, recognition as a tool for change, and sensitivity to environmental constraints (Al-Shboul, 2021).

In light of the critical role of school leadership in planning and implementing the educational process and improving the quality of performance, attention to inspirational leadership aligns with the Ministry of Education's efforts to enhance the outcomes of the educational system (Newman, 2022). Accordingly, this study seeks to diagnose the current state of inspirational leadership in Palestinian schools and to provide recommendations that contribute to its development.

Statement of the problem:

Despite the increasing global attention to leadership styles that foster motivation, creativity, and organizational growth, the practice of inspirational leadership among school principals in Palestine has not been sufficiently examined. Educational institutions in Palestine face numerous challenges, including limited resources, political and social constraints, and the need to enhance the quality of teaching and learning. Within such a context, the role of the school principal as an inspirational leader becomes critical in motivating teachers, promoting a positive school climate, and ensuring continuous improvement. However, there is a lack of empirical evidence regarding the extent to which public school principals in Palestine actually practice inspirational leadership and how this impacts their schools.

The leadership style of inspirational leadership has not gained substantial research attention. Studies have found inspirational leadership to be particularly relevant for practitioners. (Bonau, 2017).

Based on their engagement in the academic field, the researchers have identified a noticeable gap in empirical evidence concerning the extent to which public school principals in Palestine practice inspirational leadership, as well as the impact of such practices on the performance and development of their schools. This study seeks to address the following question: **What is the degree of Practicing Inspirational Leadership among Public School Principals in Palestine?**

Study Questions:

The study seeks to answer the following two questions:

1. What is the degree of practicing inspirational leadership among public school principals in Palestine from the teachers' point of view?
2. Are there statistically significant differences in the degree of practicing inspirational leadership among public school principals in Palestine according to the variables of gender, educational qualification, years of experience?

The study Objectives

The study aimed to achieve the following objectives:

1. Finding out the degree of practicing inspirational leadership among public school principals in Palestine.
2. Finding out the degree of difference of practicing inspirational leadership among public school principals in Palestine according to the variables of gender, educational qualification, years of experience?

Significance and justification of the study:

The importance of this study lies in highlighting the role of public-school principals in Jericho and the Jordan Valley in applying inspirational leadership to improve the educational process. Although this leadership style is known to enhance motivation and school performance, there is limited research on its practice in the Palestinian context. This study seeks to fill that gap by providing evidence on how principals apply inspirational leadership and by offering insights that can help decision-makers and training programs support principals in developing their leadership skills and improving school outcomes.

Limitations of the study:

- Spatial Limitations: Jericho and the Jordan Valley, Palestine
- Time Limitations: Academic year (2024/2025).
- Human Limitations: School principals in Jericho and the Jordan Valley Governorate.

Terminology of study:

- **Inspirational leadership** is defined as the art of establishing balanced relationships among colleagues, subordinates, and all stakeholders interacting with the organization (Secretan, 2004).

Operationally, the two researchers define inspirational leadership as the degree to which it is practiced, as measured by the established scale from the teachers' point of view.

Theoretical Framework**The Inspirational Leadership**

Educational institutions in any country receive significant attention, as they focus on investing in and developing human capital. Consequently, such institutions require leaders who are capable of keeping pace with ongoing changes and developments, as well as taking the necessary actions to address challenges by anticipating and foreseeing potential obstacles before they occur. Hence, leadership and the development of educational leaders have gained worldwide interest. (Abu Khayran., & Samir, 2024).

Leadership has received significant attention over the past years. Now is the time to refine how leaders impact on followers and their attitudes. (Salas, et al, 2020).

A leader must invest time and work in developing his or her intellect, which generates inspiration (Mistry & Hule, 2015). What does it mean to be an inspirational leader? Inspirational leaders have vision and higher goals, and gain respect from and promote the participation of employees. Inspirational leadership provides meaning to needs and actions. Inspirational leaders are capable of seeing what followers need and what followers consider challenging. Dialogue, transparency and positive energy are frequently associated with IL. In contrast to ethical leadership (Walumbwa, Hartnell, & Misati, 2017),

Inspirational leadership is considered one of the most significant leadership practices, as it has been defined as the foremost indicator of a leader's success. This success is achieved through enhancing employees' commitment to the organization. Inspirational leaders focus on management approaches that foster employees' trust, loyalty, and dedication (Mohammed, 2022).

