The Degree of the Irbid School Principals Practice of Inspiring Leadership and Its Relationship to the Level of Organizational Energy of Teachers from Their Point of View

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Abstract

The study aimed to identify the degree of the Irbid school principals 'practice of inspiring leadership and its relationship to the level of organizational energy of teachers from their point of view. The relational descriptive approach was used, and the study sample consisted of (350) teachers. The study tool was developed as it consisted of (50) paragraphs, distributed into two parts: Part One, Inspirational Leadership and consisting of (26) paragraphs, distributed into four areas, namely: self-confidence, challenge, change management, strategic vision (future), and the second part: Organizational energy, which consists of (24) paragraphs distributed into three areas (emotional energy, cognitive energy, and physical energy). The results of the study showed that the degree of the school principals of the Irbid schools for inspiring leadership was high, with an average score (3.75), and the level of organizational energy among teachers with a medium grade, with an average score of (3.58), and the existence of a statistically significant positive relationship between the degree of practice of school principals in Irbid Governorate for inspiring leadership and the level of organizational energy of teachers from a teacher's perspective. The study recommend that school leaderships need to involve all concerned and responsible parties for formulating the school's goals, and then laying down practical mechanisms to achieve them. And encouraging innovation and creativity in order to build a second class of leaders who are able to be inspiring leaders by holding training courses and workshops to clarify this concept, due to its effective role in enhancing the organizational energy of teachers.

Keywords: inspiring leadership, schools principals, organizational energy

1. Introduction

The world at the present time is witnessing rapid technological development (Zraqat, 2019), and a significant development in education, which in turn has led to the emergence of competition between educational institutions. This is a result of the great demand for education, the abundance of creativity, and the development of students' cultural levels, so it was imperative for educational institutions to strive to create an appropriate educational environment in a manner that meets the requirements of their employees, which in turn can achieve development and prosperity, and increase their organizational capacity, and thus its continuation and success.

The progress and prosperity of educational institutions lies in their possession of teachers with high capabilities and capacities, as these institutions are based on the teachers inspiration and energies, as they make great efforts that require intellectual skills and creative abilities, and given the rapid changes witnessed by educational institutions due to the explosion of knowledge and scientific and technological development, which in turn imposed Great pressure on teachers, as this resulted in states of anxiety, frustration and tension, which negatively affected their performance levels at work and their attitudes towards their profession and institutions, and reduced their energies, and this in turn requires authentic and effective administrative leadership, and an initiative in the performance of their responsibilities and duties in order to invest these capabilities, understand their needs and provide The necessary support for them, providing an appropriate school environment, and achieving a balance between what the teacher provides for himself and for others (El-Franany, 2020).

Leadership occupies special importance in contemporary management studies, because of its great influence on all elements of institutions, and its ability to influence the behavior of teachers and its importance stems from the importance of the attitudes and roles played by the people who take leadership in their educational institutions, as well as the importance of the decisions they make, which often has a significant impact on teachers, or on the society within which they work, by virtue of the scope and powers of the leadership they enjoy (Al-Juhani et al., 2018).

Inspirational leadership is the dream that many leaders of educational institutions aspire to, and which only a few of them can attain, only those with solid spirits and grandiose ideas are good at creating success (Al-Baroudi, 2019).

Inspirational leadership is an important leadership practice, as it plays a major role in raising the energies of teachers, and it also reveals the latent energies that teachers do not realize in themselves, so everyone who is exposed to an inspiring leader and role model is exposed to great possibilities of interactions that create inspiration, as these leaders are distinguished. Inspired people have a distinct strategic vision to motivate and inspire teachers, through them the appropriate empowerment of teachers in educational institutions, as the interaction of leaders leads to sharing internal knowledge, collecting and integrating external information, creating a spirit of challenge to the current situation and enabling creativity (Abu Ghaly, 2019).

Organizational energy seeks to increase the capacity of the absorptive organization or the educational institution to respond to the dynamic changes it constantly faces, whether it is a behavioral energy that means exerting effort to achieve organizational goals, or a cognitive energy, which means continuous thinking in order to find solutions to problems that may face the organization, and forecast with them before they happen to be avoided, and finally the emotional energy that represents feelings towards the organization or mission (Alexiou et al., 2018).

