



Research Article

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Examining Transcendent Leadership Practices: Perspectives of Public-School Principals in Amman as Perceived by Teachers

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Abstract

This research aimed to ascertain the extent of transcendental leadership implementation among public school principals in Amman. Employing a descriptive relational methodology, the study encompassed the entire cohort of male and female educators within Amman's public school system, totaling 1942 individuals. A representative sample comprising 20% of this population, 400 male and female educators, was randomly selected for participation. Subsequently, a comprehensive assessment tool was devised to gauge the prevalence of transcendental leadership practices. The findings of this study revealed a pronounced prevalence of transcendental leadership practices among public school principals in Amman, as perceived by teachers. Notably, all dimensions of the assessment tool manifested a high level of endorsement. Based on these outcomes, the study advocates for a heightened emphasis on facilitating self-evaluation among teachers by school principals in Amman. Furthermore, it underscores the imperative of innovating teaching methodologies to enhance organizational effectiveness within the educational domain.

Keywords: leadership, transcendental leadership, school principals, teachers

1. Introduction

In the contemporary landscape, global advancements across intellectual, social, political, and educational domains necessitate reevaluating prevailing leadership paradigms within institutions. This imperative underscores the quest for innovative approaches to the learning journey and the strategic deployment of resources to address diverse facets of learners' lives in the era of globalization. In this context, the exploration of effective leadership styles, such as transcendental leadership, becomes paramount. Transcendental leadership offers a pathway to attaining optimal professional efficacy among principals, thereby fostering enhanced teacher performance and meeting their needs proficiently.

Transcendental leadership embodies a relational model wherein leaders forge symbiotic connections with subordinates within the organization, fostering collective contribution towards specific objectives. Central to this leadership approach is the facilitation of coherence, unity, and sagacity by the transcendent leader. Such facilitation often involves the provision of bonuses and incentives to employees, nurturing a transcendent motivation towards their work (Al-Bishri, 2015).

Three fundamental characteristics delineate the underpinnings of transcendent leadership. Firstly, it encompasses spiritual leadership, wherein the transcendent leader imbues workers with positive values, principles, and guiding principles. Secondly, it hinges on the lucidity of the leader's vision, enabling the instigation of requisite changes. Lastly, transcendent leadership embodies a reciprocal relationship grounded in humane interactions between the leader and subordinates within the organizational framework (Khudair and Al-Amiri, 2020).

Transcendental leadership stands as a contemporary paradigm in the realm of administration, redefining the leader's role within the organizational hierarchy. Positioned amidst subordinates, the transcendent leader actively engages in enhancing and honing their skills while addressing their requisites and aspirations. Moreover, this leadership approach emphasizes participative decision-making, thereby fostering elevated levels of professional competence among subordinates and culminating in optimal managerial performance (Al-Qaisi, 2019).

2. Study Problem

The purpose of this study is to "identify the degree of transcendental leadership practice among public school principals in the city of Amman from the teachers' point of view."

2.1 Elements of the study problem

The study attempts to answer the following question: What is the degree of practicing transcendental leadership among public school principals in the city of Amman from the teachers' point of view?

2.2 The Objective and Importance of the Study:

The primary objective of this study is to determine the extent of transcendental leadership practice among public school principals in the city of Amman, as perceived by teachers.

This study holds significance due to its focus on evaluating the degree of transcendental leadership practice among public school principals in Amman, particularly from the perspective of teachers. The findings of this research carry implications for understanding and analyzing the professional performance of principals, as viewed by teachers. Such insights are integral to addressing pertinent issues within the Jordanian educational landscape, aligning with evolving educational mandates and imperatives.

2.3 Terminological and Procedural Definitions

Transcendental leadership: This term refers to a leadership approach characterized by an exchange relationship between the leader and workers, emphasizing contribution. In this leadership style, the leader fosters consistency and unity within the organization by intermittently rewarding employees. Additionally, transcendental leadership aims to cultivate genuine motivation among workers and nurture their transcendental motivation over time (Agha and Assaf, 2015, p. 246). Procedurally, it signifies the capacity to influence others to work with enthusiasm, efficiency, and effectiveness. Within the context of public school principals in Amman, transcendental leadership entails encouraging creative practices to achieve objectives expediently and economically. Measurement of transcendental leadership involves assessing the subject's performance on a scale encompassing dimensions such as spirituality, interrelationships grounded in humanity, and wisdom. This evaluation is conducted through the responses of the study sample using a designated tool.