Abduh (2020) emphasized that the National Research Council of Canada identified inspirational leadership as a core managerial competency. It involves stimulating employees with a sense of purposeful direction to drive change, motivating them toward a compelling future vision through

shared values, and ensuring clarity of goals. Inspirational leadership also provides the necessary resources and support for growth, fosters responsibility for individual success, and promotes respect and openness to inspire a shared vision for the future.

Inspirational leadership has been described as a distinctive leadership style that emphasizes prioritizing followers, guiding them toward achievement, and demonstrating humility and adaptability when circumstances require (Amro, 2024). (Rukundo., & Akurut, 2021) further emphasized that inspirational leadership operates through persuasion, guidance, positive motivation, and role modeling, while simultaneously addressing the ethical and human aspects of management in order to instill positive attitudes and enhance organizational commitment. In the same vein, Awad (2018) indicated that inspirational leadership provides an ideal model of administrative practice by fostering interaction and motivation among individuals to achieve shared objectives. In summary, despite differences in definitions, the central premise of inspirational leadership lies in managing and empowering individuals within the organization to reach common goals and ensure institutional success.

Dimensions of Inspirational Leadership

Some researchers consider inspirational leadership as a contemporary representation of the essential traits a leader should possess. However, what distinguishes inspirational leadership is its specific characteristics, including recognition of the leader as an agent of change, sensitivity to environmental constraints, future vision, and self-confidence (Ibrahim & Al-Mutawalli, 2024).

In this study, the following dimensions of inspirational leadership are adopted: **Self-confidence, Future vision, Employee empowerment, and Change management.**

- 1. Self-confidence:** Self-confidence is a crucial factor for success and progress, serving as a fundamental driver of initiative and forward momentum. It enables leaders to overcome challenges and solve problems effectively, providing a sense of self-satisfaction and serving as a bridge for communication and reconciliation with others. Self-confidence allows leaders to maintain control over situations and problems, stemming from the decisions and judgments they make (Al-Faqi, 2008).
- 2. Future vision:** Future vision represents a leader's ability to accurately anticipate and guide improvements in the current status of the

organization. It reflects a distinctive trait of inspirational leaders, signaling the prospective direction and goals of the institution (Al-Jaree & Al-Ashmawy, 2023).

3. **Employee empowerment:** Employee empowerment is a central dimension of inspirational leadership, focusing on enhancing subordinates' abilities to make decisions, assume responsibility, and actively contribute to organizational objectives. Inspirational leaders foster empowerment by providing necessary resources, moral support, and opportunities for professional development (Abdo, 2020; Al-Shboul, 2021). This approach encourages employees to participate in goal-setting, take initiative, and pursue a shared organizational vision, thereby cultivating ownership and commitment (Rukundo & Akurut, 2021). Overall, empowerment plays a pivotal role in improving both individual and organizational performance, ensuring employees are motivated, competent, and aligned with organizational goals.
4. **Change management:** Change management focuses on guiding and supporting employees through organizational transitions while promoting a culture of flexibility, innovation, and continuous improvement. Inspirational leaders engage subordinates actively in the change process, communicate a clear vision of the desired future, and provide the resources and encouragement necessary to navigate challenges successfully. Managing change is integral to inspirational leadership, enabling organizations to remain dynamic, innovative, and mission-focused while motivating employees to adapt and contribute meaningfully to long-term success (Liu, 2023).

Related Previous Studies

Recent research has extensively examined the concept and practice of inspirational leadership in educational settings, highlighting its impact on teachers, school performance, and organizational outcomes.

Amro (2024) examined the extent to which secondary school principals in the South Hebron Directorate of Education practice inspirational leadership from teachers' perspectives. Using a descriptive analytical approach and a questionnaire of (31) items applied to (290) randomly selected teachers, the study found that principals' practice of inspirational leadership was high. Results also indicated no statistically significant differences related to gender, academic qualification, or years of experience, variables.

Safi & Khalafallah (2023) examined inspirational leadership practices of school principals and ways to enhance them. Using a mixed methodology, Data were collected from (37) teachers in UNRWA schools in Khan Yunis through a developed scale, semi-structured interviews, and observation. Results showed that overall leadership practices scored a relative weight of (78.6%). The dimensions ranked as follows: strategic direction first, self-confidence second, heart encouragement third, challenging operations fourth, and empowering employees last.