Ziari et al. (2018) believe that the cognitive, behavioral and emotional energy is affected by the ability of the organization to provide channels of communication between workers, by exchanging information related to tasks easily by all administrative levels, and thus this develops the employee's attachment to his job, which leads to increase his motivational power, which increases the level of organizational energy.

Many of the previous literature indicates the lack of studies concerned with maximizing the school organizational energy by the school principal as an inspiring leader, as no study was conducted on the inspirational leadership of school principals and its relationship to raising the organizational energy of teachers.

1.1 Study Problem

The principals in educational institutions and the school in particular form the compass directed to teachers, as they are at the top of the school hierarchy and it is their responsibility to guide teachers to achieve the desired goals, and given what the educational and educational institutions are facing in terms of rapid and new changes, this requires the presence of inspiring managers who are able To raise the organizational capacity of teachers, but what the researchers observed through their work in the educational field, some managers practice some leadership styles that would reduce the organizational energy of teachers. In light of this, the problem of the study is determined in its endeavor to identify the degree of inspiring leadership of the school principals in Irbid and its relationship with the level of organizational energy of the teachers, with the aim of maximizing the achievements and achieving the desired goals with the highest degree of distinction. Specifically, the study sought to answer the following questions:

1. What is the degree to which school principals in the Irbid district practice inspiring leadership from the teachers' point of view?

2. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the teachers' estimates of the degree to which school principals' practice inspiring leadership due to the variables: (Gender, years of experience, type of school)?

3. What is the level of organizational energy of teachers in the schools of Irbid from the teachers' own viewpoint?

4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the teachers' estimates of the level of organizational energy they have from their point of view due to the variables: (gender, number of years of experience, and type of school)?

5. Is there a statistically significant correlation at the significance level (α≤0.05) between the degree of inspiring leadership of the school principals of the Irbid District of Irbid and the level of organizational energy of teachers from the teachers' point of view?

1.2 Importance of the Study

The study gained its importance through its discussion of a topic that has been less discussed before, which is the inspirational leadership and its relationship to organizational energy. Perhaps the most important characteristic of it is that its goal was directed towards school principals to identify the degree of their practice of inspiring leadership and their role in raising the organizational capacity of teachers. It is worth noting that this study - in light of the researchers' knowledge - may be the first of its kind in an attempt to bridge the gap in this topic in schools and in Jordan in particular. The results of the current study are also expected to benefit all decision-makers in the Ministry of Education and its education departments, especially in the field of educational leadership and educational policy-makers in developing new strategies for managing schools and developing criteria for selecting school principals in light of the requirements of inspiring leadership. The principles of inspiring leadership and organizational energy also contribute to providing methodological and procedural frameworks that assist administrators in different educational settings in developing training programs for managers.

2. Literature Review

2.1 The Inspiring Leadership

Inspiring leadership comes within the types of leadership distinguished in its characteristics and attractive in its being, as it derives its name from the word inspiration, meaning the force that is difficult to explain clearly and difficult to see with the eye. It takes its name from the personality of the leader and the personal characteristics he possesses that inspire others, make him in their eyes the distinguished person with bright, charming ideas, which solve the contract and arouse in the workers the love of work and the pursuit of the permanence of the relationship with their inspired leader; So that it affects them in a very large way in terms of performance and loyalty to the point of dazzle with his ideas, as it affects the group of institutional powers ruling at the level of senior management in the school and classroom management, leading to the development of performance and achieving school excellence (Abu Ghaly, 2019).

Al-Amiri and Al-Ghalibi (2008: 424) defined inspiring leadership as: "an inspiring suggestive process that has an impact on others that makes them work with a high and persistent commitment to accomplish and perform the tasks required of them." While Joshi & Liao (2009: 241) believes that inspiring leadership is: "Leadership that focuses on conveying a compelling vision to the work team, enhancing confidence in the souls of team members and revitalizing them, developing social relationships within the team entity, promoting common goals, and encouraging interaction. Between individuals". Katene (2010) viewed inspirational leadership as: "Leadership that is based on inspirational motivation (generating enthusiasm and teamwork); it provides a vision (future expectations, commitment to common goals), and builds an account of individuals (considering individuals as individuals), in addition to Intellectual stimulation, which refers to thinking about problems in new ways through creativity.

