

The Impact of Digital Leadership Styles on Organizational Excellence: The Mediating Role of Digital Empowerment - A Field Study in Private International Baccalaureate (IB-Programmed) Schools in Amman

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أثر أنماط القيادة الرقمية على التميز التنظيمي: الدور الوسيط
للتمكن الرقمي - دراسة ميدانية في مدارس البكالوريا
الدولية الخاصة في عمان -

إعداد

فرح عماد صلاح الناظر

إشراف

الأستاذ الدكتور أحمد علي صالح

قدّمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في
تخصّص الأعمال الإلكترونية في جامعة الشرق الأوسط

كانون الثاني، 2025

Thesis Committee Decision

This thesis titled “The Impact of Digital Leadership Styles on Organizational Excellence: The Mediating Role of Digital Empowerment - A Field Study in **Private International Baccalaureate (IB-Programmed) Schools in Amman.**” has been defended, accepted, and approved. On 16/1/2025

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AUTHORIZATION

I, **Farah Emad Al Nazer**, authorize the Middle East University to provide soft and hard copies of my thesis to libraries, organizations, and institutions concerned with scientific research and studies upon request.

Name: Farah Al Nazer

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Farah Al Nazer

Dedication

I would like to dedicate this work to **my grandfather's soul, Maher Abdel Hadi**, who always believed in my potential and my ability to achieve the unachievable. I also dedicate this work to my **mother, father and brother** for their continuous encouragement, faith and support to achieve my desired goal. A special thanks to my family members who believed in my abilities and passion and supported me in every step.

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**The Impact of Digital Leadership Styles on Organizational Excellence:
The Mediating Role of Digital Empowerment- A Field Study in Private
International Baccalaureate (IB-Programmed) Schools in Amman.**

Prepared by: Farah Al Nazer

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Abstract

This study aimed to examine the impact of digital leadership styles, (digital agile leadership and digital authentic leadership) on organizational excellence, with the presence of a mediator role of digital empowerment in private (IBDP) schools in Amman.

The study was conducted across five IBDP schools in Amman, out of 16 schools that collaborated with the researcher. The population size was 480 which examined six job positions (senior leadership, department heads, faculty and academic staff, administrative staff, support staff and other academic support staff.) Using proportional stratified random sampling 214 were needed. Furthermore, the study employed a descriptive-analytical research methodology and used a questionnaire and pilot interviews as the primary data collection tool where 211 valid questionnaires were retrieved and analyzed using descriptive and inferential statistical methods with the SMART PLS 4.

Moreover, several results were concluded: the level of digital leadership styles in private IBDP schools in Amman was high. To add, the dimensions of digital leadership styles, digital agile leadership and digital authentic leadership were high. Also, the level of digital empowerment was high, yet the level of organizational excellence was moderate. Therefore, the results demonstrate that there is a direct impact of digital leadership styles on the outcomes of organizational excellence. In addition, digital empowerment had a partial impact on digital leadership styles and on the outcomes of organizational excellence. Hence, this study provided a set of recommendations, which included: encouraging the school's administration to evaluate the performance of all its members by utilizing digital tools and platforms to streamline the performance evaluation process. Ensuring that the implementation of digital technologies and the pursuit of digital excellence does not negatively impact employee's stability, by assessing their perspective and gathering feedback. Enhancing excellence in society by organizing seminars that support the development of community capabilities, such as schools collaborating with other schools, or local organizations, businesses and community leaders to co-organize and deliver seminars to demonstrate their expertise and resources.

Keywords: Digital Leadership Styles, Digital Agile Leadership, Digital Authentic Leadership, Organizational Excellence, Digital Empowerment and Private IBDP Schools in Amman

- أثر أنماط القيادة الرقمية على التميز التنظيمي: الدور الوسيط للتمكين الرقمي -
دراسة ميدانية في مدارس البكالوريا الدولية الخاصة في عمان -

إعداد: فرح عماد صلاح الناظر

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الملخص

هدفت هذه في الدراسة إلى تحري أثر أنماط القيادة (القيادة الرقمية الرشيقة والقيادة الرقمية الأصلية) على التميز التنظيمي بوجود التمكين الرقمي متغيراً وسيطاً وطبقت الدراسة في المدارس البكالوريا الدولية في عمان (IBDP) وكان عددها (5) مدارس من أصل (16) مدرسة وافقت على تطبيق الدراسة و تعاونت مع الباحثة وكان حجم مجتمعها 480 فردا يعملون في ست وظائف (القيادة العليا، رؤساء الأقسام، الهيئة الأكاديمية، الكادر الإداري، الكادر المساند، وكادر الدعم الأكاديمي الآخر) سحبت منه عينة بأسلوب العينة العشوائية الطبقية التناسبية وبلغ حجمها 214 فردا . اعتمدت الدراسة على منهج البحث الوصفي التحليلي، واستخدمت الاستبانة والمقابلات الاستطلاعية كأدوات رئيسية لجمع البيانات وقد تم استرجاع (211) استبياناً صالحاً وحللت باستخدام اساليب الإحصاء الوصفي والاستدلالي من خلال برمجية 4 SMART PLS

وتوصلت الدراسة إلى مجموعة من النتائج، أهمها إن مستوى أنماط القيادة الرقمية كان مرتفعاً وأن نمطي القيادة الرقمية الرشيقة والأصلية كانت مرتفعة أيضاً بالإضافة إلى ذلك كانت مستوى التمكين الرقمي مرتفعاً بينما كان مستوى التميز التنظيمي متوسطاً. كما أوضحت النتائج أن هناك أثر مباشر لأنماط القيادة الرقمية على نتائج التميز التنظيمي وبالإضافة إلى ذلك كان للتمكين الرقمي دوراً وسيطاً جزئياً في أثر أنماط القيادة الرقمية على التميز التنظيمي .

كما قدمت الدراسة مجموعة من التوصيات كان أهمها: تشجيع إدارات المدارس على تقييم أداء جميع أفرادها باستخدام الأدوات والمنصات الرقمية لتسهيل عملية تقييم الأداء، و أن تنفيذ التكنولوجيا الرقمية والسعي لتحقيق التميز الرقمي لا يؤثران سلباً على استقرار الموظفين ، وإن تعزيز التميز في المجتمع يمكن ان يتحقق من خلال تنظيم ندوات تدعم تطوير قدرات المجتمع، مثل تعاون المدارس مع مدارس أخرى أو منظمات محلية أو شركات وقادة المجتمع لتنظيم وتقديم ندوات تعكس خبراتهم ومواردهم.

الكلمات المفتاحية: أنماط القيادة الرقمية، القيادة الرقمية الرشيقة، القيادة الرقمية الأصلية، التميز التنظيمي، التمكين الرقمي، المدارس الخاصة التي تطبق برنامج الدبلوم الدولي في عمان.

Chapter One

Study Background and Importance

1.1 Introduction

1.2 Problem Statement

1.3 Study Importance

1.4 Study Objectives

1.5 Study Questions and Hypothesis

1.6 Study Model

1.7 Study Limitation

1.8 Study Delimitation

1.9 Operational Definitions

Chapter One

Study Background and Importance

1.1 Introduction

In today's digital era, organizations are constantly undergoing rapid transformation, characterized by heightened volatility, complexity, and uncertainty. This dynamic environment transformation considers factors, such as competitors, changing demands, and achievements. Therefore, businesses face immense pressure to standardize their strategic objectives with the evolving technological landscape. (Kokot et al.,2021). In other words, constant technological advancements are shaping our world to enhance business functions. For instance, one prominent way to enhance the business function is by implementing diverse leadership styles, such as digital agile leadership and digital authentic leadership, which are crucial to establishing organizational excellence. (Oberer& Erkollar, 2018).

Despite the importance of organizational excellence that enables organizations to assess their path towards excellence using a set of criteria, (King Abdullah II Center for Excellence, 2024, King Abdullah II Award for Excellence for Private Sector, Tenth Cycle, Amman.) “For an organization to maximize the advantages of implementing the EFQM model, managers must have an excellent understanding and adaptability to a changing environment. Moreover, if the concept of change and flexibility are not fully understood and implemented, then the organization will fail to achieve excellence.” (Chomiak-Orsa & Martusewicz 2023). Furthermore, it is difficult to generalize findings due to the various organizational excellence outcomes, because the outcomes are both directly and indirectly influenced by multiple factors. Thus, to overcome these challenges, it is necessary to identify techniques and methods to evaluate results and conclude how

they are achieved (Mohammed, & Laffta, 2024). It is very important to discuss that excellence is an outstanding and highest level of performance; however, organizations fail to consider its significance to performance level. (Mohamed & Nusari, 2018). Hence, to achieve organizational excellence, it is mandatory to search for contemporary methodologies that contribute to prolonging excellence. Digital leadership styles are dimensions that can promote organizational excellence. (Khalil et al., 2022)

According to Eberl & Drews (2021) definition of digital leadership, they define it as, “An intricate framework aiming for a customer-centered, digitally empowering, and a leading-edge business model; driven by transforming the role, skills, and style of the digital leader.” In other words, digital leadership is the strategic use of the organization's digital tools and skills to attain business goals.

Meanwhile, according to Dawabsheh et al., (2019), he signifies the leadership's role in guiding organizations through change and transformation lies solely on the ability of the leader to captivate, foster, promote understanding and coping with transformational changes

This transformation in leadership style aligns with the imperative for a business to empower its workforce through digital technologies, thereby fostering innovation, agility, and competitiveness in today's rapidly changing environment. To add, Gonciarski and Swiatkowski (2018) depict the role of a leader which is to attend, listen, and accompany to enrich a collaborative and adaptive approach to reach the desired goal of a business.

As the literature has revealed, the mediating variable in this research paper, digital empowerment is a process that affects organizational excellence. Therefore, Artavia & Castro, (2019) emphasize how digital empowerment contributes to strengthening the digital knowledge of employees by developing skills, such as evaluation, training, feedback, and self-appraisal. This allows employees to develop their confidence, security,

and knowledge of how to use the technological tools that aim to support their work requirements and mythologies.” To explain, the impact of the mediating variable is highlighted in a study conducted by Jiménez-Pitre et al., (2022) which reveals that, digital leadership highly impacts digital empowerment, facilitating people and society to leverage digital technologies to achieve the outcomes of excellence. To restate, digital empowerment prompts leaders with the necessary skills, mindset and approaches to utilize digital technologies effectively and inspire organizational outcomes of excellence.

Not only does digital leadership impact digital empowerment, but digital empowerment also affects organizational excellence. According to Smolarczyk, & Kröner (2023), they define digital empowerment as an, enabling process, which proceeds like a spiral from the prerequisites, of knowledge on how to use technology. As a result, this fulfilment of the knowledge gap acts as a guide to enhance the communities and individual's efficiency in a particular workplace. In other words, it indicates that digital leadership is a process to promote individuals or groups to effectively use digital technologies to enhance their capabilities to leverage information, participate in digital society, and achieve their goals towards excellence.

To initiate the interactions between organizational excellence and digital leadership styles, we came up with a mediator variable, which is digital empowerment. The literature indicates that digital empowerment is an appropriate mediator for this relationship. In this scenario, digital empowerment is the embedment and utilization of digital platforms and tools by institutions to facilitate, organize, and manage business processes that are based on comprehensive changes in resources; also, it aims to mobilize the enterprise's initiative to remain volatile and competitive. (Wu et al., 2022).

Furthermore, the current study is important to private (IBDP) schools in Amman, due to the need for it to acknowledge the importance of adopting digital leadership styles to reach organizational excellence, through understanding the empowering role of digitalization in a highly competitive and changing environment. Implementing diverse digital leadership styles, such as digital agile leadership and digital authentic leadership can help navigate and leverage digital landscapes to drive organizational success, foster innovation, and achieve excellence in various dimensions like excellence in people, excellence in customers, and excellence in society. To conclude, the study will be conducted in private (IBDP) schools in Amman, to investigate the nature of the relationship among the three variables and investigate the connections between them.

1.2 Study Problem

The knowledge gap for the current study is hindered by the problem of understanding the impact of digital leadership styles to achieve organizational excellence in private (IBDP) schools in Amman; this is evident due to the lack of exploratory and basic studies that depict the relationship between these two variables. In addition, neglecting the significance of digital empowerment creates a clear, yet indirect focus on how these variables is essential to ensure the prosperity and success of an organization that strives towards excellence. This gap has been identified based on literature reviews.

Furthermore, the intellectual contribution of this study lies in its effort to bridge the knowledge gap regarding the relationship between digital leadership styles and organizational excellence within private International Baccalaureate program (IBDP) schools in Amman. By exploring existing research and addressing the gaps identified in prior studies.

The symptoms of the problem statement are illustrated below:

A study conducted by Khalil., et al (2022) shows that organizations embracing digital leadership expect to experience a high-level of organizational excellence. The study recommends a future study on the specific dimensions of digital leadership and their impact on various aspects of institutional excellence; especially a study to explore barriers and challenges in implementing digital leadership practices within academic institutions. To add, the study conducted by Hamdoun, (2021) highlights the need to explore components that are essential for effective implementation of digital leadership in institutions and suggests investigation on the impact of digital skills training for educators to enhance leadership skills and styles within the educational sector.

The study by Hensley (2020) reflects positive aspects that digital leaders face to navigate the complexities of digitalization within organizations. Also, the researcher emphasizes on digital leadership as a term that will constantly be redefined and changed overtime in relation to societal digitalization; indicating the need for ongoing research to adapt to these changes and inform effective leadership strategies.

A study by Mohammed, & Laffta (2024) focuses on assessing organizational excellence and recommends examining the relationship between organizational excellence and various organizational outcomes, such as employee satisfaction, productivity, and overall performance.

Also, Khan, M. (2024) study focuses on the integration of leadership styles with High- Performance Work Systems (HPWS) and its impact on organizational excellence and more research will be needed to investigate the long-term impact of integrating leadership styles with HPWS on organizational performance, employee engagement, and innovation. The researcher focused on three digital leadership styles which include: transformational, transactional, and servant, yet did not review other styles.

Apart from the previous studies that demonstrate the symptoms of the study problem, a formal document from a special unit associated with the Ministry of Labor issued by King Abdulla II Award, states the main objective of the award which is, “to formulate a culture of excellence in institutions by establishing standards and criteria that from the basis for excellence and endorses policies, programs and rewards to encourage excellence.” (King Abdullah II Award - Ministry of Labor, n.d.) The award seeks to drive a significant improvement and advancement in the effectiveness of government ministries and institutions in serving Jordanian citizens and investors, while also boosting their competitiveness. However, the model does not signify what may be a key driver to lead towards the outcomes of excellence.

Hence, a simple interview was conducted, and the responses are evident in Appendix 1. The result shows an interest in this study to better understand the relation of these variables. In addition, after conducting extensive research, minimal research links the three variables together.

1.3 Study importance

The importance of this study is viewed from two diverse viewpoints: the scientific and the practical:

1.3.1 Scientific Importance

- The creation of a clear conceptual framework for the variables (digital leadership styles, organizational outcomes of excellence and digital empowerment) that contribute to interpreting its significance in understanding the benefits it poses to private IBDP schools.
- Enhancing the understanding of the three variables, and their dimensions by collecting, and evaluating the researchers' points of view, discussing the

significant results from previous studies in the same area, and deducing the knowledge gap evident.

- Apart from nurturing the theoretical literature on this particular topic, the outcomes of this research will encourage further investigation into the variables used.

1.3.2 Practical Importance

- The study field is based on Private schools in Amman, which is a prominent sector in the community and has a great impact on other institutions whether private or public.
- The value of the study is demonstrated by offering recommendations to private schools in Amman about the importance of digital leadership styles and their impact on the organization's outcomes of excellence through digital empowerment, which adequately contributes to the efficiency and effectiveness of an institution.
- The exploration of these variables in this study is crucial for institutions and other organizations. Furthermore, the results of this study have the potential to improve our understanding of how leadership technology and workforce capabilities interact to drive organizational excellence in the digital era.

1.4 Study Objectives

The main purpose of this study is to deduce the impact of various digital leadership styles, digital agile leadership and digital authentic leadership, on organizational excellence highlighting people, customers and society, with the presence of a mediator role of digital empowerment in private (IBDP) schools in Amman. This is accomplished by setting the following objectives:

1. To establish and provide a conceptual and intellectual framework for basic study variables using the following key terms: Digital leadership styles, Organizational Excellence and Digital empowerment.

2. To explore and describe the levels of practice of the three variables (Digital leadership styles, Organizational Excellence and Digital empowerment) in private (IBDP) schools in Amman.
3. To detect the level of organizational excellence established in private (IBDP) schools in Amman.
4. To detect the impact of digital leadership styles (digital agile leadership and digital authentic leadership) on organizational excellence in private (IBDP) schools in Amman.
5. To detect the impact of digital leadership styles on digital empowerment in private (IBDP) schools in Amman.
6. To detect the impact of digital empowerment on organizational excellence in private (IBDP) schools in Amman.
7. To diagnose the mediator role of digital empowerment for the impact of digital leadership styles on organizational excellence in private (IBDP) schools in Amman.

1.5 Study Questions

The study problems are examined in detail by answering the following crucial questions:

- Q1: What is the level of digital leadership styles, and the practice of digital empowerment adopted in private (IBDP) schools in Amman?
- Q2: What is the level of organizational excellence established in private (IBDP) schools in Amman?
- Q3: What is the impact of digital leadership styles (digital agile leadership and digital authentic leadership) on organizational excellence in private (IBDP) schools in Amman?

Q4: What is the impact of digital leadership styles on digital empowerment in private (IBDP) schools in Amman?

Q5: What is the impact of digital empowerment on organizational excellence in private (IBDP) schools in Amman?

Q6: Does digital empowerment mediate the impact of digital leadership styles on organizational excellence in Private (IBDP) schools in Amman?

1.5.2 Study Hypothesis

The following hypothesis was developed based on the above-mentioned problem statement and its elements:

H0.1 There is no impact of the digital leadership styles on organizational excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$).

1.5.2.1 The first hypothesis is derived of the following:

H01.1 There is no impact of digital agile leadership on the outcome of people excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \geq 0.05$).

H01.2 There is no impact of the digital agile leadership on the outcome of customer excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$).

H01.3 There is no impact of the digital agile leadership on the outcome of society excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

H01.4 There is no impact of the digital authentic leadership on the outcome of people excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

H01.5 There is no impact of the digital authentic leadership on the outcome of customer excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

H01.6 There is no impact of the digital authentic leadership on the outcome of society excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

1.5.2.2 The Second hypothesis is derived of the following:

H0.2 There is no impact of the digital leadership styles on digital empowerment in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

1.5.2.3 The Third hypothesis is derived of the following:

H0.3 There is no impact of the digital empowerment on organizational excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

H0.4 Digital empowerment does not mediate the impact of digital leadership styles on the outcomes of excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

1.5.2.4 The fourth hypothesis is divided into three sub-hypotheses:

H0.4.1 Digital empowerment does not mediate the impact of Digital leadership styles on the outcome of people excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

H0.4.2 Digital empowerment does not mediate the impact of Digital leadership styles on the outcome of customer excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

H0.4.3 Digital empowerment does not mediate the impact of Digital leadership styles on the outcome of society excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

1.6 Study Model

The study model demonstrates the relationship between digital leadership styles, independent variable, on organizational excellence, dependent variable, through digital empowerment, mediating variable.