Khataibeh (2022) explored the level of inspiring leadership practiced by school principals in Irbid governorate and its relation to teachers' passion for their profession. Using a correlational descriptive methodology and a questionnaire of (52) items applied to (380) teachers, The study found that principals' practice of inspiring leadership was moderate, while teachers' passion was high. Results also revealed a significant positive relationship between inspiring leadership and teachers' passion.

Al-Shboul (2021) examined the degree of inspirational leadership practiced by school principals in Al-Ramtha Directorate of Education. Using a descriptive survey methodology, Data were collected from (301) randomly selected teachers via a 38-item questionnaire covering self-confidence, future vision, handling constraints, and seeing the leader as a change agent. Results indicated that principals' inspirational leadership was high. Statistically significant differences were found based on gender in favor of males and experience, while no significant differences were found based on academic qualification variable.

Gyansah et al. (2020) examined the impact of school heads' inspirational motivation on students' academic achievement in Kumasi, Ghana. Using a convergent parallel mixed-methods design, Data were collected from 424 teachers and 552 students across 19 schools via questionnaires and interviews. Controlling for factors such as student gender, family structure, and teacher demographics, the study found that school heads' inspirational motivation had a significant positive effect on students' academic achievement.

Comments on Previous Studies

The current study aligns with previous research in highlighting the practices of inspirational leadership among school principals, whether from the principals' point of view or from the point of view of their subordinates. The methodology employed and the construction of the study instrument were selected accordingly.

This study is distinguished by its focus on the practice of inspirational leadership and is unique in examining these variables for the first time, as far as the researchers were aware, within the Palestinian context, particularly in the Jericho and Jordan Valley Governorate. This study uniquely examines teachers' perceptions of principals' leadership across key domains, contributing new insights to the regional educational literature.

Method and Procedures:

To achieve the study's objectives, the researchers employed the descriptive survey methodology. This method involves examining a phenomenon, event, or current issue to answer the research questions without interference from the researchers. It allows the researchers to describe the phenomenon, analyze its data, clarify relationships among its components, and interpret the outcomes. The method provides a structured approach for systematically classifying, analyzing, and studying a phenomenon or problem. In this study, it was used specifically to identify the degree to which public school principals in Palestine practice inspirational leadership.

Description of Sample Variables

Table 1 presents the distribution of the study sample according to the demographic variables. Regarding gender, 44% of the respondents were male teachers, while 56% were female teachers. Concerning educational qualification, 52% held a Bachelor's degree or below, and 48% held a Master's degree or above. As for years of experience, 36% of the participants had less than 5 years of experience, 19.3% had between 5 and 10 years, and 44.7% had more than 10 years of experience.

Table 1 Distribution of the Study Sample According to the Study Variables

Variables	Levels	N	%
Gender	Male	66	44.0
	Female	84	56.0
Educational Qualification	Bachelor's degree or below	78	52.0
	Master's degree or above	72	48.0
Years of experience	Less than 5 years	54	36.0
	5 - 10 years	29	19.3
	More than 10 years	67	44.7

Study Population:

The study population consists of all the teachers of the Jericho and Jordan Valley Governorate in Palestine governorates, who are (767) teachers.

Study Sample:

The study sample consisted of 150 male and female teachers from public schools. The researchers employed a random sampling method to select the participants and administer the questionnaire.

Study Tool:

To achieve the objectives of the study, the following tool was utilized: The researchers developed a scale designed to measure the practices of inspirational leadership. The scale was constructed based on relevant theoretical frameworks and previous studies, including Al-Shboul (2021) and Khataibeh (2022). The final version of the scale consisted of 20 items. And organized into four domains: Self-confidence, Future vision, Employee empowerment, and Change management

Validity:

The validity of the questionnaire was ensured through a combination of expert review and statistical analysis. Initially, the draft questionnaire was evaluated by the supervisor and a group of specialists, who assessed the clarity, linguistic accuracy, and coverage of the items, and provided suggestions for improvement. Based on their feedback, the questionnaire was finalized.

Furthermore, the internal consistency of the instrument was verified using the Pearson correlation coefficient between each item and the overall score. All items demonstrated statistically significant correlations, confirming the validity and reliability of the scale for measuring inspirational leadership practices among public school principals.