2.2 Inspiring Leadership in Schools

Many studies dealt with inspiring leadership and its role in the education sector in general and schools in particular. Saleh's study (2016) found that there is a deficiency on the part of managers in practicing inspiring leadership, which limits the ability to help workers towards growth and development, and the lack of a good evaluation of the efforts of workers in terms of excellence in performance, and that there is a deficiency in evaluating the efforts of subordinates by the management. The study Poojomjit et al. (2018) aimed to uncover the inspirational leadership indicators of the primary school principals - Thailand. The study developed and tested the structural relationship model enhancing teachers 'performance, as well as improving school performance by enhancing the confidence of teachers. Al-Amri (2019) conducted a study to determine the degree of application of the dimensions of inspiring leadership among the leaders of private schools in Riyadh from the point of view of school leaders and teachers, and the results of the study concluded that the degree of schools 'application of all dimensions of inspiring leadership was moderate in general. The study recommended the necessity of training leaders to face crises and manage risks, and raise awareness of the importance of developing a clear strategy to identify the strengths and weaknesses of the school and work to address deficiencies in weaknesses.

Kamel et al. (2019) focused on the actual reality of leadership dimensions in government preparatory schools in the holy city of Karbala, and the principal's role as an inspiring leader in influencing the behaviors of faculty members that lead to achieving organizational excellence, the efficiency of members and developing their performance within work teams. Darwish (2019) also found that the degree of inspiring leadership practice among teachers of physical education in middle schools in the governorates of Cairo and Giza was average, as this had an effect on school performance and weak innovation among teachers. In order to reveal the degree of practicing "inspirational leadership among university leaders and its relationship to the level of work pressures among administrative workers in Palestinian universities in the governorates of Gaza", Al-Franany (2020) conducted a study on a sample of administrative workers in Palestinian universities, and the results of the study concluded that the degree of university leaders' practice of ignorant leadership The viewpoint of its employees to a large degree, and that the overall degree of the level of work stress among the administrative workers in the Palestinian universities in the governorates of Gaza was of a medium degree, and the existence of a negative correlation between the averages of the study sample estimates of the degree of university leadership practice in the Palestinian universities in the Gaza governorates for the dimensions of the inspiring leadership, its total degree and the average of their estimates For the level of work pressure among workers and administrators.

2.3 Organizational Energy

Organizational energy is a relatively modern administrative concept, as it is an urgent necessity in light of the great global developments, in addition to being a real response to various changes, especially in its technical data. So organizational energy is necessary to keep pace with these developments and changes in order to achieve harmony and harmony between administrative concepts in Its theoretical and philosophical principles (Schippers & Hogenes, 2011). The current technical transformations, and what is required of the need for human resources with high cognitive and behavioral capacities to face problems and crises through the development of human capabilities and skills, giving freedom to act to face different situations, and for all administrative levels, and unleash their potential, for what results from the innovations intellectual whether in the work entrusted to them or the proposals and contributions that emanate from them as a result of investing their energies. As well as the internal (emotional) stability they feel due to the resulting work methods development initiatives that increase production and the organization's efficiency and achieve sustainable performance (Fatlawi and Al-Rabei, 2016).

Schippers & Hogenes (2011) defined organizational energy as: the results of building good relationships between workers, dependent on physical and mental health, and seeking to reduce the depletion of workers' capabilities, and achieve higher productivity. Cuff and Barkhuizen (2014) believes that it is the ability to combine different human energies (cognitive energy, behavioral energy, and emotional energy) in order to achieve the desired goals pursued by a successful organization. Organizational energy refers to the level of individual participation more than just doing a job, and it also refers to the effort exerted, so both are important for the doer, and for reaching meaningful work, so people who demonstrate meaningful work have two attributes: focus and energy (Bruch & Ghoshal, 2003).

2.4 Organizational Energy in Schools

In the field of education, educators have increasingly used the term "school energy" after the increasing pressures that the educational institution is being exposed to in order to bridge the gaps in school achievement on the one hand, and to provide education and bypass that to provide high-quality education on the other hand (Attari, 2013).