The variables selected for this study are based on their recent prominence in research papers and their relevance to institutional needs. Digital leadership, digital empowerment, and organizational excellence have been frequently examined in contemporary studies, highlighting their critical role in institutional development. Additionally, the dimensions of excellence in people, customers, and society—were chosen as they align with the essential criteria for schools striving to achieve excellence. Previous studies emphasize these factors as highly significant in fostering a thriving and competitive educational environment.

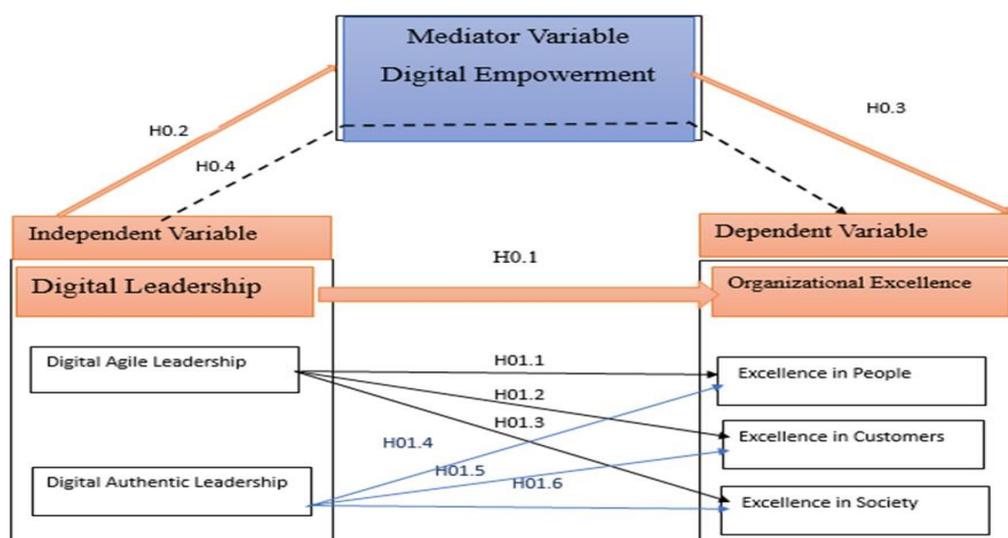


Figure 1. Study Model

Source: Prepared by the researcher based on the following: Independent: Eberl, J. K., & Drews, P. (2021). AlNuaimi, B. K., et al., (2022). Butler-Henderson, K., & Crawford, J.(2020) Durrah, O., Charbatji, O., Chaudhary, M., & Alsubaey, F. (2024). Dependent King Abdullah II Center for Excellence, 2024, King Abdullah II Award for Excellence for Private Sector, Tenth Cycle, Amman And Mediator: Aramburuzabala, P., Culcasi, I., & Cerrillo, R. (2024).

1.7 Study Limitations

Although the study may be advantageous, this study is applied in private (IBDP) schools in Amman and the outcomes of this study may not be suitable to generalize to other business fields in Amman.

Apart from the research generalizability, the objectiveness, and credibility of these sample members' responses to the questionnaire play an important role in scientific studies.

1.8 Study Scope

The study delimitations are listed below:

- **Spatial:** The study is applied in private schools in Amman.
- **Temporal:** The year 2025
- **Humanity:** The population size consists of diverse job positions within the organizations, such as senior leadership, department heads, faculty and academic staff, administrative staff, support staff, and other academic support staff.
- **Scientific:** In this research, the relationship between digital leadership styles and outcomes of excellence (with an emphasis on people, customers, and society) with the presence of a mediator variable, digital empowerment.

1.9 Operational and Conceptual Definitions

Digital Leadership

Digital leadership styles are a set of behaviors and actions practiced by school management in various situations and environmental conditions to influence their staff in performing their tasks efficiently and effectively. In this study, it consists of two styles: (Agile Digital Leadership) and (Authentic Digital Leadership). These are measured by the responses of the sample members to the questionnaire items from 1 to 16

Digital Agile Leadership

A set of proactive behaviors and actions practiced by school management in various situations and environmental conditions to influence their staff in driving change, development, adopting new initiatives, accepting risks, and governing work through digital transformation and the digitization of all activities before their competing schools. This style is measured by sample members' responses to the questionnaire items from 1 to 8

Digital Authentic Leadership

A set of responsive behaviors and strategic actions that school management adopts to address environmental conditions, challenges, and opportunities in the context of digital transformation. This leadership style emphasizes the use of technology to facilitate the digitization of all school operations, aligning these efforts with the overarching mission, vision, and values of the institution. This style is measured by sample members' responses to the questionnaire items from 9 to 16.

Organizational Excellence

The set of outcomes achieved by school management as a result of practicing the three dimensions of excellence adopted in this study, which include (excellence in individuals, excellence in customers, and excellence in society), reflects the school's ability to develop its human resources, gain the trust of its customers, and enhance its reputation and image in serving the community. This will be measured by the degree of the sample's responses to the questionnaire items from 17 to 40.

Excellence in People

The set of practices carried out by school management to achieve excellence in its human resources, specifically the employees working as faculty members, through adopting a clear human resources policy and a plan to develop their abilities, encourage their creativity, motivate them to work as a team, and provide opportunities for advancing their career paths. This will be measured by the degree of the sample's responses to the questionnaire items from item 17 to 24

Excellence in Customers

The set of practices carried out by school management to achieve excellence in serving its customers, including all stakeholders, by identifying their needs, working to meet them, developing its educational services, ensuring their quality, adopting transparency, and responding to customer complaints with care and objectivity. This will be measured by the degree of the sample's responses to the questionnaire items from item 25 to 32.

Excellence in Society

The set of practices carried out by school management to develop the community through using environmentally friendly methods, adopting initiatives that enhance community capabilities, strengthening relationships with community members, involving them in improving the educational process, and sharing knowledge with them about the latest and most beneficial developments in educating and nurturing future generations. This will be measured by the degree of the sample's responses to the questionnaire items from item 33 to 40.

Digital Empowerment

Digital empowerment refers to the set of practices aimed at providing employees with the essential skills, knowledge, and confidence to use technology effectively in the workplace. It also involves developing their awareness and understanding of current digital trends, the characteristics of digital communities, and concerns related to security and privacy. This will be measured through individuals' responses to items 41 to 55 in the questionnaire.

IBDP Schools in Amman IBDP Schools

According to International Baccalaureate Organization (2019) The IBDP program is for students between the ages 16 to 19. The program aims to enhance the depth of knowledge and skills of students who wish to prosper physically, intellectually,

emotionally and ethically. To add, students are assessed in 6 main subjects according to their area of interest, where they conduct extensive research on one discipline by creating a project to help the community. Moreover, according to the international school's database there are 16 schools in Amman that implement the IBDP system.

CHAPTER TWO

Theoretical Framework and Previous Studies

2.1 Theoretical Framework

2.2 Previous Studies

2.3 What Distinguishes this Study?

CHAPTER TWO

Theoretical Framework and Previous Studies

This chapter aims to define, discuss, and interpret the points below:

- Define, explain, and discuss the main variables of this study and their dimensions.
(Digital leadership styles. Organizational excellence and Digital empowerment.)
- Describe previous studies that are presented in the current study and their variables.
- State what sets this study apart from previous studies

2.1 Theoretical Framework

The section below is dedicated to examining various ideas and the basis of the current study and presenting its theoretical framework as it has been referenced in previous studies and literature.

2.1.1 Digital Leadership Styles

Digital leadership styles can be elaborated as we can guide individuals and organizations through becoming digitally transformed while remaining flexible in a swiftly changing digital environment. (Arham., et al 2022)

Understanding the fundamental aspects of leadership is essential to ensuring the success of an organization and its concerns, as well as to building and maintaining effective communication and relationships. But in every organization, the main role of the leader is to maintain, motivate, improve efficiency, achieve growth, and create a positive atmosphere. (Valldeneu., et al 2021).

(Sağbaşı, & Erdoğan, 2022) updated review on Fisk (2002) suggests that digital leaders are characterized by their visionary perspective, driving and inspiring change within their organizations. Leaders must fully integrate various concepts to support

different initiatives and excel at building connections that create new opportunities for partnership, joint ventures, outsourcing, and collaborative efforts.

Moreover, Eberl, & Drews (2021) define digital leadership as a complex concept that focuses on creating a customer-centric, digitally advanced business model. In other words, it involves transforming the role, skills, and style of the digital leader to develop a digital organization. Therefore, the key elements include governance, vision, value structure, culture, and decision-making processes. Additionally, it involves people adapting to the management, virtual teams, knowledge-sharing, communication and collaboration at the individual level of people within the organization.

Based on the information above, it is evident that digital leadership styles play an essential role in the success of an organization and ensure its correct transformational process to reach organizational excellence. The term digital leadership styles will guide organizations to expand their areas of strength to become opportunities providing the organization with a competitive advantage.

2.1.1.1 Dimensions of Digital Leadership Styles:

Digital leaders must identify the digital leadership style they wish to adopt to ensure organizational excellence. Therefore, the following digital leadership styles were chosen:

Digital Agile Leadership

In today's dynamic business world, agile leadership is becoming increasingly important. This approach focuses on creating a highly effective and productive work environment. Agile leaders empower their teams to collaborate and work together seamlessly, leading to improved network performance. (Theobald et al. 2020).) A digital agile leadership can set the path as a form of guidance to the team members within an organization by influencing them and their behavior enabling them to provide the best valuable outcome to the customers. (Rozak, et al, 2021)

Digital Authentic Leadership

Authentic leaders are unique as they are genuine and aware of their values in the organization. Hence, this allows them to be transparent with their employees. They strive to empower their team members by fostering a high-quality relationship. (Kleppe et al ,2020) In essence, digital authentic leaders seek to lead with purpose, value and integrity, motivating their employees to deliver exceptional customer service. Khan, S. (2016).

Today the role of digital leaders in institutions is becoming increasingly important, especially institutions that commend their capabilities in utilizing digital technologies to enhance experience whether with the customers or the employees.

2.1.2 Organizational Outcomes of Excellence

One significant definition of organizational excellence was defined by the European Foundation for Quality Management. EFQM. They defined it as exceptional practices within an organization aimed at achieving nine key concepts: customer focus, management by process and facts, continuous learning, partnership development and public responsibility, result orientation, leadership and constancy of purpose, people development and involvement, and innovation and improvement. (EFQM.) Also, King Abdullah II Center for Excellence, 2024, King Abdullah II Award for Excellence for Private Sector, Tenth Cycle, Amman, demonstrated that organizations that wish to achieve excellence must maintain an exceptional level of performance that adequately meets or perceptively exceeds the expectations of the interested parties. In the document published by King Abdullah the Second, he illustrates that organizations drive to be successful, however, some fail to reach excellence, as they misinterpret the criteria that focuses on sustainable success.

2.1.2.1 Outcomes of Organizational Excellence People Excellence

The model focuses on a set of criteria and one of these criteria underlines the importance of the HR function by setting clear policies and guidance for the success of companies, "People." EFQM (2013), indicates the essential practices needed like training, building trust amongst team players, transparency, support, rewards, and performance appraisals. The King Abdullah II Center for Excellence (2024) describes organizational excellence as valuing people and fostering a culture that supports the mutual achievement of both organizational and personal goals. Consequently, they focus on developing their people's capabilities and promoting fairness and growth.

Customer Excellence

(Rahmati & Jalilvand.2024) Customer excellence refers to an organization's ability to understand, meet, and exceed the needs and expectations of its customers. Customer excellence is a fundamental component of organizational excellence, as it recognizes the significance of customer satisfaction and loyalty in achieving sustainable success.

Society Excellence

"Society excellence" refers to the organization's impact and contribution to society beyond its immediate stakeholders, such as customers, employees, and shareholders. Society excellence focuses on how an organization interacts with and contributes to the broader community and society at large. It includes aspects, such as corporate social responsibility, environmental sustainability, ethical business practices, community engagement, and societal impact. Bocoya-Maline et al (2023).

Many organizations seek the desire to achieve excellence, however, many fail to do so because of multiple factors. Moreover, there is an increasing need to understand the main criteria of excellence, people, society and customers to be able to reach this level of excellence.

2.1.3 Digital Empowerment

In this study, digital empowerment will be used as a mediator variable. Many researchers have a different view of what digital empowerment is. For instance, Setyaningrum, R. P. et al. (2025) define empowerment as a process that enables individuals and people within an organization to take responsibility for their role, make informed decisions, and act autonomously towards their desired outcomes. To empower individuals, they must be equipped with the necessary skills, knowledge, resources and training that fosters an environment of trust and responsibility. In other words, empowerment is not merely about assessing one's autocratic leadership within an organization, but it ensures that individuals will gain confidence and competence to contribute effectively within the organization without feeling penalized if incorrect. Similarly, Putra, R. et al. (2025) defines empowerment as a means to improve individuals' capacity to take initiative, make decisions, and contribute meaningfully to organizational goals. This is accomplished by providing them with the necessary resources, authority, and support. Therefore, Empowerment emphasizes fostering a sense of ownership and psychological confidence in individuals, motivating them intrinsically and enabling them to innovate, solve problems creatively, and take responsibility for their contribution within the organization.

Hermansson and Mårtensson (2011) claim that technological advancements, such as mobile internet, artificial intelligence, and other developments that aim to make people's lives more effective and efficient can empower people to solve problems. From their perspective, this is digital empowerment. Zhang et al. defines digital empowerment as a thorough incorporation of technology, organization, production, and management driven by digital technology. Although the terms may differ, they all highlight the need to train and educate people to use new technologies to develop SMART solutions and enhance performance.

To add, according to Al-Ali et al. (2024), digital empowerment is defined as the process of equipping individuals, particularly educators, and learners, with the tools, skills, and confidence needed to effectively navigate and leverage digital technologies for educational purposes. This definition emphasizes not only the availability of digital resources but also the development of competencies required to utilize these resources to enhance learning experiences.

According to Liang Lingling and Li Ye (2023), they indicate that digital empowerment is the process through which enterprises leverage digital technologies to enhance their operational and strategic capabilities. This includes integrating digital tools into various aspects of business operations, such as resource allocation, organizational management, and business processes, to drive comprehensive changes and improvements. Their definition emphasizes digital empowerment as a transformative and systematic approach that fosters adaptability, innovation, and competitive advantage in rapidly evolving external environments.

George, G., and Reddy, R. (2024) depict digital empowerment as equipping individuals and institutions with the tools, skills, and mindset needed to effectively harness digital technologies to enhance learning, productivity, and innovation. It involves providing access to digital resources and fostering the ability to use these tools strategically to adapt to evolving challenges and opportunities. Digital empowerment

bridges traditional and modern educational approaches, promoting interactive, collaborative, and personalized learning experiences while building digital literacy and problem-solving skills to create inclusive and efficient educational environments.

Therefore, digital empowerment is a crucial factor that helps equip individuals and organizations with the skills and tools needed to succeed in a technologically driven

world. To explain, it improves efficiency and enables businesses to reach wider markets through online platforms, such as the use of educational platforms online. Moreover, digital skills help employees innovate, make informed decisions, and stay competitive in a fast-changing environment.

2.2 Previous Studies:

This section reviews previous studies relevant to this thesis, which examines the impact of digital leadership styles—specifically, digital agile leadership and authentic digital leadership—on organizational excellence outcomes, mediated by digital empowerment. Additionally, it analyses these studies to highlight the significance of the current research in comparison to earlier works, presenting them chronologically from the oldest to the most recent.

Salih, & Alnaji (2014). Impact of Strategic Thinking and Strategic Agility on Strategic Performance: A Case Study of Jordanian Insurance Industry Companies. *International Review of Management and Business Research*

This paper aims to examine the relationship between strategic planning, strategic agility, and strategic performance in Jordanian insurance companies. The method used to collect data was through interviews with directors and experts from 26 companies. Therefore, it was found that intense competition has led to reduced opportunities and increased threats. To add, the study suggests that fostering strategic thinking and agility can significantly enhance performance. The researchers suggest that fostering strategic thinking and agility can significantly enhance performance. Hence, recommended including or implementing specialized training programs to attract strategic thinkers and enhance customer service. Therefore, further research on this topic highlighting agility can be very beneficial, according to the researchers.

Butler-Henderson, & Crawford (2020). “Digitally Empowered Students through Teacher Leadership: The Role of Authentic Leadership. Journal of Applied Learning & Teaching.

The study aimed to examine how teachers' leadership and authentic behaviors affect students' digital skills. This study adopted a critical review method that focuses on other literature reviews to examine the relationship between the variables. The paper reflects theories but has not tested them with real information yet. Future studies could gather actual data from teachers and students to see if these ideas hold up in practice. To add, the researcher indicates that just because students use technology a lot, this does not mean they are good at it. Future studies could focus on ways to teach digital skills more effectively in classrooms.

Attar, & Abdul-Kareem, (2020). The Role of Agile Leadership in Organizational Agility. In Agile Business Leadership Methods for Industry 4.0.

The research paper aims to establish the role of agile leadership in achieving organizational agility in today's complex and volatile business environment. The research paper uses empirical reviews to highlight the roles of agile leadership in organizational agility. Moreover, the paper concludes that agile leadership is essential for organizational agility and recommends business investments in agile capacity building and the development of frameworks suitable for agile leadership. Future studies should focus on further exploring these frameworks and the impact of agile leadership across different industries and organizational sizes.

Hamdoun, (2021). Digital Leadership and Leadership Styles Among Leaders in Lebanese Higher Education.

This study aimed to explore the concept of digital leadership and its application within Lebanese universities. The research involved 117 instructors from Lebanese universities. It uses a questionnaire via Google Forms with three parts: one for

demographics, one to measure leadership styles using questions from the Multifactor Leadership Questionnaire, and another to measure digital leadership. Statistical analysis in SPSS includes descriptive methods like frequency tables and charts, as well as inductive methods like Pearson Chi- Square and correlation to understand relationships between variables. Digital leadership is perceived as an essential skill and process to enhance educational institutions' functions and other aspects. The study represented a limitation of (117) of sample size. To add, the researcher recommended further research to understand more about the components necessary for the most effective implementation of digital leadership.

Valdeneu, et al., (2021). Leadership Styles and Organizational Outcomes: A Study Across International Hubs.

The research aimed to examine the relationship between different leadership styles and organizational outcomes, such as effectiveness, job satisfaction, and extra effort. It also aimed to understand how leadership styles impact these outcomes in a corporate sales environment. The population size for this research is 167 employees from different multinational companies. These employees are of various nationalities and are working in corporate sales hubs within 7 different companies. Web-based MLQ surveys (Microsoft Forms – 45 Questions) were administered to multinational hubs targeting different employees' nationalities and companies. The data gathered were transferred to the statistical package SPSS (Statistical Package for Social Sciences) to examine the model analysis. The scale reliability was evaluated using Cronbach's alpha. Based on their results, the researcher emphasizes the importance of researching different leadership trends that can impact businesses.

Bach, & Sulíková, (2021). Leadership in the Context of a New World: Digital Leadership and Industry 4.0. Managing global transitions, CzOTO 2023

The research paper aimed to examine the concept of digital leadership in business studies. It challenges the idea that digital leadership is a new style by showing its historical roots. It also aimed to distinguish digital leadership from traditional styles like transformational and transactional leadership, suggesting it's a third variant. The methodology used in this work is prescriptive and based on drawing from the principles of hermeneutics and understanding it. The population size was not explicitly mentioned. This paper suggested that digital leadership is essentially the same as leading by mission. Moreover, further research on the competencies required for digital leadership and the distinctions between different leadership styles is indicated by the researcher.