Table 2 Pearson Correlation Results for the Degree of Practicing Inspirational Leadership

N	Value (R)	Sig	N	Value (R)	Sig	N	Value (R)	Sig
1	0.598**	0.000	8	0.667**	0.000	15	0.795**	0.000
2	0.653**	0.000	9	0.781**	0.000	16	0.582**	0.000
3	0.616**	0.000	10	0.747**	0.000	17	0.669**	0.000
4	0.582**	0.000	11	0.748**	0.000	18	0.682**	0.000
5	0.564**	0.000	12	0.673**	0.000	19	0.669**	0.000
6	0.692**	0.000	13	0.705**	0.000	20	0.775**	0.000
7	0.715**	0.000	14	0.628**	0.000			

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed)

Reliability

The researchers verified the reliability of the instrument by calculating the internal consistency of each domain and the overall score using

Cronbach’s Alpha. The overall reliability coefficient for the degree of practicing inspirational leadership among public school principals in Palestine was 0.937, indicating that the instrument demonstrates high reliability and is suitable for the purposes of the study.

Table 3 Reliability Coefficient Results for the Domains

Domains	N. of questions	Cronbach Alpha
Self-Confidence	5	0.824
Future Vision	5	0.864
Employee Empowerment	5	0.851
Change Management	5	0.870
Total	20	0.937

Study Procedures:

The researchers administered the questionnaire to the study sample by distributing an electronic version via Google Forms. After completing the collection process and reviewing the responses, 150 valid questionnaires were obtained and included in the statistical analysis.

Statistical Treatment:

Once the questionnaires were collected and verified for validity, they were coded for data entry and analysis. The study data were analyzed in accordance with the research questions using the SPSS software (Statistical Package for Social Sciences). The statistical procedures included calculating arithmetic means and standard deviations for each item, as well as conducting t-tests, one-way ANOVA, Pearson correlation coefficients, and Cronbach’s Alpha equation to assess reliability and relationships among variables.

Study Results: Presentation and Interpretation

This section presents the study results in a structured manner, followed by an interpretation and analysis of the data in relation to the research questions. The findings are organized according to the study variables, domains of the questionnaire, and the statistical procedures applied, including means, standard deviations, t-tests, ANOVA, and correlation analyses. The analysis highlights the degree of inspirational leadership practices among public school principals and examines the relationships between these practices and demographic variables such as gender, educational qualification, and years of experience. To determine the degree of average responses of the study sample, the following scale was adopted:

Degrees	Means range
Low	2.33 and below

Degrees	Means range
Medium	Form 2.34-3.67
High	From 3.68 and above

Results Related to the First Question

What is the degree of practicing inspirational leadership among public school principals in Palestine from the teachers point of view?

To answer this question, the researchers calculated the arithmetic means and standard deviations of the responses of the study sample on the questionnaire domains representing the degree of practicing inspirational leadership among public school principals in Palestine.

Table 4 Means and Standard Deviations for the Degree of Practicing Inspirational Leadership

N	Domain s	Mean	SD	Degree	%
1	Self-Confidence	4.05	0.502	High	81.0
2	Future Vision	3.96	0.541	High	79.3
3	Employee Empowerment	3.89	0.521	High	77.9
4	Change Management	3.91	0.513	High	78.2
Total score		3.95	0.442	High	79.1

It is evident from Table 4 that the overall mean for inspirational leadership among public school principals in Palestine is 3.955 with a standard deviation of 0.442, indicating a high level of practice, representing 79.1%.

Among the domains, Self-confidence obtained the highest mean (4.05), followed by Future Vision (3.96), Change management (3.91), and Employee empowerment (3.90).

The high scores across all domains indicate that inspirational leadership is well-established among the principals in the study context. From a practical standpoint, these findings imply that the principals' leadership style aligns with modern educational leadership theories emphasizing motivation, vision, and empowerment. However, the slightly lower means in Change management and Employee empowerment suggest potential areas for professional development, particularly in fostering participatory practices and supporting teachers' autonomy more systematically.

These findings are consistent with previous studies that identify Self-Confidence and Future vision as core strengths of effective school leadership (Alwan, 2021; Al-Shboul, 2021). The results also reinforce the idea that while principals may excel in personal leadership qualities, translating these into organizational change and staff empowerment may require targeted strategies and training.

Self-confidence domain:

The researchers calculated the means and standard deviations of the responses provided by the study sample for the Self-confidence domain.