3. Limitations of the Study

Human Limits: This study exclusively involved male and female teachers employed in public schools within the city of Amman.

Spatial Limits: The scope of this study was confined to public schools situated in Amman.

Time Limits: The study was conducted specifically during the second semester of the academic year 2020-2021.

Objective Limits: The primary focus of this study was to investigate "the practice of transcendental leadership among school principals as perceived by teachers."

Study limitations:

The generalization of the results of this study depends on the extent of the sincerity of the response of the study sample members to the items of the study tool that were prepared by the researcher in light of previous studies, and the psychometric properties (validity, reliability) of the study tool after it was prepared by the researcher.

4. Methodology

To fulfill the study objectives, a descriptive correlational approach was adopted, deemed suitable for the study's aims.

4.1 Study Population and Sampling:

The study encompassed the entirety of male and female teachers employed in public schools within the city of Amman during the academic year 2020/2021. According to data sourced from the Ministry of Education website in 2021, the total number of male and female teachers amounted to 1942 individuals. Specifically, there were 626 male teachers and 1316 female teachers within this population.

The study sample consisted of (400) male and female teachers in the academic year 2020/2021. They were selected in a simple random way, and they constituted (20%) of the study community, and they are the ones who responded to the questionnaire that the researcher distributed electronically within the study community. Table (1) shows the distribution of the study sample according to its variables.

Table 1: Distribution of Study Individuals According to their Variables

Variable	Level	Number	Percentage	Total
Gender	Male	61	%15.2	400
	Female	339	%84.8	

Variable	Level	Number	Percentage	Total
Experience	From 5- Less than 10 Years	127	%31.8	
	10 years and above	273	%68.2	
Qualification	Bachelor's degree + higher diploma	343	%85.8	
	Postgraduate	57	%14.2	

4.2 Study tool

To fulfill the study objectives, a data collection instrument was devised drawing upon theoretical literature, pertinent previous studies, and insights from specialized educators. The tool focused on assessing the extent of transcendental leadership implementation. This segment was constructed regarding several studies, including Khudair and Al-Amiri (2020), Mukerji (2017), and Isebor (2018). The instrument was structured into three domains: spirituality, relationships grounded in humanity, and wisdom.

5. Results

Results Related to the First Question:

What is the degree of transcendental leadership practice among public school principals in the city of Amman from the teachers' point of view?

To address this query, arithmetic means and standard deviations were computed based on teachers' assessments regarding the extent of transcendent leadership practice among public school principals in Amman. These estimates were organized according to the domains pertinent to the degree of transcendent leadership practice. Table 6 provides a summary of these findings.

Table 2: Arithmetic Means and Standard Deviations of Transcendent Leadership Practice among Public School Principals in Amman from the Teachers' Point of View, Arranged in Descending Order.

Sequence in the tool	Rank	Fields	Arithmetic Mean	Standard deviations	Practice degree
2	1	human relations	4.06	0.67	High
1	2	Spiritual relations	3.96	0.73	High
3	3	Wisdom	3.94	0.71	High
Overall performance of the degree to which transcendental leadership dimensions are practiced			3.99	0.67	High

Table 2 presents the degree of transcendental leadership practice among public school principals in Amman from the perspective of teachers, indicating a high level of practice with an arithmetic mean of 3.99 and a standard deviation of 0.67. The sub-fields within this domain exhibited varying levels of practice. Specifically, the domain of relationships based on humanity ranked highest, with an arithmetic mean of 4.06 and a standard deviation of 0.67, signifying a high degree of practice. Conversely, the domain of wisdom ranked third (last) with an arithmetic mean of 3.94 and a standard deviation of 0.71, also indicating a high degree of exercise.

The arithmetic means and standard deviations of teachers' estimates across each paragraph of the questionnaire and within each domain are detailed in Tables 9, 8, and 7, respectively. These tables provide a comprehensive breakdown of the study's results, facilitating a nuanced understanding of the extent of transcendent leadership practice among public school principals in Amman, as perceived by teachers.

Table 3: The arithmetic means and standard deviations for the degree of transcendent leadership among public school principals in Amman from the perspective of teachers for items in the field of spirituality, arranged in descending order.