Eberl, & Drews, (2021). Digital Leadership–Mountain or Molehill? A literature review. Innovation Through Information Systems

This research aimed to address the gap between theory and practice regarding digital leadership (DL). The researchers used a structured approach for their literature review, following steps recommended in existing frameworks. They documented their process in a digital notebook, ensuring transparency. Their search included databases like Google Scholar and Science Direct, focusing on digital leadership in the commercial sector. They then analyzed 96 relevant publications to identify key themes and research gaps. Overall, further research is recommended to understand and advance digital leadership in the digital age.

Shakhour et al., (2021). Agile-minded Organizational Excellence: Empirical Investigation.

This study explored the impact of organizational agility on organizational excellence in the UAE healthcare sector, through a quantitative research design, utilizing a survey created through “Survey Monkey.” The data collected 437 responses, but only 335 were

considered valid to analyze. The data collected were from healthcare employees within the UAE government network. The study found a significant positive relationship between organizational agility, particularly sensing and response agility, and organizational excellence. As a result, future research could explore the specific mechanisms through which organizational agility influences organizational excellence.

Arham, et al., (2022). Initializing the Need for Digital Leadership: A Meta-Analysis Review on Leadership Styles in Educational Sector.

This article systematically reviews 17 theoretical and empirical journal articles on the topic of leadership styles within the context of the educational sector. The researcher focused on specific aspects, such as the role of leadership styles, the effect of leadership in education sectors, and the methodological approach adopted in leadership studies within the educational sector. The research proposed a revised definition of digital leadership and advocated for a sequential exploratory design study focusing on digital leadership. This recommendation stems from the identified gap in the methodological approach of current literature on leadership studies within the educational sector.

Khalil et al., (2022). THE ROLE OF DIGITAL LEADERSHIP IN ACHIEVING ORGANIZATIONAL EXCELLENCE AN APPLIED STUDY AT THE UNIVERSITY OF TIKRIT.

The primary aim of this study was to investigate the impact of digital leadership on achieving institutional excellence, focusing on the University of Tikrit. The research employed a descriptive-analytical approach to describe and analyze the perceptions of the participants regarding the variables under study. The study population comprises employees from various faculties and departments of Tikrit University. A random sample of 82 individuals working in electronic administration within the university was selected for the study. The researcher states multiple recommendations but highlights a further

investigation into, “Should institutions meet the needs of digital transformation to achieve digital leadership using modern digital technology in communication and information to enhance organizational excellence?”

Stoian, M. (2023). New Leadership Models for the Digital and Entrepreneurial Society– Recovering from COVID-19 in an Increasingly Digital Economy. In Proceedings of the International Conference on Business Excellence

The study explores leadership styles for digital and entrepreneurial societies. The research highlights the importance of agility and adaptability of organizations to highlight the needs of society. Moreover, the research paper is based on past literature on empirical and theoretical topics and was compiled via a systematic review. To add, a comparative analysis of prior studies and theories, including influential papers and tools like "Digital Entrepreneurship – Impact on Business and Society" and others. Therefore, the researcher concludes that effective agile leaders embrace adaptability, innovation, and collaboration to address the rapid changes and challenges that technology imposes. Hence, adopting the characteristics of an agile leader will ensure sustainable growth and prosperity in society.

Rashid, & Muttar. (2023). Strategic Supremacy of Organizations in Dynamic Environments: An Agility Perspective.

In this research the researcher aims to hinder a new business model based on agility, enabling organizations to achieve strategic supremacy in dynamic environments. The method used to collect data was a descriptive approach, where data was analyzed from 106 heads of scientific departments and 420 faculty members across 11 private facilities in the Middle Euphrates Region. Moreover, the findings indicated that strategic supremacy is achievable when organizations maintain agility at all levels of the organization that highlights leadership, empowerment, employees, and the entire organization. Finally, this study recommends future research about the processes of

fostering agility to enhance effectiveness in dynamic environments, and the researcher emphasizes the importance of developing agility competencies to achieve strategic supremacy in other businesses.

Siswadhi et al. (2023). The Influence of Authentic Leadership, Self Efficacy and Organizational Citizenship Behavior on Total Quality Management (TQM) Through Organizational Culture.

The researchers indicated in their study that the purpose of this study is to examine the effectiveness of authentic leadership, self-efficacy, and organizational citizenship behavior on total quality management through organizational culture. The respondents in this study were construction officers in Sungai Penuh City, Jambi Regency, Indonesia. The method used to obtain data was a sampling method of 105 respondents, and the study used the Structural Equation Model (SEM). The results showed that authentic leadership influences the organizational culture, self-competence Self-efficacy, and an impact on the Quality Management (TQM) of the Sungai Penuh City Structural Authority. Hence, the researcher recommended further studies into the impact of authentic leadership on organizational excellence.

Lingling, & Ye, (2023). The Impact of Digital Empowerment on Open Innovation Performance of Enterprises from the Perspective of SOR. Frontiers in Psychology.

The researcher aimed to investigate the impact of digital empowerment on open innovation within organizations. Therefore, the researcher collected data using surveys. The sample consisted of 212 employees from high-tech enterprises in Shanghai and was analyzed using a structural equation model. Results indicated that digital empowerment positively influences open innovation, and organizational emotional ability further strengthens this relationship. Hence, the researcher recommended a further exploration into the relationship of digital empowerment in diverse organizational contexts

Mohammed, & Laffta, (2024). Evaluation Of Organizational Excellence In Light Of The European Foundation For Quality Management (Efqm) Criteria For Sports And Physical Education Departments In The Southern And Central Regions.

The research aims to explore how different administrative approaches impact institutional excellence, especially in light of modern technological advancements. It focuses on enhancing the performance of administrative staff in sports and school activity departments. Data was collected through a survey based on EFQM criteria, with a total population of 468 employees across 10 departments in southern and central Iraq. The sample size was 269, ensuring representation from technical supervisors and employees in the departments. The researcher does not directly recommend future investigation; however, a longitudinal study could be conducted to examine the factors influencing excellence, outcomes, intervention effectiveness, and relationships with other organizational variables.

Aramburuzabala, et al., (2024). Service-Learning and Digital Empowerment: The Potential for the Digital Education Transition in Higher Education.

The research explores how combining service learning (SL) and digital empowerment (DE) within sustainability education principles can benefit students, faculty, and community partners. They used focus group discussions to gather insights from participants regarding opportunities, impacts, needs, and potential challenges. The population size involved faculty, students, and community partners, although the exact number of participants is unspecified. To add, the researcher highlighted that new research could analyze informants' views on Artificial Intelligence (AI) and SL and how perceptions of the challenges, opportunities, needs and potential to transfer best practices change when considering advances in AI in relation to DE

Jiménez-Pitre et al., (2024). DIGITAL EMPOWERMENT AND INNOVATION FOR TRANSFORMATION IN UNIVERSITIES 4.0.

The research aimed to examine the production and publication of research papers related to the study of Digital Empowerment, Innovation, and Higher Education. The method used to collect data was a systematic review conducted under the PRISMA approach, which is a structured method for conducting systematic reviews and meta-analyses. The population size involved publications registered in the Scopus and Web of Science (WoS) databases during a specific timeframe. The analysis focused on identifying the main characteristics of the publications, their scope, and the relationship between variables such as digital empowerment, innovation, and higher education. To add, the researcher recommends seeking alternative ways to implement digital empowerment and calls for future research.

Riski, & Rino, (2024). The Effect of Digital Leadership Style, Motivation, and Work Ability on Employee Performance After the Covid-19 Pandemic.

The goal of this research was to deduce the impact of the principal's use of digital leadership style on enhancing performance, emphasizing the effect of personnel motivation, and workability on performance, after the pandemic, COVID19. The method of collecting data was descriptive with the use of quantitative data. Therefore, the collection technique focused on a questionnaire created on Google form and distributed to 26 employees of SMAN 1 Padang City. Moreover, the research depicts that after the pandemic the principal's leadership style has positively affected the employee's performance by 79.7%. Thus, the researchers recommend further research that investigates the impact of digital leadership styles on other locations around the world.

Sawhney, et al., (2024). Exploring The Impact of Leadership Styles on Employee Motivation And Performance In The Digital Age.

This research article focuses on the impact of diverse leadership styles on the employees in a technologically driven organization. In addition, the research reviews literature that discusses leadership theories and empirical studies on the effect of transformational, transactional, and servant leadership on motivation, job satisfaction, and performance of employees. Not only does the researcher review existing literature, but collects data from different industries, through the administration, by creating questionnaires, with 200 respondents, and interviews. Hence, the results indicate a positive impact of digital leadership styles on employee motivation. Thus, the researcher signifies the importance of exploring diverse digital leadership styles to enhance the performance of the organization.

Rialti, & Filieri, (2024). Leaders Let's Get Agile! Observing Agile Leadership in Successful Digital Transformation Projects.

The researcher addresses the issue of limited research papers that illustrate how different leadership styles influence the outcome of digital transformation processes. Therefore, the researcher addressed the issue using a practice-based view (PBV) to explore how managers use leadership styles to lead transformation. The researcher conducted interviews with 19 managers and employees at LEM Industries, an Italian company, to gather valuable insights. The study revealed that agile leaders play a crucial role in driving successful digital transformation. They achieve this through rapid decision-making cycles, ongoing involvement in digital transformation efforts, and a combination of both evolutionary and revolutionary practices. These strategies help make the organization more streamlined and efficient. Therefore, the researcher indicates the importance of exploring agile leadership in upcoming research articles.

Chung, (2024). Investigating the Relationship between Agile Leadership and Startup Organizational Performance: Exploring the Mediating Role of Learning Agility.

The researcher developed the article to address the issue faced by Korean startups, where the survival rate often does not exceed five years. The study examines the relationship between agile leadership, learning agility, and organizational performance in startups. Data was collected from startup employees nationwide, resulting in 197 valid samples for analysis. Using PROCESS Macro 4.2 for empirical analysis, the study found that agile leadership significantly and positively impacts the organizational performance of startups. Moreover, the researcher states that future studies on digital agile leadership are essential to understanding the essence of flexibility on survival rates.

Porkodi, S. (2024). The Effectiveness of Agile Leadership in Practice: A Comprehensive Meta-Analysis of Empirical Studies on Organizational Outcomes..

The study aims to address the growing need for agile leadership in the wake of the COVID-19 pandemic and digital transformation, which demand greater flexibility and adaptability from enterprises. The method used to collect data includes two phases: A bibliometric literature analysis of 74 articles published between 2004- 20023 and a meta-analysis of 24 empirical studies. As a result, the findings hinder the positive impact of agile leadership on various organizational outcomes. To conclude, the researcher recommends further exploration of how external and internal factors influence the success of agile leadership.

Azmy, & Mauludi, (2024). The Role of Authentic Leadership and Organizational Commitment to Reduce Turnover Intention in Digital Company.

In this research article, the researcher analyzed the relationship between authentic leadership organizational commitment and turnover and intention, by analyzing the direct and indirect effects of reducing turnover conducted on digital companies operating in the

consulting services sector. Therefore, the method used to collect data was purposive sampling, through the use of questionnaires that were distributed to 111 respondents. The data collected indicates that authentic leadership does influence organizational commitment, while the indirect effect of authentic leadership on turnover intentions is mediated by organizational commitment. As a result, the researcher recommends that digital authentic leadership be examined in different businesses and organizations to examine its impact on the organization.

Durrah, et al., (2024). Authentic Leadership Behaviors and Thriving at Work: Empirical Evidence from the Information Technology Industry in Australia.

This study focuses on the role of authentic leaders, who are characterized by their integrity, honesty, self-awareness, relational transparency, balanced processing and internalized moral perspective. The methodology involved collecting data through an online questionnaire from 402 participants in the Australian IT industry and analyzing it using WarpPLS software and structural equation modeling. As a result of the data collected the researcher recommends further studies to explore the impact of authentic leadership in different industries and cultural contexts, to add, examining the long-term effects of authentic leadership on organizational performance and employee stability.

Jock, B. (2024). The Relationship Between Authentic Leadership and Employees' Work Motivation Among Millennial IT Engineers

The study aimed to investigate the relationship between millennial IT engineers' perception of authentic leadership and their work motivations. The researchers employed a quantitative correlational design, collecting data from 72 participants using a survey. As a result. The findings revealed a positive relationship between authentic leadership and intrinsic motivation, integrated regulation, identified regulation, introjected regulation, and external regulation. According to the results, the researcher suggested that

authentic leadership can enhance work motivation among millennial IT engineers, and for further study, exploring the impact of authentic leadership on other aspects of job satisfaction and performance could be beneficial.

Wijaya, et al., (2024). THE EFFECT OF AUTHENTIC LEADERSHIP ON TURNOVER INTENTION IN SERVICE SECTOR WITH WORK ENGAGEMENT AS MEDIATOR.

In this study the researchers investigated the impact of authentic leadership on turnover intention and work engagement in the Indonesian service sector. The researcher used a quantitative approach with a sample of 98 employees. Moreover, the researcher found that authentic leadership does positively influence work engagement but does not necessarily influence turnover in a particular intention. Based on the findings, the researcher recommends further studies into questions, such as: what kind of leadership styles will be suitable to retain employees and ensure organizational excellence in a digital era?

Al-Ali, et al., (2024). Exploring the Role of Digital Citizenship and Digital Empowerment to Enhance Academic Performance of Business Students.

The research paper focused on investigating the dynamic interaction between digital citizenship, digital empowerment, and academic performance, after COVID-19. The research article was conducted at the College of Business, AlAhliyya Amman University. Therefore, the researcher collected data from students by creating a survey and analyzed it using the Partial Least Square method as part of the Structural equation Modeling. Moreover, the findings illustrated that digital empowerment directly improves academic performance, highlighting the significance of promoting digital settings that are safe, respectful, and conducive to learning. The researcher recommends further investigation into the impact of digital empowerment in other settings, such as private schools.

Rahmati, & Jalilvand,. (2024). An Optimal Organizational Excellence Model for the Public Sector.

This study aimed to identify the most suitable excellence model for public organizations. Therefore, an analysis of previous literature reviews was conducted to highlight the key excellence criteria and models. Based on the review, the researcher created an expert-oriented questionnaire using the AHP technique was employed to evaluate these models, with a sample of only 15 experts in the excellence models and those who operate in public sector management. The results indicate that excellence can be measured in public organizations based on five key features. Hence, further research can explore the benefits of the EFQM model in diverse public and private sectors.

Benguergoura, (2024). The Role of Organizational Learning in Achieving Performance Excellence in the Algerian Institution.

The study aimed to explore the role of organizational learning in achieving performance excellence at the Mitidja Industrial Mill. The researcher used a descriptive analysis. The data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 26, to analyze the study population that consisted of all managers and administrators of 56 valid questionnaires. Therefore, the results represented a relationship between organizational learning on achieving performance excellence in all its dimensions. According to the findings, the researcher recommends future investigation on empowering tools and training to enhance organizational learning.

Barghouthi, (2024). The Impact of Strategic Intelligence Practices on Achieving Organizational Excellence Mediated by Knowledge Management, Case Study: Palestinian Anti-Corruption Commission

This study aimed to investigate the impact of strategic intelligence practices on achieving organizational excellence, specifically examining the mediating role of

knowledge management within the Palestinian Anti-Corruption Commission (PACC). The researcher used a qualitative research approach, employing semi-structured interviews with 25 A-level managers at PACC. The researcher found that strategic intelligence practices significantly contribute to organizational excellence at the Palestinian Anti-Corruption Commission (PACC). These practices enhance decision-making, provide informed insights, and cultivate a culture of adaptability and innovation. According to the findings, the researcher recommended exploring the idea of embracing technology and sharing knowledge to achieve organizational excellence.

Braojos, J., Weritz, P., & Matute, J. (2024). Empowering Organizational Commitment through Digital Transformation Capabilities: The Role of Digital Leadership and a Continuous Learning Environment.

The study explored how digital leadership and continuous learning environments mediate the impact of digital transformation. The researcher used data from Spain and focused on medium to large size firms, with over 50 employees and annual revenue exceeding 10 million euros. Using the SABIC database the researcher identified 3844 firms and shortlisted them to 250 2578. Moreover, the researcher collected 154 valid responses and used an empirical quantitative approach to analyze the survey data through partial list squares. The researcher recommends future studies to investigate the factors that influence the effectiveness of digital leadership and continuous learning environments and drive organizational commitment through diverse cultural industries and organizational contexts, highlighting the importance of digital empowerment as a factor that could drive organizational commitment.

2.3 What distinguishes the current study from previous studies?

- This study is authentic as it combines 3 variables that previous studies did not examine prior. These variables include digital leadership styles, organizational outcomes of excellence (with the primary focus on people, customers, and society), and digital empowerment
- This study explored digital empowerment as a mediator variable, unlike previous studies.
- The choice of digital empowerment as a mediator is to create a bridge that links the dependent variable and the independent variable to achieve the goal of the study.
- Also, this study is applied to a particularly important sector which is private IBDP schools in Amman, and previous studies were not applied to this sector.
- The current study focused on examining digital leadership styles, with an emphasis on two important styles: digital agile leadership and digital authentic leadership, noting that most previous studies focused on digital leadership as a practice or behavior.
- Therefore, the current study included a wide sample of employees in Private IBDP schools in Amman, covering categories such as administrators, faculty staff, department heads, and others. In contrast, previous studies focused on one specific category or limited groups, providing more comprehensive results that may open opportunities for numerous future studies.
- Previous studies highlight various impacts of digital leadership styles; however, they fail to explore how specific styles, such as digital agile leadership and digital authentic leadership, influence organizational excellence when mediated by factors like digital empowerment.

Chapter Three

Study Methodology (Methods and Procedures)

3.1 Introduction

3.2 Study Methodology

3.3 Study Population and Sampling

3.4 Data Collection Methods and Tool

3.5 Validity and Reliability Tests

3.6 Statistical Methods

3.7 Study Problems

Chapter Three

Study Methodology (Methods and Procedures)

3.1 Introduction

This chapter highlights several methods and procedures used to successfully accomplish the objectives of the study. Therefore, the chapter consists of the following: study methodology, study population, sample size, the methods used specifically to verify the validity and reliability of the data collected, the statistical method and study procedure used to answer the study hypotheses.

3.2 Study Approach

This study is a causality study, which is an analytical descriptive approach that studies the causes and effects of separate variables. Hence, this can be used to study, “The Impact of Digital Leadership Styles on Organizational Excellence through the Mediating Role of Digital Empowerment. A Field Study in Private International Baccalaureate (IB-Programmed) Schools in Amman.”

3.3 Study Population

The International Baccalaureate is a four staged continuum that offers a challenging yet engaging program for students aged 3 to 19. The program consists of a primary stage, middle stage, career- related Program and the high school IBDP program (International Baccalaureate, 2012). Moreover, 16 schools in Amman that have been recorded by the IB have the IBDP program for grades 11 and 12 (Curriculum Database, 2023) The IBDP is unique as differentiated than other programs as it enables students to become life-long learners, integrating their theoretical skills to practical. To add, according to the IB organization, the program aims to empower students and teachers to establish excellence by collaborating with a global network. (International Baccalaureate, 2012).