Table 5 Means and Standard deviations for the Self-confidence Domain

N	Sentence	Mean	SD	Degree	%
2	The principal motivates teachers by praising and thanking them for their efforts.	4.23	0.763	high	84.6
1	The principal contributes to enhancing teachers' self-confidence.	4.13	0.682	high	82.6
3	The principal helps teachers overcome the problems they face.	4.03	0.601	high	80.6
4	The principal supports teachers in taking responsibility.	4.03	0.579	high	80.6
5	The principal promotes the acceptance of constructive criticism among teachers during work.	3.84	0.635	high	76.8
Average		4.05	0.502	High	81.0

It is evident from Table 5 that the overall mean for the Self-confidence domain is 4.05 with a standard deviation of 0.502, indicating a high level of practice, representing 81%. All items in this domain were rated as high. The item "The principal motivates teachers by praising and thanking them for their efforts" obtained the highest mean (4.23), followed by "The principal contributes to enhancing teachers' self-confidence" (4.13). The lowest mean was for the item "The principal promotes the acceptance of constructive criticism among teachers during work" (3.84), followed by "The principal supports teachers in taking responsibility" and "The principal helps teachers overcome the problems they face", both averaging 4.03.

The findings indicate that public school principals in Palestine demonstrate a high level of self-confidence. The highest-rated practice, motivating teachers through praise and recognition, suggests that principals effectively reinforce positive behavior and foster morale. Similarly, enhancing teachers' self-confidence reflects their active role in building teacher efficacy. Lower scores for promoting acceptance of constructive criticism and supporting teacher responsibility and problem-solving indicate potential areas for development, highlighting opportunities to further strengthen principals' supportive and facilitative practices within the school environment.

Future vision domain:

The researchers calculated the arithmetic means and standard

deviations for the responses of the study sample on the Future Vision domain.

Table 6 Means and Standard Deviations for the Future Vision Domain

N	Sentence	Mean	SD	Degree	%
3	The school principal works on improving the school's performance and driving it toward excellence.	4.07	0.748	high	81.4
1	The school principal has a clear future vision that serves the interests of the school.	4.04	0.633	high	80.8
2	The principal sets specific work mechanisms to achieve the school's future vision.	3.93	0.677	High	78.6
4	The principal develops future programs and projects and sets plans for their implementation.	3.90	0.740	High	78.0
5	The strategies adopted by the principal align with the surrounding environmental changes.	3.88	0.542	High	77.6
Avarage		3.96	0.541	High	79.3

It is evident from Table 6 that the overall mean for the Future vision domain is 3.96 with a standard deviation of 0.541, indicating a high level of practice, representing 79.3%. All items in this domain were rated as high. The highest-rated item was “The school principal works on improving the school's performance and driving it toward excellence” (4.07), followed by “The school principal has a clear future vision that serves the interests of the school” (4.04). The lowest-rated item was “The strategies adopted by the principal align with the surrounding environmental changes” (3.88), followed by “The principal develops future programs and projects and sets plans for their implementation” (3.90).

The results indicate that public school principals in Palestine demonstrate a high level of Future vision. The highest-rated practices—improving school performance toward excellence and having a clear vision that serves school interests reflect principals’ strategic focus and goal-oriented leadership. Lower scores for aligning strategies with environmental changes and developing actionable future programs suggest areas where principals could further strengthen adaptive planning and implementation to respond effectively to changing educational contexts.

Employee empowerment domain:

The researchers calculated the means and standard deviations for the responses of the study sample on the Employee Empowerment domain.

Table 7 Means and Standard deviations for the Employee empowerment domain

N	Sentence	Mean	SD	Degree	%
1	The school principal provides guidance and support to teachers in difficult situations.	3.99	0.573	high	79.8
2	The principal encourages teachers to make decisions to solve the problems they may face.	3.92	0.597	high	78.4
5	The principal is committed to effectively training teachers to enhance their performance.	3.90	0.693	high	78.0
3	The principal assigns tasks to teachers that match their abilities.	3.83	0.737	high	76.6
4	The principal demonstrates flexibility when delegating authority and tasks.	3.83	0.680	high	76.6
Avarage		3.89	0.521	High	77.9

It is evident from Table 7 that the overall mean for the Employee empowerment domain is 3.896 with a standard deviation of 0.521, indicating a high level of practice, representing 77.9%. All items in this domain were rated as high. The highest-rated item was “The school principal provides guidance and support to teachers in difficult situations” (3.99), followed by “The principal encourages teachers to make decisions to solve the problems they may face” (3.92). The lowest-rated items were “The principal demonstrates flexibility when delegating authority and tasks” and “The principal assigns tasks to teachers that match their abilities” (3.83), followed by “The principal is committed to effectively training teachers to enhance their performance” (3.90).