Item number in the field	Rank	Item	Arithmetic Mean	Standard Deviation	Field of spiritual practice
4	1	It gives a moral model in practicing its roles in the school.	4.14	.80	High
3	2	keen to preserve the rights of workers from loss.	4.07	.88	High
2	3	It provides an ethical teaching/learning environment that improves educational outcomes	4.03	.80	High
8	4	Defines work goals for teachers according to the principles of justice for all.	3.98	.85	High
1	5	He deals with the calmness that leads to self-reassurance.	3.97	.85	High
5	6	Practicing justice among all employees in the school.	3.89	.96	High
7	7	Consider teachers' feelings when making decisions.	3.82	.94	High
6	8	Accepting teachers' opinions even if they are inconsistent with his own	3.77	.93	High
Overall			3.96	0.73	High

From Table 3, it is evident that the degree of transcendental leadership practice among public school principals in Amman from the perspective of teachers for items in the field of spirituality was high, with an arithmetic mean of 3.96 and a standard deviation of 0.73. The arithmetic means for the items ranged between 3.77 and 4.14.

Among the paragraphs/items in the field of spirituality, paragraph No. 4, which states "gives an ethical model in the practice of one's roles in school," ranked highest with an arithmetic mean of 4.14 and a standard deviation of 0.80, indicating a high degree of practice. On the other hand, paragraph No. 6, which states "accepts the teachers' opinions even if they are inconsistent with his opinion," ranked lowest with an arithmetic mean of 3.77 and a standard deviation of 0.93, also indicating a high degree of practice.

These findings provide valuable insights into the specific aspects of spirituality within the context of transcendent leadership practice among public school principals in Amman, as perceived by teachers.

Table 4: The arithmetic means and standard deviations for the degree of transcendent leadership among public school principals in Amman from the perspective of teachers for items in the domain of relationships based on humanity, arranged in descending order.

Item number in the field	Rank	Item	Arithmetic Mean	Standard Deviation	The degree of practicing relationships based on humanity
9	1	Addressing the teachers using polite terms.	4.32	.74	Very high
15	2	communicating with teachers to serve the educational work	4.19	.78	High
16	3	Ensuring all teachers are involved in school activities	4.09	.85	High
14	4	Teachers participate in their social events	4.05	.87	High
10	5	Providing a suitable climate based on stability.	4.05	.79	High
11	6	keen to be objective in his dealings with teachers at school.	4.03	.84	High
12	7	keen to spread the spirit of camaraderie among the employees.	3.95	.91	High
13	8	Helping teachers solve their personal problems	3.78	1.00	High
Overall			4.06	0.67	High

From Table 4, it is evident that the degree of transcendental leadership practice among public school principals in Amman from the perspective of teachers for items in the domain of relationships based on humanity was high, with an arithmetic mean of 4.06 and a standard deviation of 0.67. The arithmetic means for the items ranged between 3.78 and 4.32.

Among the paragraphs/items in the domain of relationships based on humanity, paragraph No. 5, which states "Teachers are addressed in polite terms," ranked highest with an arithmetic mean of 4.32 and a standard deviation of 0.74, indicating a very high degree of practice. On the other hand, paragraph No. 13, which states "Helps Teachers Solve Their Personal Problems," ranked lowest with an arithmetic mean of 3.78 and a standard deviation of 1.00, also indicating a high degree of practice.

These findings shed light on the specific aspects of human-based relations within the context of transcendent leadership practice among public school principals in Amman, as perceived by teachers.

Table 5: The arithmetic means and standard deviations for the level of transcendent leadership among public school principals in the city of Amman from the perspective of teachers for the items of the domain of wisdom, arranged in descending order:

Item number in the field	Rank	Item	Arithmetic Mean	Standard Deviation	The degree of practicing Wisdom
17	1	Firmness is used in situations where it is needed.	4.14	.80	High
21	2	Ask teachers to do the work they can accomplish.	4.03	.79	High
18	3	Identify the problems of teachers in the school.	3.97	.83	High
23	4	The principal balances his personal relationships in his work.	3.97	.87	High
22	5	The principal uses a different method with the teachers, commensurate with their personalities.	3.91	.82	High
24	6	The principal avoids associating the work with any person, regardless of his position.	3.89	.89	High
20	7	Seeks to learn about the interests of teachers in the school.	3.82	.91	High
19	8	He is keen to identify what makes teachers happy and what makes them sad.	3.82	.94	High
Overall			3.94	0.71	High

From Table (5), it is evident that the degree of practicing transcendent leadership among public school principals in the city of Amman from the perspective of teachers for the items of the domain of wisdom was high, with an arithmetic mean of 3.94 and a standard deviation of 0.71. The arithmetic means for the items ranged between 3.82 and 4.14.