Hence, the current study is purposeful because it is limited to the IBDP (grades 11 and 12 program) to understand how teachers, department heads, principals, and other supporting staff ensure the use of digital leadership to empower teachers and learners to reach organizational excellence. Therefore, 5 schools were willing to collaborate in this research, which is 31% of the total schools in Amman that implement the program.

Table 3.1 includes the names and sizes of the schools that collaborated in this research.

Table 3.1: Name and Size of the IBDP Schools in Amman

Organization Name	Number of Employees
Ahliyyah and Mutran	168
Asamiah International School	59
National Orthodox School	69
Modern Montessori School	102
Amman Baptist School	82
Total	480

The table above has been created by the researcher, according to the List of Every International School in Amman (2023) and interviews

3.4 Study Sample

In IBDP schools there are a variety of workers in the organizations, divided into diverse departments. As a result, the researcher resorted to the proportional stratified random sample method by following the steps below:

- Divided the organizations into levels according to their departments.
- Deduced the total number of workers in the IBDP category, which is 480.
- The proportional sample size was determined based on the population size.

Since IBDP schools are structured into levels, with each school comprising diverse departments and positions, proportional stratified random sampling was identified as the most suitable method. Following the guidelines of Sekaran and Bougie (2016:264), a population size of 480 requires a sample size of 214.

Table (3.2) shows the result sample size for each of the sectors according to the following equation:

$$= \frac{\text{size of sector} \times \text{size of samples}}{\text{Community size}}$$

Table 3.2: Study Sampling Method, Sample Size, Population, and Proportional Stratified Random Sampling Method.

Schools	Administrative Staff	Department Head/Chair	Faculty/Academic Staff	Senior Leadership	Supportive Staff	Support Academic Staff	Study Population / levels	Sample	Study Sample	Percentage
Ahliyyah and Mutran	34	30	36	36	20	12	168	214	75	35%
Asamiah International School	10	8	20	10	6	5	59		26	12%
National Orthodox School	10	8	28	10	5	8	69		31	15%
Modern Montessori School	19	15	37	10	10	11	102		45	21%
Amman Baptist School	11	13	35	10	10	3	82		37	17%
Total	84	74	156	76	51	39	480	214	214	100%
Managerial Level Sample	37	33	70	34	23	17		214	214	100%
Percentage	17%	15%	33%	16%	12%	7%		100%	100%	100%

Source prepared by the researcher on IBDP schools in Amman based on interviews with members from the schools.

3.5 Data Collection Methods (Tools)

The data used to achieve the purpose of this study can be divided into two groups.

- 1- Secondary data: The data was collected from books, journals, thesis, research articles, working papers annual reports, and the World Wide Web
- 2- Primary data: This process includes both pilot interviews and questionnaires. To explain, conducting pilot interviews to gauge interest in the study and identify the existing knowledge gap. Additionally, the researcher developed questionnaires following the steps outlined below:

Questionnaire

A questionnaire was formulated as an essential study tool based on previous studies and data collection from participants. Questionnaires are one of the most important data collection tools in most analytical studies.

Therefore, the researcher developed the questionnaire which consists of the subject of the research, “The impact of digital leadership styles on organizational excellence through the mediating role of digital empowerment.” (Appendix 3)

The questionnaire was developed based on the resources below:

Table 3.3: Questionnaire Variables and Dimensions References

Study Variables	References	Number of Paragraphs Extracted from Each Reference
Independent Variable	Wijaya, et al., (2024). Jock, B.	(4)
Digital Leadership Styles		
	(2024).	(3)
- Digital Agile Leadership		
- Digital Authentic Leadership	Porkodi, S. (2024).	(3)
	Eberl, J. K., & Drews, P. (2021).	
		(4)
	AlNuaimi, B. K., et al., (2022).	(4)
	Butler-Henderson, K., & Crawford, J. (2020).	(4)
Dependent Variable	Barghouthi, (2024).	(5)
Organizational Excellence		
	Benguergoura, (2024).	(5)
- People Excellence	Rahmati, & Jalilvand, (2024).	
- Customer Excellence		
- Society Excellence	King Abdullah II Center for Excellence, 2024, King Abdullah II Award for Excellence for Private Sector, Tenth Cycle, Amman	(15)
Mediating Role	Al-Ali, et al., (2024).	(5)
Digital Empowerment		
	Jiménez-Pitre et al.,(2024).	(5)
	Aramburuzabala, P., Culcasi, I., & Cerrillo, R. (2024).	(6)
Total		63

This table has been created by the researcher

3.6 Study Validity

Validity refers to the extent to which the study variables accurately measure what they are intended to measure and align with the purpose of the study. The study tool's validity was assessed using Face Validity and Construct Validity, as outlined below:

3.6.1 Face Validity

To check the face validity of the study tool, the questionnaire was distributed to a group of (7) experts in Business Administration field evident in (Appendix 2), to get their expert appraisal on the language, affiliation to dimensions, and validity of the statements. Hence, after taking the arbitrators' opinions and recommendations, the study tool was modified by deleting (8) questions because of their similarity with other questions, or they were deemed as insignificant. After making the necessary modifications, the questionnaire consisted of 55 questions.

3.6.2 Construct Validity

Construct validity focuses on ensuring that each study variable is accurately represented by a set of items or statements and that these items effectively measure the intended variable. In this study, construct validity was assessed using Confirmatory Dimensions of the three variables: independent, dependent, and mediating.

The researcher used Smart PLS (4.1.0.9) to check for the validity and reliability of the involved constructs and to test the hypotheses too. Validity is an important topic in scientific research. It is divided into two types: first the convergent and second the divergent validities. Therefore, convergent validity was represented via the standardized loadings. An item (indicator) is convergent, if the standardized loading value was 0.70 or above. On the other side, the divergent validity was assessed by three different types; the first was assessed by the cross-loadings which reflect the values of loadings of a certain item within its constructs; in addition, the loadings over the different other constructs and the assumption here is that the item loading on the specified construct must be greater than the loadings on the other constructs. The second divergent validity was suggested by Farnell - Larcker which relies on comparing the intercorrelations of the construct

themselves to the square root of the average variance (AVE), such that the square root of the AVE must be greater than the construct intercorrelations. The third way utilized to assess divergent validity was by conducting the Hetrotrait- Monotrait (HTMT. Method. This type of validity uses a minimum ratio value for the average correlations' ratio must not surpass (0.85), (D. R. Cooper et al., 2006; Rasli, 2006), or in some cases must not exceed (0.90), as a high ultimate ceiling value. The results are loaded in tables (3.4) (3.5) (3.6) below:

Structural validity using the confirmatory method for the dimensions of the independent variable (Digital Leadership Styles)

Table 3.4: Standardized Loadings, for the Items Digital Leadership

Digital leadership Constructs	Code	Construct loadings	sd	t	sig
Digital Agile Leadership	X1.1	0.708	0.032	21.997	0.000
	X1.2	0.713	0.038	18.947	0.000
	X1.3	0.720	0.042	17.320	0.000
	X1.4	0.788	0.026	30.249	0.000
	X1.5	0.767	0.037	20.756	0.000
	X1.6	0.869	0.021	41.138	0.000
	X1.7	0.831	0.026	31.998	0.000
	X1.8	0.722	0.040	18.044	0.000
Digital Authentic Leadership	X2.1	0.779	0.037	20.985	0.000
	X2.2	0.773	0.034	22.910	0.000
	X2.3	0.723	0.036	20.008	0.000
	X2.4	0.740	0.039	19.165	0.000
	X2.5	0.814	0.024	33.813	0.000
	X2.6	0.827	0.020	40.683	0.000
	X2.7	0.788	0.027	29.637	0.000
	X2.8	0.824	0.036	22.943	0.000

Table (3.4) indicates the results of standardized loadings, for the items of the independent variable: Digital Leadership constructs. The values of standardized loadings of the Digital Agile Leaderships can be detected that the minimum loading value being acquired was (0.708) assigned to the item coded (x1.1). On the other hand, the minimum standardized loading being revealed in the Digital Authentic Leadership was addressed by the item coded (x2.3) was (0.723). These values exceeded the minimum required value

(0.70). Consequently, these values pointed to accepting the loadings of the items (indicators) forming and reflecting each construct. Further, when inferring the standardized loadings into statistical significance, all the included sig values were less than 0.05 suggesting acceptable loadings. Concluding that the convergent validity for the items representing the Digital Agile Leadership and Digital Authentic Leadership construct had been satisfied.

The validity of the confirmatory factor analysis for the dimensions of the dependent variable: (Organizational Excellence)

Table 3.5: Standardized Loadings, for the items of Organizational Excellence

Construct	Code	Construct loadings	sd	t	sig
Excellence in People	Y1.1	0.851	0.023	36.713	0.000
	Y1.2	0.873	0.019	46.606	0.000
	Y1.3	0.840	0.023	36.440	0.000
	Y1.4	0.875	0.019	45.297	0.000
	Y1.5	0.907	0.013	68.554	0.000
	Y1.6	0.915	0.010	90.768	0.000
	Y1.7	0.870	0.021	40.628	0.000
	Y1.8	0.904	0.014	66.152	0.000
Excellence in Customers	Y2.1	0.869	0.019	45.147	0.000
	Y2.2	0.878	0.020	44.003	0.000
	Y2.3	0.915	0.011	80.229	0.000
	Y2.4	0.910	0.014	67.023	0.000
	Y2.5	0.913	0.012	75.074	0.000
	Y2.6	0.901	0.014	62.419	0.000
	Y2.7	0.896	0.018	50.193	0.000
	Y2.8	0.890	0.017	51.744	0.000
Excellence in Society	Y3.1	0.894	0.013	68.327	0.000
	Y3.2	0.873	0.017	51.425	0.000
	Y3.3	0.908	0.013	71.675	0.000
	Y3.4	0.897	0.019	48.035	0.000
	Y3.5	0.922	0.012	78.334	0.000
	Y3.6	0.920	0.012	76.313	0.000
	Y3.7	0.887	0.015	59.878	0.000
	Y3.8	0.886	0.018	50.017	0.000

Table (3.5) indicates the results of standardized loadings, for the items of the dependent variable. Digital Leadership constructs the values of standardized loadings of the Excellence in People; it was observed that the minimum loading value was (0.840)

assigned to the item coded (y1.3). Secondly, checking the minimum standardized loading being revealed in the Excellence in Customers was labeled by the item coded (y2.1) was (0.869). Finally, when exploring the third construct of Excellence in Society, the loadings indicated that the least reported value was (0.873) related to the item coded (y3.2). These loading values exceeded the minimum required value (0.70); hence, these values guide us to accept the loadings of the items (indicators) representing the Organizational Excellence's constructs. Further, when inferring the standardized loadings into statistical significance, all the mentioned sig values were less than 0.05 alluding to accepting the loadings and consequently concluding that the convergent validity for the items representing the Organizational Excellence's constructs was met.

The validity of the confirmatory factor analysis for the dimensions of the mediating variable: (Digital Empowerment)

Table 3.6: Standardized Loadings, for the Item's Mediator Variable Digital Empowerment

Construct	Code	Construct loadings	sd	t	sig
Digital Empowerment (M1	0.716	0.045	15.928	0.000
	M2	0.727	0.041	17.512	0.000
	M3	0.718	0.040	17.979	0.000
	M4	0.773	0.042	18.423	0.000
	M5	0.893	0.012	73.663	0.000
	M6	0.859	0.023	37.122	0.000
	M7	0.769	0.039	19.693	0.000
	M8	0.710	0.042	16.837	0.000
	M9	0.755	0.047	16.068	0.000
	M10	0.791	0.026	30.555	0.000
	M11	0.708	0.048	14.771	0.000
	M12	0.716	0.046	15.549	0.000
	M13	0.807	0.023	35.431	0.000
	M14	0.771	0.030	25.738	0.000
	M15	0.779	0.029	26.581	0.000

Table (3.6) indicates the results of standardized loadings, for the items of the mediator variable, Digital Empowerment construct. Inspecting the values of standardized loadings

can be monitored that the minimum recorded value was assigned to the item coded (M8) which was (0.710). Comparing these values to the minimum required threshold (0.70), the values were above the minimum threshold pushing to accept the loadings values. Further when subjecting the standardized loadings value into statistical significance, the sig value provided sig values were less than 0.05, suggesting acceptable loadings. Hence, concluding that the convergent validity for the items forming the mediator variable Digital Empowerment construct was adopted.

Estimating the convergent validity of the constructs using the average variance extracted (AVE).

Table 3-7 The Average Variance Extracted (AVE) for the Research Dimensions

Variables	Average Variance Extracted (AVE)
Digital Agile Leadership	0.588
Digital Authentic Leadership	0.615
Digital Empowerment	0.590
Excellence in Customers	0.804
Excellence in People	0.774
Excellence in Society	0.807

Table (3.7) demonstrates the values of the most important indicators to assess the convergent validity of a construct, the average variance extracted (AVE). The values of this indicator represent the calculated variance in the number of items. AVE values generally range between (0 - 1) such that when the values closer to (1) represent high and reasonable values. Generally, a value of (0.50) or greater represents an accepted AVE. Therefore, it can be noticed that the AVE for all the specified constructs had surpassed the minimum cut-off (0.50), promoting to adoption of the results of convergent validity using the AVE indicator. This indicates the acceptance of the values of the variance extracted rate that was reached (Fornell & Larcker, 1981).

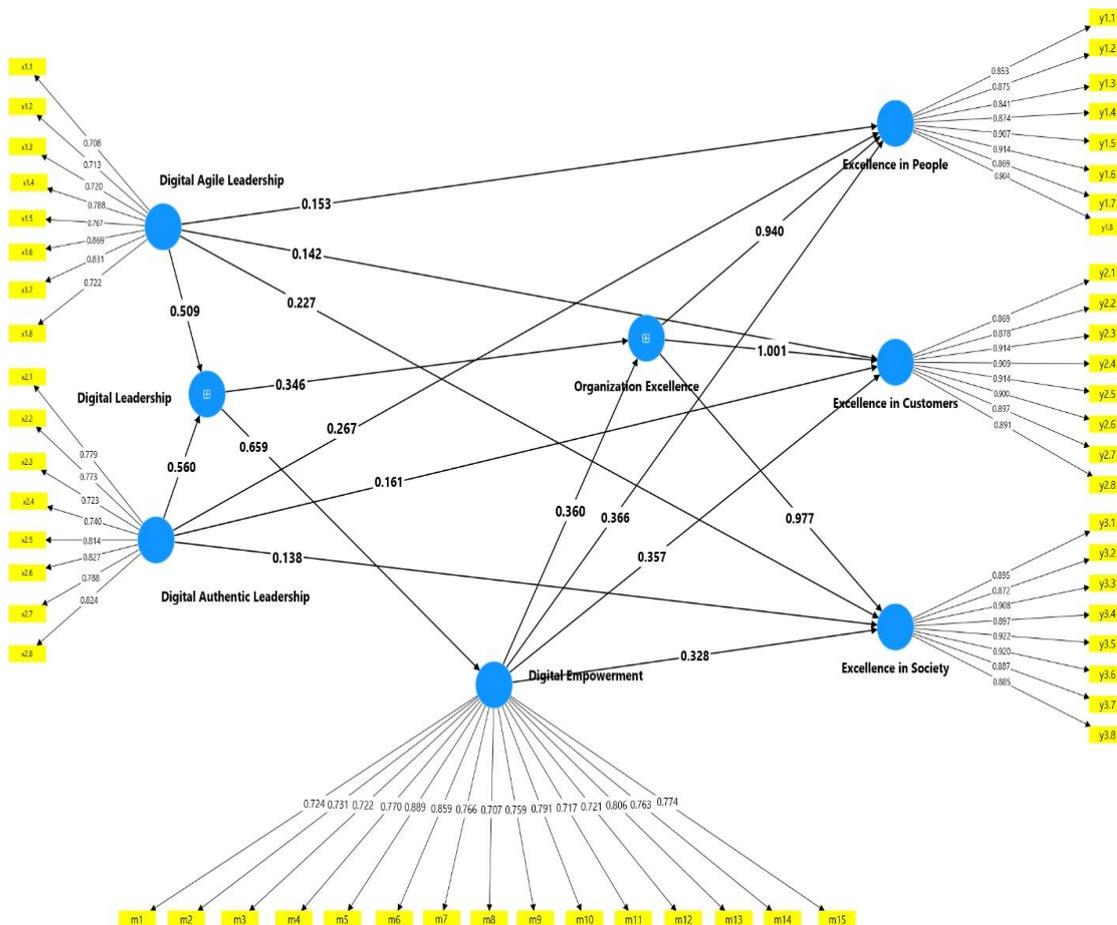


Figure 3.1: Results of SMART PLS (4.1.0.9) Programming to Measure Convergent Structural Validity Using Analysis Confirmatory Factor: (Measurement Model)

Discriminant Validity

The second type of validity is the discriminant validity. This type of validity also must be taken into consideration, because of its great importance in describing the independence of the different constructs (or even the items). The basic idea of this validity is to be sure to a fair extent, in other words, to represent that the constructs are distinct from each other, this is when measuring a certain latent variable. Thus, several different techniques have been developed to ascertain this validity. Three types will be presented to check for discriminant validity. The first will be the cross-loadings, the second method will be using the Furnell and Larker concept, and the third method will be the Hetrotrait - Monotrait (HTMT) validity that will be explored.

The discriminant validity using the concept of cross-loadings

The cross-loading discriminant validity investigates the cross-loading of a construct among the other different constructs being included. It is proposed that the items' loadings must be higher than the loadings on the other constructs. The subsequent tables (3.8, 3.9, 3.10) address the cross loadings.

Table 3-8: Cross-Loadings Discriminant Validity for the Items of Digital Leadership's constructs

construct	item code	Digital Agile Leadership	Digital Authentic Leadership	Digital Empowerment	Excellence in Customers	Excellence in People	Excellence in Society
Digital Agile Leadership	x1.1	0.708	0.609	0.370	0.238	0.300	0.294
	x1.2	0.713	0.488	0.384	0.225	0.261	0.258
	x1.3	0.720	0.608	0.454	0.193	0.255	0.243
	x1.4	0.788	0.548	0.429	0.124	0.221	0.210
	x1.5	0.767	0.515	0.344	0.039	0.136	0.127
	x1.6	0.869	0.659	0.497	0.255	0.319	0.287
	x1.7	0.831	0.574	0.458	0.202	0.264	0.255
	x1.8	0.722	0.565	0.474	0.136	0.217	0.180
Digital Authentic Leadership	x2.1	0.626	0.779	0.448	0.167	0.270	0.230
	x2.2	0.695	0.773	0.432	0.159	0.266	0.242
	x2.3	0.641	0.723	0.383	0.238	0.317	0.257
	x2.4	0.564	0.740	0.572	0.208	0.286	0.231
	x2.5	0.529	0.814	0.620	0.314	0.353	0.320
	x2.6	0.560	0.827	0.632	0.335	0.389	0.334
	x2.7	0.495	0.788	0.564	0.200	0.326	0.205
	x2.8	0.586	0.824	0.628	0.244	0.378	0.294

Table (3.8) indicates the cross-loading results. It can be figured out that the items' loadings specified by the Digital Agile Leadership showed greater values than their loadings on the other constructs. As an example, the loading value for the item (x1.7) recorded a greater loading value (0.831) compared to the loadings of the item (x1.7) on the other constructs. Similarly, the loadings of the other items of the Digital Agile Leadership construct had reported greater loadings on Digital Agile Leadership itself rather than the other constructs. The same idea was applied to Digital Authentic Leadership. This situation emphasizes that the cross-loading discriminant validity had been satisfied.