The findings indicate that public school principals in Palestine demonstrate a high level of Employee empowerment, the highest-rated practices providing guidance and support in difficult situations and encouraging teachers to make problem-solving decisions highlight principals’ supportive and facilitative role. Lower scores for demonstrating flexibility in delegation and assigning tasks according to teachers’ abilities suggest opportunities for enhancing participatory decision-making and matching responsibilities more closely to individual strengths, which could further strengthen teacher engagement and autonomy.

This indicates that both male and female teachers evaluated the principals’ leadership practices similarly across all domains, including Self-Confidence, Future Vision, Employee Empowerment, and Change Management. this finding implies that male and female teachers share a comparable understanding and assessment of their principals’ inspirational

leadership behaviors, suggesting that perceptions of leadership effectiveness are consistent regardless of the teacher’s gender.

Change management domain:

The researchers calculated the means and standard deviations for the responses of the study sample on the Change Management domain.

Table 8 Means and Standard Deviations for the Change management domain

N	Sentence	Mean	SD	Degree	%
1	The principal collaborates with teachers in shaping the school's future vision.	3.95	0.588	High	79.0
2	The principal works to create an environment that supports teacher participation in change processes.	3.93	0.677	High	78.6
3	Flexibility is taken into consideration in advance planning for managing change.	3.91	0.560	High	78.2
2	The principal develops annual plans for change and development that cover all aspects of the school.	3.90	0.683	High	78.0
3	The principal encourages teachers to value creative ideas and opinions related to change and improvement.	3.87	0.648	High	77.4
Avarage		3.91	0.513	High	78.2

It is evident from Table 8 that the overall mean for the Change management domain is 3.911 with a standard deviation of 0.514, indicating a high level of practice, representing 78.2%. All items in this domain were rated as high. The highest-rated item was “The principal collaborates with teachers in shaping the school's future vision” (3.95), followed by “The principal works to create an environment that supports teacher participation in change processes” (3.93). The lowest-rated item was “The principal encourages teachers to value creative ideas and opinions related to change and improvement” (3.87), followed by “The principal develops annual plans for change and development that cover all aspects of the school” (3.90)

The results indicate that public school principals in Palestine demonstrate a high level of Change management, the highest-rated practices collaborating with teachers to shape the school’s future vision and creating an environment that supports teacher participation in change processes reflect principals’ engagement in participatory and strategic change initiatives. Lower scores for encouraging teachers to value creative ideas and developing comprehensive annual plans for change suggest areas where principals could further strengthen innovation, planning, and implementation processes to enhance organizational adaptability and effectiveness.

Results Related to the Second Question:

Are there any statistically significant differences in the degree of practicing inspirational leadership among public school principals in Palestine according to gender, educational qualification, and years of experience variables?

To answer this question, the researchers conducted an independent samples t-test to examine the differences in the degree of practicing inspirational leadership according to the gender variable.

Table 9 Results of the Independent Samples t-Test for Gender

Domains	Gender	N	Mean	Std. Deviation	Value of "t"	Sig
Self-Confidence	Male	66	4.00	0.591	0.993	0.322
	Female	84	4.08	0.419		
Future Vision	Male	66	3.86	0.621	1.944	0.054
	Female	84	4.03	0.457		
The Employee Empowerment	Male	66	3.91	0.474	0.461	0.646
	Female	84	3.87	0.557		
The Change Management	Male	66	3.90	0.461	0.225	0.823
	Female	84	3.91	0.553		
Avarage	Male	66	3.92	0.477	0.800	0.425
	Female	84	3.98	0.413		

It is evident from Table 9 that the t-values for all domains and the overall score are not statistically significant ($p > 0.05$). Specifically, the overall t-value for the total score was 0.800 with a significance level of 0.425, indicating that there were no statistically significant differences in the degree of practicing inspirational leadership among public school principals according to the gender variable across all domains.

Results Related to the Educational qualification variable:

To examine whether the degree of practicing inspirational leadership among public school principals differs according to Educational qualification, the means and standard deviations for each domain were calculated as shown in Table 10.