Among the paragraphs/items in the domain of wisdom, paragraph No. 17, which stipulates that "decisiveness is used in situations that need it," ranked highest with an arithmetic mean of 4.14 and a standard deviation of 0.80, indicating a high degree of practice. On the other hand, paragraph No. 19, which states "Keeps to know what makes teachers happy and what makes them sad," ranked lowest with an arithmetic mean of 3.82 and a standard deviation of 0.94, also indicating a high degree of practice.

These findings offer valuable insights into the specific aspects of wisdom within the context of transcendent leadership practice among public school principals in Amman, as perceived by teachers.

6. Discussion of Results

In discussing the results of the first question regarding the degree of practicing transcendent leadership among public school principals in Amman from the teachers' point of view, it is evident from the findings presented in Table (2) that a high degree of practice of transcendental leadership exists among public school principals in Amman, as perceived by teachers. Furthermore, the domains assessed by the tool also exhibited high levels of practice.

These results underscore the significance attributed to practicing transcendent leadership

within Amman's schools. Transcendent leadership, characterized by its ability to influence others and inspire them to work towards school objectives, evidently motivates teachers to engage more actively, efficiently, and effectively in their tasks. This motivation, in turn, facilitates the achievement of school goals on time and at minimal cost.

The emphasis placed on practicing transcendent leadership within Amman's schools suggests a recognition of its efficacy in fostering a conducive and productive school environment. Principals' adeptness at implementing transcendent leadership principles contributes to enhancing teacher performance and overall school effectiveness. Such findings underline the importance of cultivating and nurturing transcendent leadership practices among school leaders, thereby promoting positive outcomes within the educational setting.

Based on these results, several recommendations can be formulated to further strengthen the implementation of transcendent leadership practices within Amman's public schools. These recommendations may include providing professional development opportunities for school principals to enhance their leadership skills, fostering a supportive and collaborative school culture, and implementing systems for regular feedback and evaluation of leadership practices to ensure continuous improvement. Additionally, strategies for promoting transparent communication and fostering positive relationships between school leaders and teachers can be prioritized to sustain the momentum of transcendent leadership implementation within the educational context.

The findings of this study align with those of the Nair study (2016), which emphasized the positive and effective role of transcendent leadership in shaping organizational culture across various institutions. Additionally, Nair's study highlighted the positive impact of transcendent leadership on fostering constructive relationships between leaders and employees, consequently enhancing professional performance within the organization. These parallels underscore the universality of transcendent leadership principles in contributing to organizational success and fostering positive work environments.

Similarly, the results of this study are in concordance with those of Jaber (2017), whose study focused on the degree of transcendent leadership practice among secondary school principals in the Capital Governorate in the State of Kuwait from the perspective of teachers. Jaber's study also reported a high degree of transcendent leadership practice among school principals, corroborating the findings observed in this study regarding the prevalence of transcendent leadership practices among educational leaders. Such consistency across studies underscores the robustness and effectiveness of transcendent leadership practices in educational contexts.

The findings of this study also resonate with those of Khudair and Al-Amiri (2020), which investigated the direct impact of transcendent leadership on enhancing university performance within the faculties of the University of Baghdad. Khudair and Al-Amiri's study demonstrated that transcendent leadership exerts a direct and positive influence on university performance, particularly when coupled with values, attitudes, spirituality, behavior, and hope. This suggests that transcendent leadership not only enhances organizational performance but also contributes to fostering a holistic and positive organizational climate.

The alignment between the findings of this study and those of Khudair and Al-Amiri (2020) underscores the broader applicability of transcendent leadership principles across diverse educational settings. By emphasizing the importance of values, spirituality, and positive attitudes in leadership practices, transcendent leadership offers a comprehensive approach to enhancing organizational effectiveness and promoting positive outcomes.

In discussing the field of spirituality, as indicated by the results presented in Table (3), it is evident that spirituality ranks second with a high degree of practice among public school principals in Amman. All paragraphs within this field also demonstrated a high degree of practice. This suggests a collective aspiration within schools and society to foster a sustainable work environment characterized by wisdom, goal attainment, and motivation manifested in the right manner.