Table 3-9: Discriminant Validity using the Concept of Cross-Loadings for the Items of (Organization Excellence) Construct

construct	item code	Digital Agile Leadership	Digital Authentic Leadership	Digital Empowerment	Excellence in Customers	Excellence in People	Excellence in Society
Excellence in People	y1.1	0.365	0.391	0.445	0.457	0.851	0.555
	y1.2	0.300	0.370	0.475	0.589	0.873	0.470
	y1.3	0.254	0.347	0.431	0.465	0.840	0.580
	y1.4	0.243	0.298	0.330	0.667	0.875	0.642
	y1.5	0.350	0.453	0.450	0.613	0.907	0.617
	y1.6	0.289	0.345	0.380	0.552	0.915	0.627
	y1.7	0.188	0.285	0.367	0.624	0.870	0.496
	y1.8	0.298	0.413	0.433	0.674	0.904	0.621
Excellence in Customers	y2.1	0.172	0.236	0.308	0.869	0.617	0.499
	y2.2	0.228	0.295	0.351	0.878	0.543	0.474
	y2.3	0.146	0.191	0.281	0.915	0.432	0.448
	y2.4	0.180	0.259	0.322	0.910	0.642	0.432
	y2.5	0.272	0.312	0.402	0.913	0.568	0.383
	y2.6	0.179	0.203	0.295	0.901	0.604	0.572
	y2.7	0.273	0.324	0.424	0.896	0.444	0.620
	y2.8	0.234	0.321	0.379	0.890	0.616	0.639
Excellence in Society	y3.1	0.287	0.287	0.380	0.634	0.503	0.894
	y3.2	0.231	0.250	0.319	0.593	0.287	0.873
	y3.3	0.303	0.339	0.385	0.298	0.255	0.908
	y3.4	0.382	0.411	0.387	0.453	0.180	0.897
	y3.5	0.326	0.367	0.406	0.345	0.230	0.922
	y3.6	0.270	0.280	0.377	0.350	0.659	0.920
	y3.7	0.231	0.242	0.308	0.489	0.610	0.887
	y3.8	0.153	0.243	0.323	0.549	0.599	0.886

Table (3.9) submits the cross-loadings results for the constructs of Organizational Excellence. It is noticeable that the items' loadings for each excellence load higher on their constructs compared to their loadings on the other constructs. For instance, the loading value for the second item (y3.2) in the Excellence in Society reported a greater loading (0.873), compared to the loadings of this item on the other constructs. Similarly, the loadings of the other items of the constructs reflected greater loadings on Excellence in Society itself compared to the other constructs. The same idea was applied to the other Excellence item. These results lead to the conclusion that the discriminant validity using the cross-loadings had been achieved.

Table 3-10: Discriminant Validity using the Concept of Cross-Loadings for the Items of (Digital Empowerment) Construct

Item code	Digital Agile Leadership	Digital Authentic Leadership	Digital Empowerment	Excellence in Customers	Excellence in People	Excellence in Society
m1	0.320	0.403	0.716	0.315	0.339	0.322
m2	0.369	0.486	0.727	0.307	0.343	0.299
m3	0.373	0.479	0.718	0.352	0.376	0.358
m4	0.417	0.535	0.773	0.265	0.330	0.282
m5	0.521	0.658	0.893	0.304	0.400	0.341
m6	0.432	0.508	0.859	0.295	0.368	0.292
m7	0.378	0.507	0.769	0.238	0.300	0.234
m8	0.501	0.613	0.710	0.310	0.392	0.295
m9	0.269	0.392	0.755	0.278	0.372	0.274
m10	0.428	0.555	0.791	0.298	0.415	0.341
m11	0.249	0.288	0.708	0.322	0.308	0.297
m12	0.290	0.389	0.716	0.235	0.256	0.263
m13	0.555	0.609	0.807	0.367	0.460	0.397
m14	0.537	0.634	0.771	0.282	0.352	0.295
m15	0.569	0.601	0.779	0.274	0.348	0.313

Table (3.10) declares the cross-loading results for the items of the Digital Empowerment construct. The items' loadings belonging to the Digital Empowerment showed higher values than their loadings on the other constructs. As an example, the loading value for the item (m9) had recorded a greater loading value (0.755) compared to its loadings on the other constructs. The same idea is applied for the other items of the Digital Empowerment, these findings guide to a conclusion that the cross loadings' discriminant validity was accepted for the items of Digital Empowerment.

Table 3-11: The Furnell – Larcker Discriminant Validity Results

	Digital Agile Leadership	Digital Authentic Leadership	Digital Empowerment	Digital Leadership	Excellence in Customers	Excellence in People	Excellence in Society	Organization Excellence
Digital Agile Leadership	0.767							
Digital Authentic Leadership	0.448	0.784						
Digital Empowerment	0.553	0.678	0.768					
Digital Leadership	0.628	0.641	0.659	0.999				

	Digital Agile Leadership	Digital Authentic Leadership	Digital Empowerment	Digital Leadership	Excellence in Customers	Excellence in People	Excellence in Society	Organization Excellence
Excellence in Customers	0.237	0.301	0.389	0.282	0.897			
Excellence in People	0.327	0.415	0.472	0.395	0.630	0.880		
Excellence in Society	0.307	0.340	0.404	0.342	0.628	0.610	0.898	
Organization Excellence	0.295	0.359	0.431	0.346	0.679	0.672	0.671	1.000

Bold values in diagonal are the square roots of AVE previously mentioned

Table (3.11) depicts the results of Furnell and Larker discriminant validity. The concept of Furnell and Larker assumes that the constructs (variables) correlate with a minimum acceptable degree given that these correlation values must be less than the value of the square root of the (AVE) for the construct. The mentioned results show that the biggest correlation value appeared between Excellence in Customers and Organization Excellence (0.679). This value may be accepted as these two variables strongly correlate in real and Excellence in Customers is one of the strongest components of organizational excellence. Nevertheless, all the given correlation values were less than the value of (square root of AVE (\sqrt{AVE})). so, it can be that the Furnell and Larker discriminant validity was met.

The Hetrotrait - Monotrait (HTMT) Discriminant Validity

Table 3-12: Hetrotrait - Monotrait Ratio (HTMT) Discriminant Validity

Construct	Digital Agile Leadership	Digital Authentic Leadership	Digital Empowerment	Excellence in Customers	Excellence in People	Excellence in Society
Digital Agile Leadership	-					
Digital Authentic Leadership	0.826	-				
Digital Empowerment	0.582	0.714	-			
Excellence in Customers	0.249	0.316	0.402	-		
Excellence in People	0.346	0.440	0.488	0.667	-	
Excellence in Society	0.322	0.357	0.416	0.661	0.646	-
Organization Excellence	0.306	0.374	0.439	0.696	0.694	0.687

Table (3.12) provides the results of the HTMT discriminant validity. The greatest correlation value was noticed between Digital Authentic Leadership and Digital Agile Leadership (0.826). This value was less than the desired and required cut off (0.85) indicating that the discriminant validity being assessed using this method had been approved.

3.7 Study Reliability

The reliability of a construct is the second major issue in scientific research. It represents the stationarity of the research tool (questionnaire) to evaluate the ideas from a specific sample several times and obtain approximately identical results every time it is applied. Cronbach alpha is considered as one of the important ways to evaluate reliability, in addition, to estimating the composite reliability (CR), which is also considered to be an important reliability indicator. The assessments of these two methods of assessing reliability are loaded in the following subsequent table.

Evaluating the construct's reliability using the Cronbach alpha

Table 3-13: The Constructs Reliability using the Cronbach Alpha (CA) and Composite reliability (CR)

Construct	CA	CR
Digital Agile Leadership	0.899	0.919
Digital Authentic Leadership	0.910	0.927
Digital Empowerment	0.950	0.955
Excellence in Customers	0.965	0.970
Excellence in People	0.958	0.965
Excellence in Society	0.966	0.971

Table (3.13) introduces the reliability values of Cronbach alpha (CA) and composite reliability (CR). The lowest reliability value addressed using Cronbach alpha was (0.899) for Digital Agile Leadership while the minimum reliability value assessed by the composite reliability was (0.919) related to Digital Agile Leadership. The mentioned reliability values reflect high levels of reliability given that the maximum value that could be reached is (1.00). Consequently, reliability had been satisfied, and a minimum of (0.70) was considered to express high reliability.

After completing the validity and reliability tests, the questionnaire became in its final form consisting of (55) items. (Appendix 3)

Questionnaire Distribution

A total of 214 questionnaires were distributed using both online and paper-based distribution. Therefore, out of the 214, 211 questionnaires were retrieved and deemed valid for the analysis. This represents 98% of the distributed questionnaires.

Table 3-14: Sample's Characteristics Data Description

Variable	Category	Frequency	Percent
Gender	Female	146	70
	Male	65	30
	Total	211	100.0
Age	18- less than 25.	58	28
	25- less than 35.	77	37
	35- less than 45.	51	24
	45-less than 55.	20	9
	55-64 and more.	5	2
	Total	211	100.0
Educational level	Bachelors.	120	57
	High diploma.	7	3
	Master's	70	33
	PhD	14	7
	Total	211	100.0
Experience	Less than a year.	14	7
	Less than five years.	52	25
	Five- less than eight years.	48	23
	Less than 12 years.	36	17
	12 years and more.	61	28
	Total	211	100.0
Managerial level	Administrative Staff	35	16
	Department Head/ Chair	33	16
	Faculty/ Academic staff.	69	33
	Senior Leadership.	34	16
	Support Staff	23	11
	Support Academic Staff	17	8
	Total	211	100.0

According to the table above, the following can be deduced:

- Gender: The table shows that out of a total of 211 individuals, 146 are females (70%) and 65 are males (30%). The findings demonstrate that females in this industry are higher than males.
- Age: The age distribution demonstrates that the highest percentages of participants are 25- less than 35 (37%) with 77 participants. The second highest number of participants is 18- less than 25 (28%) with 55 participants. Thirdly, participants within the age range 35- less than 45 (24%) with 51 participants. Fourthly, participants within the age range of 45- less than 55 (9%) with 20

- participants. Finally, the lowest number of participants were 55-64 and more with 5 participants (2%). The data collected shows that schools prefer workers that have experience according to their age, and freshly new graduates to reflect new teaching strategies that are used in the 21st century. Therefore, this shows that the least preferred workers are from 55- 64 years of age, as their tactics and strategies may be perceived as old.
- Educational Level: Most participants have a bachelor's degree with 120 participants (57%). Secondly, individuals who possess a master's degree with 70 participants (33%). Thirdly, PhD owners with 14 participants (7%). Finally, 7 participants have a high diploma with a percentage of 3%. This highlights that schools encompass a range of educational levels and do not view them as being over-qualified. Instead, this diversity catalyzes fostering new ideas and experiences.
- Experience: The majority of participants have 12 years or more of experience with 61 participants (28%). Secondly, participants with less than five years of experience with 52 participants (25%). Thirdly, participants with five-less than eight years of experience with 48 participants (23%). Fourthly, participants with less than twelve years of experience with 36 participants (17%). Finally, participants with less than a year of experience with 14 participants (7%). This data shows that the majority of participants have extensive experience, with many people over 12 years being the most represented. This shows that schools care about the role of experience, and what they can offer based on their knowledge and skills. In contrast, the smaller representation of less experienced participants indicates a potential gap in integrating newer perspectives, which could enhance innovation and adaptability within the group.
- Managerial Level: the majority of the participants were faculty academic staff

with 69 participants 33%. Secondly, the second highest number of participants was administrative staff with 35 participants, 16%. Following the administrative staff, senior leadership had 34 participants with 16%. Fifthly, the department head/ chair with 33 participants 16%. Finally, support academic staff at 17 participants 8%. The data shows that the majority were faculty academic staff highlighting their significant role in the study. Also, there appears to be a clear balance between administrative staff, senior leadership, and department heads. This indicated a well-rounded perspective from diverse managerial levels. However, there is a significant low portion of support academic staff, such as shadow teachers, which may point to an underrepresentation of opinions from those who handle specific tasks, limiting insight into practical challenges the school may face.

3.8 Study Variables:

Independent variable: Digital Leadership Styles

- 1- Digital Agile Leadership
- 2- Digital Authentic Leadership

Dependent Variable: Organizational Excellence

- 1- People Excellence
- 2- Customer Excellence
- 3- Society Excellence

Mediating Variable: Digital Empowerment

3.9 Statistical Tools

The study used the following statistical treatments:

1. Frequencies and percentage: to describe the number and proportion of respondent's categories over the demographic and personal information. This is simply how many people belong to each group. For example, if you have 100 people and 40 are male, the frequency for males is 40. Whereas percentages tells us what portion of the total each group represents
2. Person correlation (r): to evaluate the magnitude of relationship between the item score and the total of the items representing a dimension (scale). It helps evaluate how closely individual item scores are related to the overall score for a specific dimension or scale. It ranges from +1 which means a perfect positive relationship, -1 means a perfect negative relationship and 0 means no relationship.
3. Cronbach alpha (CA): a measure used to evaluate the ratio of the sum of item variances to the variance of the total sum and adjusted to the number of items (internal consistency) It looks at how much each item varies and compares it to the total variation in scores. A higher value (0.7 or above) means the questions are closely related and measure the same concept well, while a lower value suggests the questions might not be consistent enough.
4. Composite Reliability (CR): a measure used to evaluate the ratio of the sum of squared item loadings compared to the sum of squared items loadings and squared residuals. It compares the sum of the squared item loadings (which show how much each item contributes to the underlying concept) to the sum of the squared item loadings and squared residuals (which represent the error or variation not explained by the items). A higher CR value means the items are more reliable in measuring the intended concept, while a lower value suggests the items may not

be consistent or effective in measuring what they are supposed to.

5. AVE: an indicator of percentage of variance that can be expressed by each item in each construct (i.e. the total variance of a construct is represented as an average by the items).
6. The mean: one of the most important indicators used to describe a value where most of the values tend to center. It is calculated by adding up all the values and then dividing by the number of values. The mean helps to understand where most of the values tend to cluster or "center" around.
7. Standard deviation: one of the most measure of dispersions. It describes the average distance between the values in data set from the mean
8. Skewness: is a measure that shows how a data set is stretched or tilted compared to a normal distribution. If the data has a positive skew, it means most values are on the left, with a few higher values stretching the tail to the right. A negative skew means most values are on the right, with a few lower values pulling the tail to the left. If there is no skew, the data is symmetrical
9. Kurtosis: An indicator used to describe the behavior of the data set (specifically the summit of the curve of the data set) compared to the normal (theoretical) data distribution
10. VIF (variance inflation factor). A test used to evaluate how the predictors (usually the independent variables) relate to each other when one of them acts as a dependent variable
11. R^2 (R-squared) is the square of the Pearson correlation coefficient (r) and tells us how much of the variation in the dependent variable (the outcome or thing you're trying to predict) can be explained by the independent variable(s) (the predictors or factors you're using to make predictions).

12. (β) called beta represents the impact value of the independent variable in the dependent variable.
13. Square Structural Equation Model (SEM) represents the standard deviation corrected for the sample size and is preferred as an estimate of the population's standard deviation, serving as a more accurate estimator for the sample standard deviation. This analysis was conducted using SMART-PLS 4, a widely used statistical software for Partial Least Squares Structural Equation Modeling (PLS-SEM). SMART-PLS 4 allows researchers to analyze complex relationships between variables, assess measurement models, and evaluate structural models, making it an essential tool for advanced statistical analysis in social sciences and business research.(Hair,2021)
14. T is a test that represents the ratio of beta value to SEM used, to judge the significance of beta (impact) value produced.
15. Sig reflects the magnitude of type 1 error. This value is the value being used to decide whether the obtained results related to hypotheses are significant or not (significant if less than 0.05, i.e. the alternative hypothesis is accepted).

3.10 Study Procedures

1. Literature and studies related to the current study were reviewed.
2. The study tool was developed, and its validity and reliability were verified.
3. The necessary approvals to conduct the field study were obtained from all relevant authorities.
4. The study population was determined.
5. The researcher selected the sample members using the proportional stratified random sampling method.
6. The data was transcribed and analyzed statistically.
7. The results were analyzed, resulting in effective discussions where recommendations were written

Chapter Four

Chapter four consists of the following:

4.1 Introduction

4.2 Descriptive Analysis of the Study Data

4.3 Hypothesis Testing

Chapter Four

Chapter four consists of the following:

4.1 Introduction

The fourth chapter provides a description and analysis of the data characteristics of the study sample from which the sample was collected. Therefore, the sample respondents on the questionnaire were assessed and described using means, standard deviations which enabled a detailed analysis to answer the study question, and comment on the hypothesis.

4.2 Descriptive Analysis of the Study Data

The researcher adopted the five-way Likert scale in the questionnaire to give more flexibility to the individuals and the choice to reflect their opinion, by selecting on a range from 1 to 5. This is demonstrated in the table below:

Table 4-1: Demonstrates the Five-Point Likert Scale

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Source created by the researcher

The Likert scale was processed according to the following equation: (Sekaran & Bougie, 2016).

$$\text{Catagorey Length} = \frac{\text{Maximum Substitute} - \text{Minimum Substitute}}{\text{Number of level}} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

Moreover, once the relative approval was determined the average of the agreement levels are deduced below (4.2)

Table 4-2: Likert Scale Processing

Degree of Agreement	Average
Low	1.00-2.33
Medium	2.34-3.67
High	3.68-5.00

Source created by the researcher

Digital Leadership Styles:

Table 4-3: Means, Standard Deviations, Mean Level, Mean Order of the Digital Leadership

No.	Leadership	Mean	Mean Level	Mean order
1	Digital Agile	4.04	High	1
2	Digital Authentic Leadership	3.94	High	2
3	Overall Digital Leadership	3.99	High	3

Means categories (1 – 2.33: low, 2.34 – 2.67: moderate, and 3. 68 – 5.00: high)

Table (4.3) describes the mean levels of Digital Leadership Styles constructs. The Digital Agile Leadership Style reported a greater (4.04) compared to the mean of the Digital Authentic Leadership Style (3.94). The overall degree of Digital Leadership has reached (3.99), expressing a high level.

1. Digital Agile Leadership:

The descriptive statistics for the independent variables (Digital Leadership Styles-Digital Agile Leadership)

The table below shows the mean levels, standard deviation, mean level and mean order.

Table 4-4: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for Digital Agile Leadership

item code	items	Mean	sd	Mean Level	Mean order
x1.2	The school's administration considers digital communications a means to achieve integrity in performance.	4.15	0.76	High	1
x1.1	The school's administration adopts the principle of digital transparency in all its activities.	4.09	0.73	High	2
x1.7	The school's administration takes the risk to embed new digital ideas. .	4.08	0.88	High	3
x1.3	The school's administration utilizes a strategy for digital development.	4.07	0.81	High	4
x1.6	The school's administration keeps up with updates to digital systems...	4.07	0.92	High	4
x1.4	The school's administration monitors performance development digitally to all members.	4.06	0.94	High	6
x1.8	The school's administration is committed to using eco-friendly digital technologies.	3.94	0.83	High	7
x1.5	The school's administration evaluates the performance of its members digitally.	3.86	0.92	High	8
	Overall degree of Digital Agile Leadership	4.04		High	

Means description categories (1 – 2.33: low, 2.34 – 2.67: moderate, and 3. 68 – 5.00: high)

Table (4.4) indicates the levels means values, and standard deviation, for the items of the Digital Agile Leadership. The results indicate that item coded (x1.2) which states, "The school's administration considers digital communications a means to achieve integrity in performance." Had reported the top items 'mean (4.15) and ranked the first; followed by item coded (x1.1) which states, "The school's administration adopts the principle of digital transparency in all its activities." This statement occupied the second position by a means of (4.09) On the other hand, the item coded (x1.5) which states, "The school's administration evaluates the performance of its members digitally." had reported the least mean (3.86). To add, the item coded (x1.8) states, "The school's administration is committed to using eco-friendly digital technologies." Had and reported a mean of (3.94). The overall Digital Agile Leadership was estimated at a mean value of (4.04); this value expresses a high level.