Table 10 Means and Standard deviations for Inspirational leadership by Educational qualification

Domains	Educational qualification	N	Mean	Std. Deviation	Value of "t"	Sig
Self-Confidence	Bachelor's degree or below	78	4.1769	0.49305	3.274	0.001
	Master's degree or above	72	3.9167	0.47914		

Future Vision	Bachelor's degree or below	78	3.9821	0.60232	0.455	0.649
	Master's degree or above	72	3.9417	0.46927		
The Employee Empowerment	Bachelor's degree or below	78	3.9103	0.62139	0.348	0.729
	Master's degree or above	72	3.8806	0.38808		
The Change Management	Bachelor's degree or below	78	3.8667	0.61721	1.093	0.276
	Master's degree or above	72	3.9583	0.36914		
Avarage	Bachelor's degree or below	78	3.9840	0.49573	0.825	0.411
	Master's degree or above	72	3.9243	0.37679		

The t-test results indicate that there are no statistically significant differences in the overall degree of inspirational leadership between teachers with different educational qualifications ($p = 0.411$). All domains showed similar evaluations except for **Self-confidence**, where teachers with a Bachelor's degree or below rated principals' practices slightly higher than those with a Master's degree. This suggests that teachers' educational background generally does not influence their overall perception of inspirational leadership, although minor differences may appear in specific domains.

Results Related to the Years of experience variable:

To examine whether the degree of practicing inspirational leadership among public school principals differs according to years of experience, the means and standard deviations for each domain were calculated as shown in Table 11.

Table 11 Means and Standard deviations for Inspirational leadership by Years of experience

Domain s	Years of experience	N	Mean	SD
The Self-Confidence	Less than 5 years	54	4.1037	0.59016
	5 - 10 years	29	3.9655	0.57089
	More than 10 years	67	4.0478	0.38153
Future Vision	Less than 5 years	54	4.0593	0.63559
	5 - 10 years	29	3.7034	0.61788
	More than 10 years	67	3.9970	0.36926
The Employee Empowerment	Less than 5 years	54	3.7593	0.66091
	5 - 10 years	29	3.8897	0.43944
	More than 10 years	67	4.0090	0.38992

Domain s	Years of experience	N	Mean	SD
The Change Management	Less than 5 years	54	3.8407	0.68447
	5 - 10 years	29	3.8414	0.43876
	More than 10 years	67	3.9970	0.35247
Avarage	Less than 5 years	54	3.9407	0.54271
	5 - 10 years	29	3.8500	0.45923
	More than 10 years	67	4.0127	0.32722

It is evident from Table 11 that there are apparent differences in the mean scores of inspirational leadership across different years of experience. To test the statistical significance of these differences, a one-way ANOVA was conducted (Table 12).

Table 12 One-Way ANOVA for Inspirational Leadership by Years of Experience

Feilds		Mean Square	df	Sum of Squares	Value of "F"	Sig
The Self-Confidence	Between Groups	0.362	2	0.181	0.716	0.490
	Within Groups	37.192	147	0.253		
	Total	37.554	149			
Future Vision	Between Groups	2.532	2	1.266	4.527	0.012
	Within Groups	41.099	147	0.280		
	Total	43.631	149			
The Employee Empowerment	Between Groups	1.866	2	0.933	3.553	0.031
	Within Groups	38.592	147	0.263		
	Total	40.458	149			
The Change Management	Between Groups	0.903	2	0.451	1.727	0.181
	Within Groups	38.420	147	0.261		
	Total	39.323	149			
Avarage	Between Groups	0.554	2	0.277	1.424	0.244
	Within Groups	28.582	147	0.194		
	Total	29.136	149			

Table 12 shows that the overall F-value for the total score is 1.424 ($p = 0.244$), indicating no statistically significant differences in the overall practice of inspirational leadership according to years of experience. However, domain-level differences were observed: Future vision favored principals with less than 5 years of experience ($F = 4.527, p = 0.012$), while Employee empowerment favored principals with more than 10 years of experience ($F = 3.553, p = 0.031$).

Teachers' perceptions were consistent across gender and teaching experience, suggesting that both male and female, novice and experienced teachers similarly recognize and value principals' leadership behaviors. This emphasizes that inspirational leadership is evaluated based on observable practices and effectiveness rather than teachers' demographics.

Recommendations:

1. Strengthen inspirational leadership practices through targeted training programs for school principals.
2. Focus on enhancing Self-Confidence and Employee empowerment strategies to support teachers effectively.
3. Implement consistent leadership practices across schools to ensure uniform positive impact on teachers.
4. Encourage collaboration and participatory decision-making between principals and teachers to maximize leadership effectiveness.

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