Paragraph No. (4), which emphasizes the importance of providing a moral model in the execution of roles within the school, emerged as the top-ranking item within the spirituality domain.

Principals who embody high moral values and principles serve as exemplars for their school community, demonstrating a commitment to excellence and integrity in their leadership practices. This emphasis on ethical leadership not only enhances the professional performance of principals but also contributes to the cultivation of a positive school culture aligned with ethical standards.

Overall, the findings underscore the significance of spirituality in guiding leadership practices within educational institutions. By embracing moral values and principles, school principals can effectively nurture a culture of excellence and integrity, thereby fostering a conducive learning environment and enhancing professional performance among staff members. Such practices align with broader societal aspirations for ethical leadership and organizational excellence within educational contexts.

The observation regarding Paragraph No. (6) in Table (3), which emphasizes the importance of school principals accepting teachers' opinions even if they differ from their own, highlights the significance of building trust and respect within the school community. Despite ranking last, it is noteworthy that this item still received a high degree of practice. Principals who prioritize listening to and valuing the opinions of their teachers demonstrate a commitment to fostering a collaborative and inclusive school culture. By doing so, principals can cultivate an environment where teachers feel empowered and respected, thus enhancing their motivation and professional performance.

This finding is consistent with the research conducted by Ismailpour & Nikookar (2017), which highlighted the positive impact of transcendent leadership on spirituality in the workplace and organizational productivity. Similarly, Khudair and Al-Amiri's (2020) study underscored the direct effect of transcendent leadership on enhancing university performance, particularly when coupled with values, attitudes, spirituality, behavior, and hope. Moreover, Isebor's (2018) research emphasized that transcendent leaders foster spirituality in the workplace through various dimensions such as organizational commitment, altruism, hope and/or faith, trust, civic/social responsibility, solidarity, and spiritual interdependence.

The analysis of Table (4) indicates that the domain of relationships based on humanity attained the highest ranking, with a high degree of practice observed across all its paragraphs. This finding underscores the conscious efforts of public school principals in recognizing the positive and influential role of human relations within the workplace. Principals recognize that fostering strong interpersonal relationships among school staff is essential, as it fulfills various social needs and contributes to a sense of joy and satisfaction among employees. Moreover, the importance attributed to these relationships extends beyond personal fulfillment; they are recognized as integral to achieving high levels of efficiency within the school setting.

The emphasis on cooperative and reciprocal relationships reflects an understanding among principals that such interactions serve as significant forms of rewards and incentives for staff members. By prioritizing the cultivation of positive human relationships, principals contribute to the establishment of a comprehensive and integrated social organization within the school. This social cohesion facilitates effective communication, collaboration, and mutual support among staff members, ultimately enhancing the overall functioning and effectiveness of the school as a whole.

Paragraph No. (9) from Table (4), which emphasizes addressing teachers in polite terms, emerged as the top-ranking item within the domain of relationships based on humanity. This finding underscores the importance of fostering reciprocal and human relationships between managers and workers, characterized by affection, respect, and trust. Principals who consistently address teachers with polite words contribute to the cultivation of a positive work environment grounded in cooperation, participatory decision-making, and commitment to achieving school goals. Moreover, such practices promote self-control among staff members, leading to increased work productivity and outstanding performance.

Conversely, Paragraph No. (13), which focuses on helping teachers solve their personal problems, ranked last within the domain. Despite this ranking, the item still received a high degree of practice. This result underscores the significant role played by school principals in supporting teachers with their personal challenges. By providing assistance in problem-solving, principals foster

strong human bonds with their staff, thereby enhancing teachers' confidence in their leadership and fostering a sense of loyalty and belonging within the school community. These supportive interactions contribute to improving teacher performance and productivity within the school, highlighting the importance of empathetic and compassionate leadership practices.

The findings regarding the importance of positive relationships between school principals and teachers align with the research conducted by Khudair and Al-Amiri (2020). Their study demonstrated a direct effect of transcendent leadership on enhancing university performance, particularly when combined with values, attitudes, spirituality, behavior, and hope. This suggests that the cultivation of supportive relationships within educational institutions contributes to overall organizational effectiveness and performance, reflecting the broader impact of transcendent leadership principles.