1. Digital Authentic Leadership

Table 4-5: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for Digital Authentic Leadership

item code	items	Mean	sd	Mean Level	Mean order
x2.3	The school's administration encourages all members to take part in digital initiatives.	4.19	0.91	High	1
x2.5	The school's administration integrates the digital transformation plan into its overall plan.	4.01	0.96	High	2
x2.1	The school's administration involves all members in digital transformation plans.	3.97	0.96	High	3
x2.8	The school's administration fulfills the needs of all its members digitally.	3.89	1.02	High	4
x2.2	The school's administration aims to entirely digitalize all its activities	3.88	1.03	High	5
x2.6	The school's administration provides all the needs towards establishing digital transformation.	3.88	0.91	High	5
x2.4	The school's administration develops digital skills for all its members.	3.87	0.85	High	7
x2.7	The school's administration collaborates with all members to solve problems digitally.	3.84	0.90	High	8
	Overall degree of Digital Authentic Leadership	3.94		High	

Means description categories (1 – 2.33: low, 2.34 – 2.67: moderate, and 3. 68 – 5.00: high)

Table (4.5) addresses the means levels, and standard deviation, for the items of the Digital Authentic Leadership. The results show that item coded (x2.3) which indicates " The school's administration encourages all members to take part in digital initiatives " Had mentioned the highest mean (4.19) and fell in the first rank followed by item coded (x2.5) which states "The school's administration integrates the digital transformation plan into its overall plan." as it was placed in the second position by a mean of (4.01) on the other side the item coded (x2.7) which indicate " The school's administration collaborates with all members to solve problems digitally " had recorded the bottom mean (3.84) preceded by the item coded (x2.4) which states" The school's administration develops digital skills for all its members" had and recorded a mean of (3.87). The overall Digital Authentic Leadership was estimated at a mean value of (4.04); this value expresses a high level.

Dependent Variable

The descriptive statistics for the dependent variables (Organizational Excellence.)

Table 4-6: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for Organizational Excellence

No.	Leadership	Mean	Mean Level	Mean order
2	Excellence in Customers	3.57	Moderate	1
1	Excellence in People	3.52	Moderate	2
3	Excellence in Society	3.51	Moderate	3
	Organizational Excellence	3.53	Moderate	

Means categories (1.00 – 2.33: low, 2.34 – 2.67: moderate, and 3.68 – 5.00: high)

Table (4.6) represents the mean levels of the Organizational Excellence constructs. Excellence in Customers marked the top mean value (3.57) compared to the other two means of Organizational Excellence. Regarding the least mean it was addressed by the Excellence in Society (3.51). The Excellence in People mean value (3.52) was in between the mentioned two values. The overall degree of Organizational Excellence was estimated by a mean value of (3.53), expressing a moderate level.

2. People Excellence

Table 4-7: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for People Excellence

item code	items	Mean	sd	Mean Level	Mean order
y1.4	The school's management adopts a culture of teamwork.	3.65	1.13	Moderate	1
y1.8	The school's management is keen on developing the career paths of its employees.	3.56	1.16	Moderate	2
y1.7	The school's management provides opportunities for self-development for its employees.	3.52	1.12	Moderate	3
y1.1	The school's administration adopts a clear policy for human resources.	3.51	1.14	Moderate	4
y1.6	The school's management encourages employees to express their opinions.	3.51	1.13	Moderate	4
y1.5	The school's management adopts a clear policy for motivating employees.	3.50	1.18	Moderate	6
y1.2	The school's administration has a plan to develop the capabilities of human resources.	3.43	1.12	Moderate	7
y1.3	The school's management encourages employees to participate in decision-making.	3.40	1.10	Moderate	8
	Overall degree of Excellence in People	3.51		Moderate	

Means description categories (1.00 – 2.33: low, 2.34 – 2.67: moderate, and 3.68 – 5.00: high)

Table (4.7) presents the means levels, and standard deviation, for the items of Excellence in People. The results reflect that item (y1.4) which states, " The school's management adopts a culture of teamwork. " Had been labeled the greatest mean (3.65) and occupied the first rank followed by item (y1.8) which states, "The school's management is keen on developing the career paths of its employees." This statement occupied the second rank (3.56) On the contrary, item (y1.3) which says, " The school's management encourages employees to participate in decision-making" had been registered with the minimum mean (3.40) Also, item (y1.2) which states" The school's administration has a plan to develop the capabilities of human resources" and was assessed by (3.43). Thus, Excellence in People was rated by a mean value of (3.51); this value expresses a moderate level.

3. Excellence in Customers

Table 4-8: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for Excellence in Customers

item code	items	Mean	sd	Mean Level	Mean order
y2.1	The school's administration recognizes the importance of reputation in building its good image.	3.66	1.19	Moderate	1
y2.3	The school's administration is concerned with the quality of educational service.	3.64	1.16	Moderate	2
y2.4	The school's administration seeks to develop its relationships with stakeholders through the quality of its service.	3.59	1.08	Moderate	3
y2.8	The school's management compares the results of its services with those of competing schools.	3.56	1.06	Moderate	4
y2.6	The school's management handles customer complaints.	3.55	1.06	Moderate	5
y2.2	The school's administration provides services that add value to the beneficiary.	3.54	1.14	Moderate	6
y2.5	The school's management adopts a high level of transparency with the community.	3.51	1.11	Moderate	7
y2.7	The school's management involves stakeholders in the development of its educational services.	3.49	1.11	Moderate	8
	Overall degree of Excellence in Customers	3.57		Moderate	

Means description categories (1.00 – 2.33: low, 2.34 – 2.67: moderate, and 3.68 – 5.00: high)

Table (4.8) presents the means levels, and standard deviation, for the items of the Excellence in Customers. The results show that item coded (y2.1) stating, "The school's administration recognizes the importance of reputation in building its good image." reported the greatest mean (3.66) and placed the first rank. Secondly, the item coded (y2.3) stating, "The school's administration is concerned with the quality of educational service. Ranked (3.64). Whereas the item (y2.7) indicating, "The school's management involves stakeholders in the development of its educational services" had reported the minimum mean (3.49). The second lowest item (y2.5) which states," The school's management adopts a high level of transparency with the community" was evaluated by a mean of (3.51). Hence, the overall Excellence for Customers was rated at a mean value of (3.57); this value expresses a moderate level.

4. Excellence in Society

Table 4-9: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for Excellence in Society

item code	items	Mean	sd	Mean Level	Mean order
y3.7	The school's administration adheres to current health and safety policies.	3.65	1.11	Moderate	1
y3.8	The school's management deals with reliable suppliers to meet its needs.	3.63	1.06	Moderate	2
y3.6	The school's administration implements social responsibility practices.	3.56	1.08	Moderate	3
y3.5	The school contributes positively to societal well-being.	3.55	1.10	Moderate	4
y3.3	The school actively engages in sustainability initiatives.	3.45	1.06	Moderate	5
y3.2	The school's administration has initiatives to develop the local community.	3.43	1.05	Moderate	6
y3.1	The school's administration uses environmentally friendly methods.	3.42	0.95	Moderate	7
y3.4	The school's administration organizes seminars that support the development of community capabilities.	3.41	1.03	Moderate	8
	Overall degree of Excellence in Society	3.51		Moderate	

Means description categories (1.00 – 2.33: low, 2.34 – 2.67: moderate, and 3.68 – 5.00: high)

Table (4.9) addresses the means levels, and standard deviation, for the items of the Excellence in Society. The results revealed that item coded (y3.7), which states, "The school's administration adheres to current health and safety policies " showed the highest mean value (3.65). The second highest is item coded (y3.8) stating, "The school's management deals with reliable suppliers to meet its needs," with a mean value of (3.63). On the Other hand, item (y3.4) stating, "The school's administration organizes seminars that support the development of community capabilities." This rated the least mean (3.41). The following lowest ranked statement is the item coded (y3.1) which states, "The school's administration uses environmentally friendly methods." This statement was estimated by a means of (3.42). Moreover, excellence in society was evaluated by a mean value of (3.51); this value expresses a moderate level.

Mediating Variable

The descriptive statistics for the mediating variable (digital empowerment)

Table 4-10: Means Levels, Standard Deviations, Mean Level and Mean Order of the items for Digital Empowerment

item code	items	Mean	sd	Mean Level	Mean order
m15	The school's administration tries to ensure digital inclusion.	4.13	0.85	high	1
m1	The school's administration gives its members the trust to carry out their duties.	4.11	0.79	High	2
m4	The school's administration empowers users to experiment with new digital technologies.	4.09	0.79	High	3
m12	The school's administration provides its members with the necessary devices to use digital tools.	4.09	0.80	High	3
m3	The school's administration gives its members the freedom to make digital decisions regarding their tasks	4.08	0.85	High	5
m5	The school's administration develops its members' digital empowerment capabilities...	4.07	0.77	High	6
m8	The school's management is consistent with applying new digital trends.	4.04	0.84	High	7
m2	The school's administration facilitates access to information for its members to share.	4.03	0.87	High	8
m11	The school's administration provides resources that help employees accomplish objectives.	4.01	0.82	High	9
m6	The school's administration organizes workshops on digital empowerment practices	4.00	0.85	High	10
m7	The school's management teaches employees how to use digital platforms effectively.	4.00	0.84	High	10
m9	The school's administration allows its members to participate in online communities to achieve personal growth.	4.00	0.86	High	10
m14	The school's administration periodically updates the digital empowerment software.	3.92	0.90	High	13
m13	The school's administration evaluates the progress made by employees in digital literacy culture.	3.89	1.04	High	14
m10	The school's administration educates employees on how to manage personal information.	3.82	0.99	High	15
	Overall degree of Digital Empowerment	4.02		High	

Means description categories (1.00 – 2.33: low, 2.34 – 2.67: moderate, and 3. 68 – 5.00: high)

Table (4.10) reports the results of means levels, and standard deviation, for the items of the Digital Empowerment. Exploring the results, the item coded (m15) which states, "The school's administration tries to ensure digital inclusion." Depicted the highest mean

value (4.13) and ranked first. It was revealed that item (m1), “The school’s administration gives its members the trust to carry out their duties.” had filled the second position by a means of (4.11). On the Other hand, item (m10) stating, “The school’s administration educates employees on how to manage personal information.” This statement was rated the least mean (3.82). Moreover, this item was preceded by the item coded (m13) which states, “The school’s administration evaluates the progress made by employees in digital literacy culture.” It was estimated by a mean of (3.89). To conclude, Digital Empowerment was evaluated by a mean value of (4.02); this value expresses a high level.

Testing Suitability of the Study Model

The variables involved in the current research reflect the impact of Digital Leadership on Organizational Excellence mediated by Digital Empowerment. Therefore, estimating the impact values and relationships can be explored using the structural equation modeling concept (SEM). There have been lots of software packages that developed to explore and perform SEM. The researcher used advanced PLS software (release 4.1.0.9)

When using SEM to test the proposed relationships in each model of relationships to get the impact values among the latent constructs simultaneously. Two major aims are executed; the first is to develop and validate the measurement tool (the questionnaire) and second to switch for investigating the different relationships and impacts being set as a need to proof the theoretical model. There are two basic parameters (indicators) that reflect the goodness of the model being developed and step forward to examine the hypothesized relationships between constructs. These indicators are:

- 1 - The coefficient of Determination (R^2) of endogenous constructs, 2- the Path coefficients of hypothesized relationships

The coefficient of determination (R^2) is the most important indicator to express the goodness of the model. Cohen (1988) mentioned that values of R^2 between (0.02 - 0.12) were considered as weak, values between (0.13 - 0.25) were considered as moderate and values of 0.26 or greater are considered substantial. Another point of view by, J. F. Hair et al. (2011b), he stated that the level of R^2 appropriateness in scientific research is related to the research context itself (i.e. the research nature, data, variables, sample) can contribute to decide the goodness of the obtained R^2 . Table (4.11) gives the values of R^2 for each endogenous construct.

Table 4-11: coefficient of determination (R^2) for the endogenous constructs

Construct	R^2	Adjusted R^2
Digital Leadership	0.999	0.999
Organization Excellence	0.191	0.184
Digital Empowerment	0.435	0.432

Table (4.11) argues the magnitudes of the coefficient of determination which specifies the amount of variation in the dependent variable that can be explained by the predictors. The value of R^2 shown was (0.999) for the Digital Leadership, it was (0.191) for the Organization Excellence, while it was for the Digital Empowerment (0.435). These values are classified as high with respect to Cohen (1988).

Multi Collinearity

One of the major conditions that must be considered is the Multi collinearity, which may be expressed when the relationships among the predictors are high (Hair et al., 2006). In such a case multicollinearity will be essential to apply SEM. The test used to detect multi collinearity is the variance inflation factor (VIF). A value of VIF less than 10 reflects a moderate collinearity problem and a value less than or equal to 5 expresses a small collinearity problem, and values less than (3.00) points to no multi collinearity problem. The VIF values are merged in table (4.12) below:

Table 4-12: Multi Collinearity Diagnosis

	Digital Empowerment	Digital Leadership	Excellence in Customers	Excellence in People	Excellence in Society	Organization Excellence
Digital Agile Leadership		2.270	2.291	2.291	2.291	
Digital Authentic Leadership		2.270	2.956	2.956	2.956	
Digital Empowerment			2.016	2.016	2.016	1.770
Digital Leadership	1.000					1.770
Organization Excellence			1.241	1.241	1.241	

Table (4.12) provides the results of VIF associated with the constructs, reflecting the exogenous constructs (predictors) being used to predict the endogenous construct (dependent construct) or mediator construct. The highest observed value was (2.956). This value was less than 3.0 indicating no issues can be associated with multi collinearity.

Normality

Normality is the very core assumption for all the tests of parametric statistics, like multiple linear regression which is performed via the utilization of SEM software's. Normality is studying the behavior of the research variables' data and seeing how close their distribution is to the ideal normal distribution. The current research model which investigates the relations between the several predictors to one dependent variable is called a univariate model. Normality can be represented by means of two descriptive indicators, skewness and kurtosis. These two indicators describe both the tails and the (summit) of the data distribution curve. The accepted values of skewness are between (-3 to 3), while kurtosis values acceptable values must be below the value (8). The results of normality indicators for each construct are included in the subsequent table

Table 4-13: Normality Indicators: Skewness and Kurtosis for the Different Construct

Constructs	Skewness	Kurtosis
Digital Agile Leadership	-0.399	-0.243
Digital Authentic Leadership	-0.408	-0.792
Digital Leadership	-0.410	-0.242
Excellence in People	-0.176	-1.194
Excellence in Customers	-0.305	-1.136
Excellence in Society	-0.220	-0.958
Organizational Excellence	-0.311	-1.035
Digital Empowerment	-0.467	0.150

Table (4.13) indicates the magnitudes results of the normality indicators, Skewness and Kurtosis. The minimum value being monitored for skewness was (- - 0.467) associated with Digital Empowerment; this value lays within the desired acceptable normal range for skewness (-3 to 3). In the same direction, the values of the second indicator kurtosis were noticed that the greatest reported value was (- 1.194) associated to Excellence in People. The kurtosis value did not exceed the critical threshold (8) pointing to an acceptable value of this indicator.

4.3 Hypothesis testing

This current thesis was set to four main hypotheses. Each hypothesis was expressed in the null form. The statistical test that will be used to decide the rejection or acceptance of the stated hypothesis is the “t” statistic and more precisely the sig level of the t test. The researcher can use one of two alternatives: the first to compare the magnitude of the calculated to test value with a critical t value. The second compares the probability (sig) value with the maximum value of type 1 error margin (0.05). figure 2 illustrates the results of impact values for the model’s hypotheses

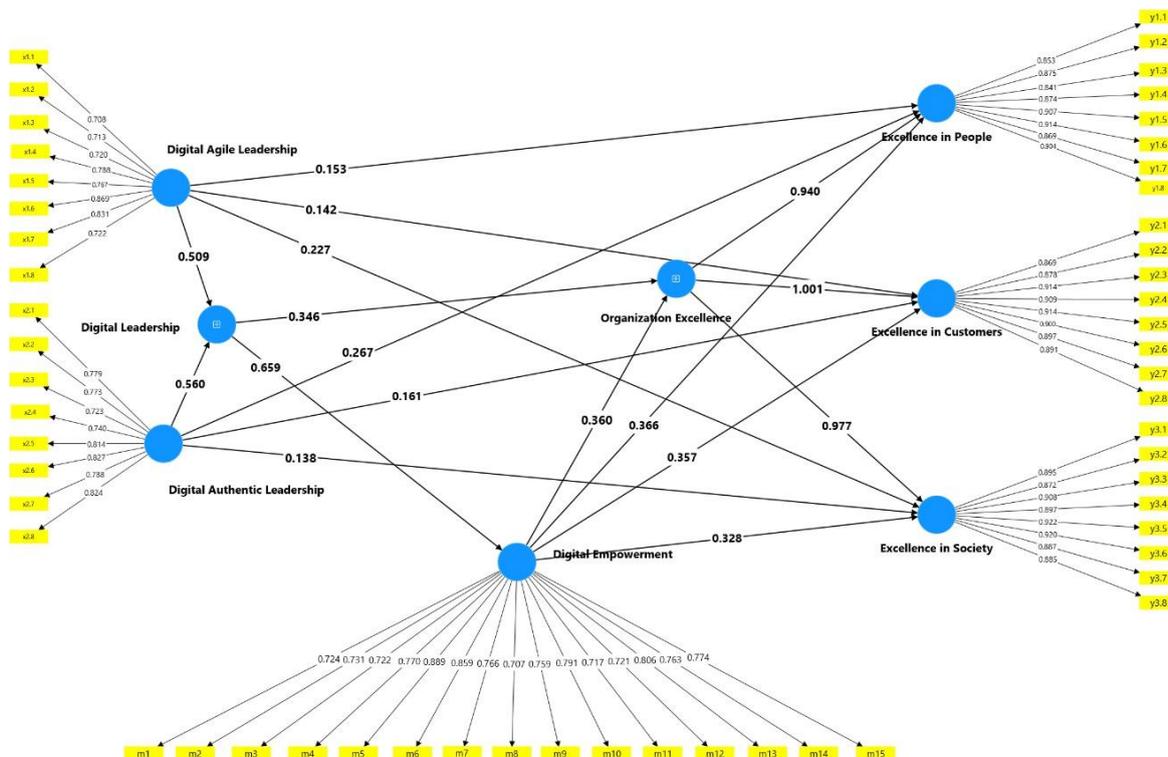


Figure 2: The Standardized Impact Values

4.3.1 Testing the First Hypothesis

H0.1 There is no impact of the digital leadership styles on organizational excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \leq 0.05$).