The term "school organizational energy" is used to refer to the abilities, capabilities and skills of educational leaders, teachers and various school bodies, which can be used to improve school performance, and the further goal behind that is to increase reliance on the school as a basic unit for development, which is known as "internal energy development." After decades of schools' reliance on "external energy", which is represented by experts, supervisors and trainers from outside the school itself, the interest in school organizational energy has come within many transformations and the emergence of new concepts such as appropriation of education, empowerment, organizational learning and the educated school in addition to the emergence of new leadership and management models such as self-management And distributed and parallel leadership (Scott & Dinham, 2002).

The term "school organizational energy" is defined as: the ability of the school system to help all students, in order to achieve the best level, and this is done by improving the performance of teachers, attracting new workers, introducing new technologies or new materials, or restructuring work and service delivery systems, and crystallizing The organization's vision and mission, and consolidating its collective sense and norms (Harris, 2011).

The principal's role as an inspiring leader in building school energy is to encourage initiative, build collegiality between teachers, value success, contemplate, trust teachers, and transfer powers to them, and also encourage teachers to assume leadership roles and enable them to do so, and recognize teachers 'leadership efforts, share responsibility with teachers, and reward for success (Yusef, 2018).

Harris (2011) listed other duties of the school principal as an inspiring leader in building school energy, which is to develop a common vision in cooperation with workers and the community, work with everyone, listen to the voices of others, promote dialogue and discussions, avoid simplistic answers and focus attention on priorities, and organizationو concentration and ask questions that bring assumptions and beliefs into reconsideration, confront ideas and subject opinions to criticism.

Maximizing the school organizational energy is directly and closely linked to the concept of "considering the school as the basic unit of development". This concept means developing the internal energy of the school, and this is done with the efforts of teachers through organizing courses, seminars, workshops, discussion sessions, exchange visits, reviewing the curriculum, and evaluating performance and conducting research especially procedural (Youssef, 2018). Burke (2009) conducted a study aimed at identifying the role of the principal of the high school in southern California schools in building the leadership energy of the teacher in order to achieve the goals of school improvement and reform, and the study concluded (10) concepts for developing organizational energy, which are empowerment, continuous improvement, and cooperation relationships, clear expectations, professional development, providing support to teachers, vision, organizational structure and challenges, and the study strengthened the role of the director in developing the leadership capacity of teachers through the necessary mechanisms for that.

King and Bouchard (2011) conducted a study that dealt with the main dimensions of school organizational energy based on theoretical and field research on the important mechanisms of policies, influence and support programs for school organizational development, and discussed some of the obstacles facing school energy development. The study presented a systematic model of organizational learning and bureaucratic mechanisms to build organizational capacity, the study recommended that policies for building organizational capacity be flexible to suit the school context, and to allow schools to change in ways that support schools' professional development and improve student learning. Al-Fatlawi and Al-Rabaei (2016) conducted a study aimed at analyzing the reality of the levels of organizational energy produced in its dimensions (emotional energy, cognitive energy, behavioral energy). The existing method of research and post-analysis was used. The results of the study showed that there is a great weakness in the awareness of the organizational energy in terms of its dimensions in the universities of the Middle Euphrates.

Li et al. (2016) aimed to examine the relationship between the principal's leadership, the dimensions of school energy and the professional development of teachers in (32) primary schools in Hong Kong, the study used the quantitative approach and employed statistical regression to analyze teachers' perceptions regarding the principal's leadership. And the basic school conditions, and the results of the study revealed the contribution of several dimensions of the principals 'leadership in developing the organizational capacity and professional growth of teachers. The study also revealed the role of some school conditions such as principals' cooperation, trust, communication, providing support to teachers and policy coherence. Yousef (2018) conducted a study aimed at identifying the role of directors of Jordanian private schools that implement foreign programs in developing school organizational energy from the point of view of principals and teachers in those schools, and the results of the study showed that the degree of practice of private school principals that implement foreign programs for their role in energy development The results showed that there were statistically significant differences in the role of school principals in developing the organizational power between the averages of the response of the study individuals due to the gender variable and were in favor of males, the presence of differences attributed to the job variable and in favor of the principals, and also the absence of statistically significant differences attributed to the experience variable.

3. Method and Procedures

3.1 Study Methodology

The correlational survey descriptive approach was used. This is due to its relevance, nature, and objectives of this study.

3.2 Study Population

The study population consisted of all school teachers (government and private) in the Irbid District, and the number of teachers, according to the statistics of the Jordanian Ministry of Education for the year 2020/2021, in

Irbid district reached (6000) teachers.