Similarly, the findings are consistent with the study conducted by Isebor (2018), which emphasized that transcendent leaders develop and practice various dimensions of spirituality in the work environment. These dimensions include organizational commitment, altruism, hope and/or faith, trust, civic/social responsibility, solidarity, and spiritual bonding. By embodying these dimensions of spirituality, transcendent leaders foster a culture of collaboration, trust, and mutual support within the organization, ultimately contributing to enhanced organizational performance and effectiveness.

6.1 *The third field: Wisdom*

The analysis of Table (5) reveals that the domain of wisdom ranked last, despite demonstrating a high degree of practice across all its paragraphs. This finding suggests that while wisdom may not be perceived as the most prominent aspect of leadership among public school principals in Amman, it is still valued and practiced to a significant extent. Wisdom in decision-making is crucial for promoting creativity, innovation, benevolence, openness to the world, a desire to learn, and opinion building within the school environment.

Paragraph No. (17), which emphasizes the use of decisiveness in situations that require it, emerged as the top-ranking item within the domain of wisdom. This finding suggests that principals recognize the importance of striking a balance between firmness and flexibility in their leadership approach. Such balance fosters harmony and effective communication within the school community, enabling principals to navigate various situations with tact and resilience.

Conversely, Paragraph No. (19), which focuses on the principal's attentiveness to identifying what makes teachers happy and sad, ranked last within the domain. Despite this ranking, the item still received a high degree of practice. Principals' wisdom in discerning the factors that influence teachers' emotions contributes to building strong relationships based on affection, respect, and trust within the school community. This, in turn, fosters cooperation, participation in decision-making, commitment to achieving school goals, and overall job satisfaction among staff members. Additionally, principals' attentiveness to teachers' emotional needs enhances their sense of self-responsibility and self-control, ultimately contributing to increased productivity and outstanding professional performance.

The findings regarding the domain of wisdom in leadership practice among public school principals in Amman align with the research conducted by Khudair and Al-Amiri (2020). Their study highlighted the direct effect of transcendent leadership in enhancing organizational performance, emphasizing the role of values, attitudes, spirituality, behavior, and hope in facilitating this effect. This suggests that wisdom, as a component of transcendent leadership, plays a crucial role in guiding decision-making processes and fostering positive outcomes within educational institutions.

Similarly, the findings are consistent with the research conducted by Isebor (2018), which emphasized the role of transcendent leaders in developing and practicing various dimensions of spirituality within the work environment. These dimensions include organizational commitment, altruism, hope and/or faith, trust, civic/social responsibility, solidarity, and spiritual bonding. The

presence of wisdom in leadership practices aligns with the broader framework of spirituality espoused by transcendent leaders, contributing to the creation of a supportive and cohesive organizational culture conducive to excellence and growth.

7. Recommendations

Based on the findings of the study, the following recommendations are proposed:

Promote Openness to Teachers' Opinions: Public school principals in Amman should prioritize listening to and accepting teachers' opinions, even when they differ from their own. Creating an environment where diverse perspectives are valued fosters collaboration and enhances decision-making processes.

Support Teachers in Personal Problem-solving: Principals should be proactive in assisting teachers with their personal problems. Providing support and guidance in resolving personal challenges contributes to building strong relationships and fostering a supportive school community.

Cultivate Wisdom in Leadership: Principals should prioritize wisdom in their leadership approach by actively identifying factors that influence teachers' happiness and sadness. Understanding and addressing teachers' emotional needs contribute to creating a positive work environment and enhancing staff satisfaction and performance.

Leverage Technology: Principals should embrace technology and provide modern tools and resources tailored to the individual needs of each student. Integrating technology into teaching practices enhances engagement, facilitates personalized learning experiences, and prepares students for success in the digital age.

Facilitate Positive Interactions: Encourage positive interaction between teachers and administration through regular meetings and social gatherings outside of work. Building strong interpersonal relationships fosters a sense of belonging and collaboration within the school community.

Monitor Change Indicators: Principals should monitor key indicators that reflect progress toward the school's goals. Regularly assessing and evaluating these indicators enables principals to track progress, identify areas for improvement, and make informed decisions to drive positive change.

Innovate Teaching Methods: Principals should focus on organizational development by proposing and implementing new teaching methods. Embracing innovative pedagogical approaches enhances teaching effectiveness, promotes student engagement, and supports academic excellence within the school.

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