Table 4-14: Results of testing the first hypothesis (impact of Digital Leadership Styles on the Organizational Excellence)

Hypotheses	impact direction	β	Std.dev	t value	p-value	result
H01	Digital Leadership -> Organizational Excellence	0.346	0.067	5.171	0.000	Supported
H01.1	Digital Agile Leadership -> People excellence	0.153	0.038	3.962	0.000	Supported
H01.2	Digital Agile Leadership -> Customer excellence	0.142	0.043	3.284	0.001	Supported
H01.3	Digital Agile Leadership -> Society excellence	0.227	0.041	5.464	0.000	Supported
H01.4	Digital Authentic Leadership -> People excellence	0.267	0.041	6.544	0.000	Supported
H01.5	Digital Authentic Leadership -> Customer excellence	0.161	0.042	3.802	0.000	Supported
H01.6	Digital Authentic Leadership -> Society excellence	0.133	0.042	3.238	0.001	Supported

tabulated t value at (0.05) level = 1.98

Table (4.14) indicates the testing results of hypothesis 1 with its subsidiary two hypotheses. Concerning the first main hypothesis the impact value was (0.346). This value demonstrates a positive impact on Organizational Excellence. The sig value (0.000) was less than 0.05 suggesting significant statistical impact value. So, relying on this outcome, the first main hypothesis was rejected and a conclusion that Digital Leadership affects the Organizational Excellence

4.3.1.1 Testing the Firsts Sub Main Hypothesis

H01.1 There is no impact of digital agile leadership on the outcome of people excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \leq 0.05$).

Table (4.14) indicates the testing results of the first sub-main hypothesis (H01.1). The impact value was (0.153). This value reflects a positive impact on Excellence in People. The sig value being reported (0.000) was lower than 0.05 alluding to significant statistical impact value. Upon this result, the null hypothesis (H01.1) was rejected and the impact of (Digital Agile Leadership) affects positively the Excellence in People in private schools in Amman

4.3.1.2 Testing the Second Sub Main Hypothesis

H01.2 There is no impact of digital agile leadership on the outcome of customer excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \leq 0.05$).

Table (4.14) indicates the testing results of the second sub-main hypothesis (H01.2). The impact value was (0.142). This value reflects a positive impact on Excellence in Customer. The sig value being reported (0.001) was under 0.05 facilitating to adopt the significant statistical impact value. Based on this finding the second sub main hypothesis (H01.2) was rejected and the impact of (Digital Agile Leadership) affects positively the Excellence in Customers in private schools in Amman

4.3.1.3 Testing the Third Sub Main Hypothesis

H01.3 There is no impact of digital agile leadership on the outcome of society excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \leq 0.05$).

Table (4.14) indicates the testing results of the third sub-main hypothesis (H01.3). The impact value was (0.227). This value reflects a positive impact on Excellence in Customers. the sig value being reported (0.000) was beneath 0.05 helping to accept the significant statistical impact value. Accordingly, the third sub main hypothesis (H01.3) was rejected and the impact of (Digital Agile Leadership) affects positively the Excellence in Customers in private schools in Amman.

4.3.1.4 Testing the Fourth Sub Main Hypothesis

H01.4 There is no impact of digital Authentic leadership on the outcome of people excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \leq 0.05$).

Table (4.14) indicates the testing results of the fourth sub-main hypothesis (H01.4). The impact value was (0.267). This value reflects a positive impact on Excellence in People. The sig value being reported (0.000) was lower than 0.05 alluding to significant statistical impact value. Upon this result the fourth sub main hypothesis (H01.4) was rejected and the impact of (Digital Authentic Leadership) affects positively the Excellence in People in private schools in Amman.

4.3.1.5 Testing the Fifth Sub Main Hypothesis

H01.5 There is no impact of digital Authentic leadership on the outcome of customer excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \leq 0.05$).

Table (4.14) indicates the testing results of the fifth sub-main hypothesis (H01.5). The impact value was (0.161). This value reflects a positive impact on Excellence in

Customer. The sig value being reported (0.000) was under 0.05 facilitating to adopt the significant statistical impact value. Based on this finding, the fifth sub main hypothesis (H01.5) was rejected and the impact of (Digital Authentic Leadership) affects positively the Excellence in Customers in private schools in Amman.

4.3.1.6 Testing the Sixth Sub Main Hypothesis

H01.6 There is no impact of digital Authentic leadership on the outcome of society excellence in private (IBDP) schools in Amman at a level of significance of ($\alpha \leq 0.05$).

Table (4.14) indicates the testing results of the sixth sub-main hypothesis (H01.6). The impact value was (0.133). This value reflects a positive impact on Excellence in Customers. the sig value being reported (0.001) was beneath 0.05 helping to accept the significant statistical impact value. Accordingly, the sixth sub main hypothesis (H01.6) was rejected and the impact of (Digital Authentic Leadership) affects positively the Excellence in Customers in private schools in Amman.

4.3.2 Testing the Second Hypothesis:

H02: There is no impact of the digital leadership styles on digital empowerment in private (IBDP) schools in Amman at ($\alpha \leq 0.05$).

Table 4-15: Results of testing the second hypothesis (impact of Digital Leadership on Digital Empowerment)

Hypotheses	impact direction	β	Std.dev	t value	p-value	result
H02	Digital Leadership-> Digital Empowerment	0.659	0.041	16.08	0.000	Supported

tabulated t value at (0.05) level = 1.98

Table (4.15) submits the testing results of the second main hypothesis (H02). The observed impact value was (0.659). This value addresses a positive impact to Digital Empowerment. the sig value being reported (0.000) was less than 0.05 suggesting

supporting the significant statistical impact value. Relying on this result, the second main hypothesis (H02) was rejected and the impact of (Digital Leadership) affects positively the Digital Empowerment in private schools in Amman.

4.3.3 Testing the Third Hypothesis:

H0.3 There is no impact of the digital empowerment on organizational excellence in private (IBDP) schools in Amman at ($\alpha \leq 0.05$).

Table 4-16: Results of testing the third hypothesis (impact of Digital Empowerment on Organizational Excellence

Hypotheses	impact direction	β	Std.dev	t value	p-value	result
H03	Digital Empowerment -> Organizational Excellence	0.360	0.076	4.742	0.000	Supported

tabulated t value at (0.05) level = 1.98

Table (4.16) submits the testing results of the third main hypothesis (H03). They revealed the impact value was (0.360). This value points to a positive impact to Organizational Excellence. The reported sig value (0.000) was lower than 0.05 leading to adopting the significant statistical impact value. Depending on this finding, the third main hypothesis (H03) was rejected and the impact of (Digital Empowerment) affects significantly the Organizational Excellence in private schools in Amman.

4.3.4 Fourth hypothesis:

Table (4.17) illustrates the values of testing the fourth main hypothesis and the sub main

H0.4 Digital empowerment does not mediate the impact of digital leadership styles on the outcomes of excellence in private (IBDP) schools in Amman at ($\alpha \leq 0.05$).

Table 4-17: results of the fourth hypotheses, indirect effect of the of Digital Empowerment

Hypothesis	Mediation effect of Digital Empowerment on the relation between:	Total effect	Indirect Impact				Mediation %
			β	se	t	p-value	
H04	Digital Leadership -> Organizational Excellence	0.360	0.237	0.051	4.647	0.000	65.83
H04.1	Digital Leaderships -> People Excellence	0.365	0.241	0.042	5.738	0.000	66.03
H04.2	Digital Leaderships -> Customer Excellence	0.356	0.235	0.041	5.732	0.000	66.01
H04.3	Digital Leaderships -> Society Excellence	0.329	0.216	0.022	9.591	0.000	65.65

tabulated t value at (0.05) level = 1.98

Table (4.17) illustrates the magnitudes of indirect effect caused by the mediation of the Digital Empowerment on the relationship between digital leadership styles on the Organization Excellence in private schools in Amman, this value (0.237). The reported sig value was (0.000). Comparing the sig value to (0.05) value, it was clear that the sig value was lower, suggesting significant statistical indirect effect of the mediator variable (Digital Empowerment). concerning the mediation percentage caused by the mediator, it was (65.83 %). As the mediation percentage ranges between (20 – 80) % this leads to describing the role of the mediator as a partial mediation. According to the result obtained, the hypothesis was rejected and a conclusion that (Digital Empowerment) mediates the relationship between Digital Leadership Styles and Organization Excellence.

4.3.4.1 Testing the First Sub Main Hypothesis

Table (4.17) presents the magnitudes of indirect effect caused by the mediation of the Digital Empowerment on the relationship between digital leadership styles on the Excellence in people in the private schools in Amman, this value (0.241). The reported sig value was (0.000). the sig value was lower than (0.05), suggesting significant statistical indirect effect of the mediator variable (Digital Empowerment). concerning the mediation percentage caused by the mediator, it was (66.03 %). As the mediation

percentage ranges between (20 – 80) % this leads to describing the role of the mediator as a partial mediation. According to the result obtained, the first sub main hypothesis was rejected and a conclusion that (Digital Empowerment) mediates the relationship between Digital Leadership Styles and Excellence in People in the private schools in Amman.

4.3.4.2 Testing the Second Sub Main Hypothesis

Table (4.17) shows the values of indirect effect caused by the mediation of the Digital Empowerment on the relationship between digital leadership styles on the Excellence in Customers in the private schools in Amman, this value (0.235). The reported sig value was (0.000). The sig value was lower than (0.05), suggesting significant statistical indirect effect of the mediator variable (Digital Empowerment). concerning the mediation percentage caused by the mediator, it was (66.01 %). As the mediation percentage ranges between (20 – 80) % this leads to describing the role of the mediator as a partial mediation. According to the result obtained, the second sub main hypothesis was rejected and a conclusion that (Digital Empowerment) mediates the relationship between Digital Leadership Styles and Excellence in Customers in the private schools in Amman.

4.3.4.3 Testing the Third Sub Main Hypothesis

Table (4.17) depicts the values of indirect effect caused by the mediation of the Digital Empowerment on the relationship between digital leadership styles on the Excellence in Society in the private schools in Amman, this value (0.216). The reported sig value was (0.000). the sig value was lower than (0.05), suggesting significant statistical indirect effect of the mediator variable (Digital Empowerment). concerning the mediation percentage caused by the mediator, it was (65.65 %). As the mediation percentage ranges between (20 – 80) % this leads to describing the role of the mediator as a partial mediation. According to the result obtained, the third sub main hypothesis was rejected and a conclusion that (Digital Empowerment) mediates the relationship between Digital Leadership Styles and Excellence in Society in the private schools in Amman.

Chapter Five

Results Discussion and Recommendations

5.1 Introduction

5.2 Results and Discussion

5.3 Recommendations

5.4 Future Studies

Chapter Five

Results Discussion and Recommendations

5.1 Introduction

This chapter analyses the results that were discussed from the statistical analysis process of the sample members answers, highlighting the study variables. To add, this chapter will depict recommendations and future studies to consider.

5.2 Results and Discussion

5.1.1 Independent Variable. [Digital Leadership Styles]

To begin with, the results indicate the importance of the dimensions of digital leadership styles as an independent variable was high. The high results reflect that the level of applying digital leadership styles in IBDP schools in Amman is high; IBDP schools embed them as part of their aim to enhance creativity and innovation. Providing a high level of implementing digital leadership styles in IBDP schools in Amman reflects commitment to advancing technologically and enhancing communication, collaboration, training and appraisal in the field.

Digital Agile Leadership came in first place, because IBDP schools in Amman practice diverse ways to influence their staff in encouraging change, development, adopting new initiatives, accepting risk and governing tasks through digital transformation of all their activities. Therefore, a study by Rialti, & Filieri, (2024). hinder compatibility with the positive results of this study, confirming that digital agile leadership contributes to organizational excellence and empowerment to utilize new technologies in the digital world.

Digital Authentic Leadership, as the second dimension of digital leadership styles, came in second place, since IBDP schools in Amman aim to influence their staff in imbedding digital transformational activities and digitizing their operation. This agrees with the finding of Jock, B. (2024) and Azmy, & Mauludi, (2024) as they highlight the significant role of the digital authentic leader to be transparent to encourage and motivate people within the organization.

5.1.2 Dependent Variable [Organizational Excellence.]

The results of the study indicated that the significant importance of the dimensions of organizational excellence as the dependent variable was moderate. Excellence in customers came in as the first moderate value, followed by excellence in people and finally, excellence in society. Therefore, all the variables fall under moderate and need to be enhanced including: the school's ability to develop its human resources, gain the trust of its customers, and enhance its reputation and image in serving the community.

Moreover, an evaluation by Mohammed, & Laffta, (2024). Supports the findings and is compatible as it highlights that there is a moderate application of essential skills to enhance organizational excellence. Hence, this result shows that IBDP schools have the potential to establish high organizational excellence, a factor directly linked to the prosperity of the school.

5.2.3 Mediating Variable [Digital Empowerment]

The results of the study indicate that the level of digital empowerment and its relative importance was high. Most employees in IBDP schools in Amman within the diverse six managerial levels agreed that schools adopt digital empowerment to provide employees with the essential skills, knowledge and confidence of using technology effectively. Also, digital empowerment aims to broaden one's awareness and understanding of current

trends, characteristics of digital communities, yet address concerns depicting security and privacy. The studies of Lingling & Ye, (2023); Al-Ali, et al., (2024) agree that the results highlighting the essential aspect of encouraging digital practices to reach innovation and excellence yet ensure a safe and respectful environment that does not impact one's privacy and protects their security.

Discussing the results of the study hypotheses:

Discussing the first main hypothesis:

H0.1 There is no impact of the digital leadership styles on organizational excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$).

The result of the first main hypothesis shows that there is a statistically significant impact of digital leadership styles on organizational excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.346), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that the school does apply digital leadership styles, and it affects organizational excellence.

The researcher explains this result by deducing that various digital leadership styles, such as digital authentic leadership and digital agile leadership play a crucial role in

enhancing and promoting schools to reach organizational excellence in people, society and customers. One possible reason for this positive and high result is that schools aim to integrate education and digital leadership styles to motivate academics, enhance education, training instructors and staff to become better equipped with new innovative technologies and digital skills, which is clearly demonstrated in Hamdoun, (2021) research. To add, according to Valldeneu, et al., (2021) and Riski, & Rino, (2024) their study is compatible with this result by indicating that digital leadership styles enhances organizational performance to reach excellence, as the impact of the leader motivates employee and enhances workability emphasizing the role of a digital leader in fostering organizational effectiveness. Therefore, the study states that digital leadership practices drive excellence in organizational outcomes, which in turn reflects the results of this study.

Ultimately, these results show that digital leadership styles in private IBDP schools in Amman enhance organizational excellence, as it contributes to influencing staff to perform their tasks more efficiently and effectively. The first main null hypothesis was rejected; hence, digital leadership affects organizational excellence. Therefore, by testing the sub-hypotheses of the main hypothesis, the results showed the following:

Discussing the First Sub-Main Hypothesis of the First Main Hypothesis

H01.1 There is no impact of digital agile leadership on the outcome of people excellence in private (IBDP)schools in Amman at a level of significance of ($\alpha \geq 0.05$).

The result of the first sub-main hypothesis shows that there is a statistically significant impact of digital leadership styles on people excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.153), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse

managerial levels, agree that schools applying digital agile leadership affects people excellence.

These results have been deduced because digital agile leadership focuses on empowering employees towards change, development, adopting new initiatives, accepting risks, governing work through digital transformation and the digitization of their activities, which can encourage excellence in people. As the steps to transform digitally must have a clear human resource policy and plan to develop people's abilities, promoting creativity, motivation and opportunities to enhance.

For instance, if the school's administration takes the risk to embed new digital ideas, then it is willing to promote creativity and motivate its employees to enhance their performance within the organization. A study by Attar, & Abdul-Kareem, (2020), confirmed that agile leadership emphasizes the need for adaptivity, innovation, and fostering a culture of change. This mirrors the administration's role in embracing digital transformation by encouraging and implementing new ideas. Therefore, schools can ensure smooth transitions, motivate staff and build mechanisms that promote organizational growth and creativity. This in turn results in enhancing performance.

Thus, this reflects the importance of implementing effective digital leadership styles with the requirements to reach people excellence, which enhances the success of the excellence of IBDP schools in Amman. The first sub- main null hypothesis was rejected; hence, digital agile leadership affects people excellence.

Discussing the Second Sub-Main Hypothesis of the First Main Hypothesis

H01.2 There is no impact of the digital agile leadership on the outcome of customer excellence in private schools in Amman at a level of significance ($\alpha \geq 0.05$).

The result of the second sub- main hypothesis shows that there is a statistically significant impact of digital agile leadership on customer excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.142), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that the school does apply agile digital leadership, and it affects customer excellence.

These results have been deduced because digital agile leadership focuses on empowering employees towards change, development, adopting new initiatives, accepting risks, governing work through digital transformation and the digitization of their activities, which can encourage excellence in customers. Therefore, schools must understand the needs of the customers and the steps needed to meet these needs to develop their educational services; while ensuring quality, adopting transparency and responding to complaints.

To demonstrate, it is evident that digital agile leaders empower change and take risks that suit the needs of their customers as the school's administration recognizes the importance of reputation in building its good image which can be satisfied by taking in feedback from their customers. Although investigating how digital agile leadership styles may enhance customer excellence within the school, there are not any previous studies that explicitly highlight the role of digital agile leadership in regard to customer excellence. Therefore, the results indicate that the highest moderate mean value in this

investigation is excellence in customers with a mean of 3.57. The second sub- main null hypothesis was rejected; hence, digital agile leadership affects customer excellence.

Discussing the Third Sub-Main Hypothesis of the First Main Hypothesis

H01.3 There is no impact of the digital agile leadership on the outcome of society excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

The result of the third sub- main hypothesis shows that there is a statistically significant impact of digital agile leadership on society excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.227), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that the school does apply agile digital leadership, and it affects society excellence.

These results have been deduced because digital agile leadership focuses on empowering employees towards change, development, adopting new initiatives, accepting risks, governing work through digital transformation and the digitization of their activities, which can encourage excellence in society. Therefore, schools must understand the needs of using environmentally friendly methods, adopting initiatives that enhanced community capabilities, strengthening relationships with community members, involving them in improving the educational process, and sharing knowledge with them about the latest and most beneficial developments in educating and nurturing future generations.

For example, digital agile leaders empower development and adopting new initiatives by dealing with reliable suppliers to meet their needs, implementing social responsibility practices, contributing positively to societal well-being, and other sustainability initiatives that benefit the local community. This is compatible with the study by Stoian,

M. (2023) Which highlights that digital agile leadership is effective when it highlights the needs of the society as digital agile leaders embrace adaptability, and innovation to address rapid changes and challenges that technology imposes. Hence, by adopting the characteristics of an agile leader, it will ensure sustainable growth and prosperity in society. The third sub main null hypothesis was rejected; hence, digital agile leadership affects society excellence.

Discussing the Fourth Sub-Main Hypothesis of the First Main Hypothesis

H01.4 There is no impact of the digital authentic leadership on the outcome of people excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

The result of the fourth sub- main hypothesis shows that there is a statistically significant impact of digital authentic leadership on people excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.267), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that the school does apply authentic digital leadership, and it affects people excellence.

These results have been produced because digital authentic leadership focuses on influencing their staff by implementing digital transformation activities and digitizing all their operations. Once this has been applied, it can encourage creativity, motivate employees to work as a team, and provide opportunities for advancing their career path. For instance, if the school's administration encourages all members to take part in digital initiatives, it will effectively motivate its employees and encourage them to participate in the decision-making process.