3.3 The Study Sample

The study sample consisted of (350) male and female teachers who were randomly selected from the study population. Table No. (1) shows the distribution of the study sample according to personal variables.

Table 1. Demographic data of the questionnaire

	Measure	Frequency (out of 175)	Percentage
Gender	Male	164	46.9
	Female	186	53.1
Years of Experience	< 5	147	42.0
	5 – 10 Y	97	27.7
	> 10	106	30.3
School type	public school	179	51.1
	Private school	171	48.9
Total		350	100%

3.4 Study Tool

A tool for this study was developed after reviewing the theoretical literature and some previous studies on the subject of the study, such as (Abu Ghaly, 2019), and (Gilal, Channa, Gilal, Gilal Shah, 2019), (Al-Harthi, 2015). The respondent replies to each of the paragraphs of the questionnaire on a five-point Likert scale, and accordingly the degree to which school principals' practice inspiring leadership and the level of organizational energy among teachers is determined and is there a correlation relationship between the two variables, by calculating the average of their responses to the paragraphs of the questionnaire.

3.5 Validate the Study Tool

To ensure the validity of the study tool, the researchers used Content Validity by presenting the tool to (5) faculty members in the field of educational leadership and psychology in Jordanian universities. The questionnaire consisted of its initial form of (54) items distributed on the inspiring leadership (29) items, and organizational **energy** (25). Inspirational leadership (26) items, and organizational **energy** (24) items.

3.6 Stability of the Study Tool

To ensure the stability of the tool, the study tool was distributed to an exploratory sample consisting of (30) teachers from outside the study sample twice with a time difference of (two weeks) and the Pearson Correlation Coefficient was extracted between their estimates in all areas and dimensions of the tool both times, as the correlation coefficients between the two applications for the dimensions of the tool and the tool as a whole were statistically significant values, and this indicates the stability of the application for the study.

3.7 Reliability Test

The study used Cronbach's Alpha to test the reliability of the study tool. The results revealed a Cronbach's Alpha Coefficient of (**0.89**) for all items. The variables of the study range from (0.81) to (0.86), which indicates that the questionnaire is reliable (Zraqat, 2020). The values of α of the study variables are listed in the following table (2).

Table 2. Reliability test of study tool

Number	Variable	Reliability Coefficient (α)
1	Self-confidence	0.81
2	Challenge	0.83
3	Change Management	0.85
4	Strategic (Future) Vision	0.86
Inspiring leadership		0.89
5	Emotional energy	0.86
6	Cognitive energy	0.82
7	Physical energy	0.83
Organizational Energy		0.88
All paragraphs		0.89

4. Study Results and Discussion

The study aimed to uncover the degree to which school principals in Irbid governorate practice inspiring leadership and its relationship to the level of organizational energy of teachers, and the results of answering the study questions were as follows:

First: Results related to the first question: "What is the degree to which school principals in the Irbid district practice inspiring leadership from the teachers' point of view?"

Table 3. Mean, standard deviations, levels and relative importance of Inspirational Leadership

Item No.	Item	Mean	Standard Deviation	Relative Importance	Rank
2	Challenge	3.83	0.94	High	1
1	Self-confidence	3.79	0.90	High	2
4	Strategic (Future) Vision	3.73	0.95	High	3
3	Change Management	3.64	1.00	Medium	4
Inspirational Leadership		**3.75**	**0.90**	**High**	

Table No. (3) shows that the degree to which the school principals of Irbid schools practiced inspiring leadership from the teachers 'viewpoint was high. As the arithmetic average for the field as a whole reached (3.75) with a high rating, and this result may be attributed to the belief of school principals in the importance of inspiring leadership and its great role in achieving competitive advantage among schools. In order to achieve outstanding performance in the school, and also to encourage teachers to invest their energies more. The results of this study were in agreement with the results of the study of (Poojomjit et al., 2018), and the study of (Turhan et al., 2019), and the Farrani study (2020). While it differed from the results of the Amer (2019) study, and the Kamel, Mahdi, and Latamouna study (2019).

As shown from Table (3), the arithmetic averages of the inspirational leadership dimensions ranged between (3.64-3.83); The "Challenge" dimension came first, with an arithmetic average (3.83) and a high evaluation score. This result may be attributed to the fact that school principals develop scenarios and alternatives to deal with challenges in a systematic framework through the strategic planning process, as well as their pursuit of the vision they seek to achieve, It is achieving the highest degrees of school distinction, and in the second place came the "self-confidence" dimension with an arithmetic average (3.79) and a high evaluation score, and the "strategic (future) vision" dimension came in third with an arithmetic average (3.73) and a high evaluation score, and it came fourth and last after a dimension. Change management "with a mean of (3.64) and an average evaluation score. This result may be attributed to the keenness of school principals to create the appropriate climate to spread the culture of change among all school personnel and to encourage teachers to adopt creative ideas that contribute to achieving change management in the school.

Second: The results related to the second question, which reads: "Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the teachers' estimates of the degree to which school principals' practice inspiring leadership due to the variables: (Gender, years of experience, type of school)?

To answer this question, the arithmetic averages and standard deviations of the responses of the sample members about the field of inspiring leadership as a whole were extracted according to the variables (gender, number of years of experience, and school type). An Independent Samples T-Test was also applied to the study tool according to the two variables (gender, and the type of school), and the application of an analysis of variance (ANOVA) to the field of inspiring leadership as a whole depending on the variable (experience), and the following are presented results:

Table 4. Applying the Independent Samples T-Test to the field of inspiring leadership as a whole according to variables (gender, years of experience, and school type)

variable	level	Mean	standard deviation	T	Sig.
Gender	Male	3.67	0.99	1.47	0.14
	Female	3.81	0.82		
School type	public school	3.76	0.90	0.17	0.86
	Private school	3.74	0.91		

Table No. (4) shows that there are no statistically significant differences at the level of significance (α≤0.05) in the teachers 'estimates of the degree to which school principals' practice inspirational leadership due to the variables (gender and school type). All values of (T) are not statistically significant, and this result may be attributed to the keenness of school principals to practice the best leadership methods that raise the level of the school, regardless of the type of school, whether governmental or private, because all school principals are keen to improve the performance of his school.

Table 5. Results of applying ANOVA to the field of inspiring leadership as a whole depending on a variable (years of experience)

Years of Experience	Mean	standard deviation	F	Sig.
< 5	3.63	0.92		
5 – 10 Y	3.84	0.77	2.39	0.090
> 10	3.83	0.97		

Table No. (5) shows that there are no statistically significant differences at the level of significance (α≤0.05) in the teachers 'estimates of the degree to which school principals practice inspiring leadership is attributed to the variable (the number of years of experience), where the value of (F) (2.39), which is a non-statistically significant value, and this result may be attributed to the ability of the inspiring school principal to achieve distinction and improve the performance of his school regardless of the number of years of his experience, and this is exemplified by his ability to inspire and motivate teachers. To achieve this regardless of the number of years of experience.

Third: Results related to the third question: "What is the level of organizational energy of teachers in the schools of Irbid from the teachers' own viewpoint?"

Table 6. Mean, standard deviations, levels and relative importance of Inspirational Leadership

Item No.	Item	Mean	Standard Deviation	Relative Importance	Rank
3	Physical energy	3.67	0.85	High	1
2	Cognitive energy	3.65	0.88	Medium	2
1	Emotional energy	3.46	1.03	Medium	3
Organizational Energy		**3.58**	**0.89**	**Medium**	

Table No. (6) shows that the level of organizational energy of teachers in the schools of Irbid, according to the teachers' own viewpoint, was average. As the mean of the field as a whole reached (3.58) with an average rating, and this result may be attributed to the fact that school teachers have a medium level of organizational energy due to the current situation of teachers, which needs to improve their conditions to be reflected in the level of organizational energy they have. As a result of the study of Al-Fatlawi and Al-Rabei (2016), a significant weakness was found in the perception of organizational energy in terms of its dimensions in the universities of the Middle Euphrates.

As shown in Table No. (6), the arithmetic averages of the organizational energy dimensions ranged between (3.46-3.67). The "physical energy" dimension came in first place with an arithmetic average (3.67) and a high evaluation score, and the "cognitive energy" dimension came with an arithmetic mean (3.65) and a medium evaluation score, and the third and final dimension came in the "emotional energy" dimension with an arithmetic average (3.46) and a score of a medium rating.

Fourth: The results related to the fourth question: "Are there statistically significant differences at the significance level (α≤0.05) in the teachers' estimates of the level of organizational energy they have from their point of view due to the variables: (gender, number of years of experience, and type of school)? "

To answer this question, the arithmetic averages and standard deviations of the respondents' responses to the organizational energy field as a whole were extracted according to the variables (gender, number of years of experience, and school type). An Independent Samples T-Test was also applied to the study tool according to the two variables (gender and type of school), and the application of the one-way analysis of variance (ANOVA) to the field of organizational energy as a whole depending on a variable (years of experience), and the following are presented results:

Table 7. Applying the Independent Samples T-Test to the field of organizational energy as a whole according to variables (gender, years of experience, and school type)

variable	level	Mean	standard deviation	T	Sig.
Gender	Male	3.55	0.91	0.52	0.60
	Female	3.60	0.88		
School type	public school	3.54	0.85	0.91	0.36
	Private school	3.62	0.93		

Table No. (7) shows that there are no statistically significant differences at the level of significance (α≤0.05) in the teachers 'estimates of the level of organizational energy they have from their point of view due to the variables (gender, school type). All values of (T) are not statistically significant.

Table 8. Results of applying ANOVA to the field of organizational energy as a whole depending on a variable (years of experience)

Years of Experience	Mean	standard deviation	F	Sig.
< 5	3.56	0.88		
5 – 10 Y	3.52	0.71	0.56	0.57
> 10	3.65	1.04		

Table No. (8) shows that there are no statistically significant differences at the level of significance (α≤0.05) in the teachers 'estimates of the level of organizational energy they have from their point of view due to the variables (the number of years of experience). The value of (F) (0.56) is a non-statistically significant value, and this result is attributed because teachers of both sexes work in the same conditions and have the same privileges, as well as teachers in private and government schools who bear the same duties and work and practice one profession.

Fifth: The results related to the fifth question: "Is there a statistically significant correlation at the significance level (α≤0.05) between the degree of inspiring leadership of the school principals of the Irbid District of Irbid and the level of organizational energy of teachers from the teachers' point of view?"

To answer this question, a matrix of Pearson Correlation coefficients was extracted between the dimensions of the field of inspiring leadership and the dimensions of the organizational energy field. Table (9) illustrates this.

Table 9. Pearson Correlation Matrix between the inspirational leadership domain and the organizational energy domain dimensions

Inspirational Leadership		organizational energy			
		Emotional energy	Cognitive energy	Physical energy	Organizational Energy as a whole
Self-confidence	Correlation coefficient	0.79	0.75	0.66	0.79
	Statistical significance	0.00	0.00	0.00	0.00
Challenge	Correlation coefficient	0.76	0.78	0.70	0.80
	Statistical significance	0.00	0.00	0.00	0.00
Change Management	Correlation coefficient	0.76	0.78	0.69	0.79
	Statistical significance	0.00	0.00	0.00	0.00
Strategic (Future) Vision	Correlation coefficient	0.87	0.87	0.80	0.90
	Statistical significance	0.00	0.00	0.00	0.00
Inspiring leadership as a whole	Correlation coefficient	0.84	0.84	0.75	0.86
	Statistical significance	0.00	0.00	0.00	0.00

Table No. (9) shows that there is a statistically significant correlation relationship at the level of significance (α≤0.05) between the degree of inspiring leadership of the school principals of the Irbid District of Irbid and the level of organizational energy among teachers from the teachers' point of view. All correlation coefficients were positive and statistically significant.

5. Recommendations

In light of the results of the study, the researchers recommend the following:

1. The need for school leaderships to involve all concerned and responsible parties for formulating the school's goals, and then laying down practical mechanisms to achieve them.

2. Calling upon school principals to develop an alternative plan that helps teachers face the challenges of school work while at work.

3. The necessity of continuous motivation by schools' leaderships for workers, and their definition of challenges; to be able to adapt and be alert to the changes occurring in their environments, and to unleash them to confront them.

4. The necessity for school leaders to study and deeply understand employee behavior and organizational changes that affect the success of implementing the inspiring leadership style in schools.

5. Encouraging innovation and creativity in order to build a second class of leaders who are able to be inspiring leaders by holding training courses and workshops to clarify this concept, due to its effective role in enhancing the organizational energy of teachers.

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