A study by Azmy, A., & Mauludi, S. (2024) is compatible with the evidence above, because in his research he indicates that digital authentic leadership impacts people by highlighting how it influences organizational commitments and reduces turnover. In other words, authentic leadership fosters trust, transparency and a sense of purpose among employees which are critical in digital workplace, rapid change, and technological advancements. Hence by addressing employees' needs for connection and alignment with organizational goals, digital authentic leaders enhance commitment thus improving employee's retention and reducing turnover. The fourth sub main null hypothesis was rejected; hence, digital authentic leadership affects people excellence.

Discussing the Fifth Sub-Main Hypothesis of the First Main Hypothesis

H01.5 There is no impact of the digital authentic leadership on the outcome of customer excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

The result of the fifth sub- main hypothesis shows that there is a statistically significant impact of digital authentic leadership on customer excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.161), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that the school does apply authentic digital leadership, and it affects customer excellence.

These results have been produced because digital authentic leadership focuses on influencing their staff by implementing digital transformation activities and digitizing all their operations. Once this has been applied, it can encourage the institution to identify the needs of their customers and work with them to meet them, develop educational services and ensure they respond to customer complaints with care and objectivity. To

demonstrate, if an institution wishes to imbed digital transformation as part of their plan, they must ensure that the quality of educational service meets the customers' needs and wants.

A study by Butler-Henderson, K., & Crawford, J. (2020) indicates that digital authentic leaders have a positive impact on customers by emphasizing the role of the authentic leaders' behaviors and fostering digital empowerment and fluency. This is compatible with my study as it indicates that educators who demonstrate authentic leadership can significantly enhance digital skills and empowerment of their students preparing them for personal and professional success in a technology driven world. Similarly, digital authentic leadership fosters an environment where employees are supported and developing digital fluency innovation and adaptability. This in turn, empowers employees to become better equipped to create meaningful immersive and customer-focused experiences through utilizing advanced technologies. This approach enhances customer satisfaction and loyalty by delivering cutting edge personalized solutions. The fifth sub- main null hypothesis was rejected; hence, digital authentic leadership affects customer excellence.

Discussing the Sixth Sub-Main Hypothesis of the First Main Hypothesis

H01.6 There is no impact of the digital authentic leadership on the outcome of society excellence in private (IBDP) schools in Amman at a level of significance ($\alpha \geq 0.05$)

The result of the sixth sub- main hypothesis shows that there is a statistically significant impact of digital authentic leadership on society excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.133), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools,

in diverse managerial levels, agree that the school does apply authentic digital leadership, and it affects society excellence.

These results have been produced because digital authentic leadership focuses on influencing their staff by implementing digital transformation activities and digitizing all their operations. Once this has been applied, the school management can develop the community through using environmentally friendly methods, adopting initiatives that enhance community capabilities, strengthening relationships with the community members, and involving them in improving their educational process through sharing knowledge with them. For example, if the school wishes to involve all members in digital transformation plans, it must contribute positively to societal well-being, use environmentally friendly methods that benefit the needs of the community.

A study by Durrah, O., Charbatji, O., Chaudhary, M., & Alsubaey, F. (2024) states that authentic leadership and its 4 dimensions self-awareness relational transparency balanced processing and internalized moral perspective aligns with the concept of involving all its members in digital transformation plans within schools or organizations. Furthermore, employing authentic leadership principles allows schools to navigate digital transformation in ways that are ethically inclusive and aligned with the broader goal of societal well-being and environmental sustainability. Moreover, this ensures that transformation benefits not only the organization, but the community it serves. The sixth sub- main null hypothesis was rejected; hence, digital authentic leadership affects society excellence.

Discussing the Second Main Hypothesis

H0.2 There is no impact of the digital leadership styles on digital empowerment in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

The result of the second main hypothesis shows that there is a statistically significant impact of digital leadership styles on digital empowerment in private IBDP schools in Amman, as the coefficient of determination reached (0.659), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, at diverse managerial levels, agree that digital leadership styles, impact digital empowerment.

The researcher explains this result by deducing that various digital leadership styles, such as digital authentic leadership and digital agile leadership play a crucial role in enhancing and promoting schools to reach organizational excellence in people, society and customers. One possible reason for this positive and high result is that schools aim to provide employees with the essential skills, knowledge and confidence to use technology effectively in the workplace. In addition, developing their awareness and understanding of current digital trends, the characteristics of a digital community and concerns related to security and privacy. Therefore, if school administration keeps up with updates to digital systems, it should empower users to experiment with new digital technologies, have freedom to make digital decisions, share their information and use digital platforms effectively.

A study by Jiménez-Pitre et al., (2024) illicitly highlights digital leadership styles but it indicates the importance of teacher's digital competencies that are linked to leadership styles of educators in the digital realm. In other words, digital leadership styles influenced how effectively educators utilize digital tools in their teaching. To add, the role of the instructor in fostering trust and confidence is highlighted which directly correlates with

the leadership style. As a leader, the leader must empower students to embrace and effectively use digital tools in their learning. The second main null hypothesis was rejected; hence, digital leadership styles do impact digital empowerment.

Discussing the Third Main Hypothesis

H0.3 There is no impact of the digital empowerment on organizational excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

The result of the third main hypothesis shows that there is a statistically significant impact of digital empowerment on organizational excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.360), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that digital empowerment impacts organizational excellence.

Braojos, J., Weritz, P., & Matute, J. (2024). Study examines how digital leadership and continuous learning environment mediate the impact of digital transformation capabilities on organizational commitments. The study highlights that leveraging technologies and creating new organizational identities are crucial for competitiveness. Also, the researcher indicates that understanding how digital transformation affects employees and their commitment is equally important. The findings of this study showed that the mediator plays a significant role in fostering organizational commitment contributing to the broader understanding of how digital impairment can drive organizational excellence by aligning employee engagement and workplace dynamics with digital transformation efforts. The third main null hypothesis was rejected; hence, digital empowerment does impact organizational excellence.

Discussing the Fourth Main Hypothesis

H0.4 Digital empowerment does not mediate the impact of digital leadership styles on the outcomes of excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

The result of the fourth main hypothesis shows that there is a statistically significant impact of digital empowerment as a mediator impacting digital leadership styles on the outcomes of organizational excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.237), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that digital empowerment mediates the impact of digital leadership styles on the outcomes of organizational excellence in private IBDP schools.

Digital empowerment highlights the essential skills, knowledge and confidence needed to use technology effectively in the workplace. Therefore, if digital leaders promote and encourage their employees and users effectively and efficiently then outcomes of excellence will be evident. A study by Valldeneu, M., Tarrats, E., & Ferràs,

X. (2021) indicates that digital leaders will adopt transformational digital leadership styles that can foster environments where employees feel empowered to use technology effectively. Therefore, this empowerment mediates the impact of leadership promoting organizations to achieve excellence by enhancing their skills boosting their morale and developing collaborative successfully. The fourth main null hypothesis was rejected; hence, digital empowerment does mediate the impact of digital leadership styles on organizational outcomes of excellence.

Discussing the First Sub-Main Hypothesis of the Fourth Main Hypothesis

H0.4.1 Digital empowerment does not mediate the impact of Digital leadership styles on the outcome of people excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

The result of the first- fourth sub main hypothesis shows that there is a statistically significant impact of digital empowerment as a mediator impacting digital leadership styles on the outcomes of people excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.241), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that digital empowerment mediates the impact of digital leadership styles on the outcomes of people excellence in private IBDP schools.

A study by Lingling, L., & Ye, L. (2023) shows that digital empowerment goes beyond adopting technology as it requires integrating digital tools into corporate strategy and fostering adaptability and collaboration. To add, digital leaders who promote a supportive organizational structure, enhance emotional ability and reduce disordered atmosphere, while empower employees to innovate and excel by fostering digital training, fostering trust and building psychological contracts, digital leadership ensures that empowerment drives teamwork collaboration and outstanding performance within the organization. The first- fourth sub main null hypothesis was rejected; hence, digital empowerment does mediate the impact of digital leadership styles on people excellence.

Discussing the Second Sub-Main Hypothesis of the Fourth Main Hypothesis

H0.4.2 Digital empowerment does not mediate the impact of Digital leadership styles on the outcome of customer excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$).

The result of the second- fourth sub main hypothesis shows that there is a statistically significant impact of digital empowerment as a mediator impacting digital leadership styles on the outcomes of customer excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.235), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that digital empowerment mediates the impact of digital leadership styles on the outcomes of customer excellence in private IBDP schools.

To demonstrate, by understanding the customer's needs and wants and reflecting on their feedback can allow institutions to reassess their current skills knowledge and confidence of using technology, by reflecting on their current digital trends that suit their satisfaction

Al-Ali, et al., (2024). In this study the researcher identifies digital empowerment as a key factor influenced by aspects of digital education respect and protection. The researcher indicates how it aims to improve academic performance showing its pivotal role in shaping positive outcomes in digital environments. In other words, digital empowerment serves as a mediating factor between digital leadership styles and outcomes like customer excellence. The second- fourth sub main null hypothesis was rejected; hence, digital empowerment does mediate the impact of digital leadership styles on customer excellence

Discussing the Third Sub-Main Hypothesis of the Fourth Main Hypothesis

H0.4.3 Digital empowerment does not mediate the impact of Digital leadership styles on the outcome of society excellence in private (IBDP) schools in Amman at ($\alpha \geq 0.05$)

The result of the third- fourth sub main hypothesis shows that there is a statistically significant impact of digital empowerment as a mediator impacting digital leadership styles on the outcomes of society excellence in private IBDP schools in Amman, as the coefficient of determination reached (0.216), and the level of statistical significance is less than 0.05. This also means that employees in IBDP schools, in diverse managerial levels, agree that digital empowerment mediates the impact of digital leadership styles on the outcomes of society excellence in private IBDP schools.

Moreover, a study by Aramburuzabala, et al., (2024) is compatible with this as it states the importance of integrating technology to foster societal impact and develop skills aligned with the sustainable development goals that is needed to make a better future. To add digital leadership in schools, facilitate the adoption of technology and empower educators and students to use digital tools effectively. Also, it highlights the necessity of leadership in achieving organizational excellence and promoting digital culture within institutions that could benefit society. This is compatible with the outcomes of this study as digital leaders must be aware of digital trends, understand the characteristics of digital communities, and the concerns related to security and privacy when practicing digital leadership styles, to ensure that the institution uses environmentally friendly methods, that strengthens relationships with the community members by involving them in improving the educational process and sharing knowledge. The third- fourth sub main null hypothesis was rejected; hence, digital empowerment does mediate the impact of digital leadership styles on society excellence.

5.3 Recommendations

- 1- Schools must prioritize digital leadership development by investments made in training programs and workshops that equip school leaders, such as data-driven decision-making, technology integration and virtual team management. These enhance their ability to implement digital tools effectively, foster innovation and adapt to evolving educational technologies.
- 2- The researcher encourages digital agile leaders in IBDP Schools to create a supportive environment that aims to encourage experimentation, by allowing teachers and students to explore new digital tools and teaching methods and risk-taking, by promoting a culture where mistakes are seen as learning opportunities, and continuous learning by offering workshops and resources to enhance digital skills in the digital world.
- 3- Encourage the school's administration to evaluate the performance of all its members, by utilizing digital tools and platforms to streamline the performance evaluation process. This can be achieved by implementing online evaluation platforms using digital systems like Google Forms or specialized software to collect performance feedback. Also, by using analytics and AI tools to analyze performance trends with AI-driven insights.
- 4- The schools' administration must equip staff with the necessary digital tools technologies and training to enhance their skills and productivity, by allowing the authentic digital leader to empower their staff into digitalizing their processes. This can be achieved by providing access to digital tools to ensure teachers have the necessary software, smart boards, and devices. In addition, conducting regular training sessions to organize workshops on digital tools and emerging technologies that effectively educate employees. Lastly, encouraging continuous

IT support is essential as it provides a dedicated team for troubleshooting and guidance when faced with an issue.

- 5- The school's administration must ensure that the implementation of digital technologies and the pursuit of digital excellence does not negatively impact employees' stability by assessing their perspectives and gathering feedback. This is achieved by conducting regular surveys to gather feedback on digital changes and their impact on the staff. Also, organize meetings to address concerns and suggestions. Most importantly, ensuring a gradual implementation where new technologies are introduced in phases to avoid overwhelming staff.
- 6- School administration enhances how it educates employees on how to manage personal information. Such as conducting regular training sessions on topics such as data security basics, utilizing technology to enhance data security, and keeping the employees informed with the latest data security threats and best practices. To emphasize school administration should consider regular training sessions and provide staff with secure platforms and tools to store and share personal information safely, and conduct practice drills to identify and respond to potential security breaches.
- 7- The school's administration must enhance people's excellence by encouraging employees to participate in decision-making. For example, conducting meetings where employees can freely express their decisions, fill out surveys digitally, or delegate employees' specific tasks encouraging them to take risks in decision-making. Such as assigning specific tasks or project employees giving them the authority to make decisions and take ownership, acknowledging and rewarding employees for their contribution to the decision-making processes, and reviewing outcomes of employee decisions to provide constructive feedback and foster-growth.

- 8- The school's administration must enhance how the school involves stakeholders in the development of its educational services to enhance its excellence in customers. For example, schools can consider utilizing technology to enhance engagement by using online platforms, digital portfolios, and virtual learning environments where parents and any other party can have access to information about their child's progress and to facilitate communication with teachers.
- 9- Enhancing excellence in society by organizing seminars that support the development of community capabilities, such as schools collaborating with other schools, or local organizations, businesses, and community leaders to co-organize and deliver seminars to demonstrate their expertise and resources. For example, partnering with nearby schools to organize joint seminars sharing resources, knowledge and expertise to benefit a larger community. Apart from collaborating with other schools, inviting local nonprofit culture institutions or government bodies to lead seminars that provide practical knowledge or skills to community members

5.4 Future Studies

- 1- Conduct a longitudinal study to assess the long-term impact of digital leadership styles on the outcomes of organizational excellence, using a mediating role and diverse business organizations.
- 2- Explore the applicability of the study findings across different fields to understand the generalizability of the result.
- 3- Compare the effectiveness of digital leadership styles on organizational excellence through the mediating role in public schools in Amman.
- 4- Conduct deeper investigation on the impact of digital leadership styles on other organizational excellence aspects.
- 5- Extend the research to a global context to analyze how culture differences impact the idea of digital leadership styles on the outcomes of organizational excellence through the presence of an intervening variable
- 6- Introduce a moderator instead of a mediator in the study. To explain, this suggests considering the introduction of a moderator variable in the future studies, as this approach allows for more understanding of the relationship between the variables by examining the underlying mechanism or processes that might influence digital leadership styles on the outcomes of organizational excellence.

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Appendix

Appendix 1: The interview conducted that highlighted the schools' interest in the topic:

Interviewee	Institution	Questions and responses	Time Taken
Ms. Maria Abu Khader	Asamiah International School	<p>1. Do you think that the school faces challenges in achieving excellence due to threats from competitors and intense competition? Discuss.</p> <p>The education Field is generally a competitive market. Every school in Jordan Amman has something unique to offer. For instance, we pride ourselves in the blended learning structure we have at school that includes the use of digital tools to enhance and enrich communication and participation</p> <p>2. Do you think that the process of achieving excellence is linked to external factors, and/or internal factors, such as leadership practices and empowerment? Explain.</p> <p>achieving excellence is highly linked to both external and internal factors. In other words, our school promotes employees internally through constant training and improvements when embedding a new system of communication. Also, we encourage teachers, students and parents to reflect their capabilities in regard to innovation. Not only do we achieve excellence internally amongst teachers and students, but we also reflect our organizational excellence by helping the community through service as actions projects, such as creating awareness campaigns online to reach a global audience</p> <p>3. Does your school principal practice digital leadership remotely through collaboration and working together seamlessly to improve network performance and how?</p> <p>our principal communicates with us as a leader and digital leader in multiple ways. We use Microsoft 365 to communicate with each other. For example, we use it to send and respond to emails, create a OneDrive folder to share information, use surveys to evaluate ourselves and others, as a form of appraisal.</p> <p>This ensures effective communication when</p>	6 minutes

Interviewee	Institution	Questions and responses	Time Taken
		<p>needed and it enhances our documentation practices.</p> <p>4. When your principal practices digital leadership, does he/she tend to behave in ways that include collaboration, and teamwork or does he/she tend to behave in ways that represent the values of the workplace, transparency and empower their employees to make a difference through developing relationships of high quality?</p> <p>our principal practices both forms of leadership. The principal at our school encourages collaboration through personal development sessions that aim to innovate and create new ways to reach organizational excellence which in turn gives the institution a competitive advantage. Also, as lifelong learners and educators we are always encouraged to formulate connections to make a global positive difference</p> <p>5. To what extent does your school principal provide employees with the skills, knowledge and confidence to use technology?</p> <p>our principal is a true digital leader. Every new academic year, an induction week is prepared beforehand to ensure that all teachers, students and parents are aware of the digital tools used throughout the year. To emphasize, if we are not confident a detailed session on how to use these tools is held, prior the academic year and if any changes occur, we are directly informed and trained whether as teachers, students or parents.</p> <p>Here is the translation of the provided text into Arabic:</p> <p>تعتقد أن المدرسة تواجه تحديات في تحقيق التميز بسبب تهديدات المنافسين والمنافسة الشديدة؟ ناقش بعد مجال التعليم عموماً سوفاً تنافسياً. كل مدرسة في عمان، الأردن لديها شيء فريد لتقدمه. على سبيل المثال، نحن نفتخر بالهيكل التعليمي المدمج الذي نعتمده في المدرسة والذي يتضمن استخدام الأدوات الرقمية لتعزيز وإثراء التواصل والمشاركة</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>هل تعتقد أن عملية تحقيق التميز مرتبطة بعوامل خارجية و/أو داخلية، مثل ممارسات القيادة والتمكين؟ وضح تحقيق التميز مرتبط بشكل كبير بالعوامل الخارجية والداخلية. بعبارة أخرى، مدرستنا تروج لموظفيها داخلياً من خلال التدريب المستمر والتحسينات عند تطبيق نظام جديد للتواصل. كما نشجع المعلمين والطلاب وأولياء الأمور على إظهار قدراتهم فيما يتعلق بالابتكار. نحن لا نحقق التميز فقط داخلياً بين المعلمين والطلاب، بل نعكس تميزنا المؤسسي من خلال مساعدة المجتمع عبر مشاريع الخدمة مثل حملات التوعية عبر الإنترنت للوصول إلى جمهور عالمي هل يقوم مدير المدرسة بممارسة القيادة الرقمية عن بعد من خلال التعاون والعمل معاً بشكل سلس لتحسين الأداء الشبكي وكيف يتواصل مديرنا معنا كقائد وكمسؤول رقمي بطرق متعددة.</p>	

		<p>للتواصل مع بعضنا البعض. Microsoft 365 نحن نستخدم</p> <p>على سبيل المثال، نستخدمه لإرسال واستقبال البريد لمشاركة المعلومات، OneDrive الإلكتروني، وإنشاء مجلد واستخدام الاستطلاعات لتقييم أنفسنا والآخرين كنوع من التقدير. هذا يضمن التواصل الفعال عند الحاجة ويعزز من ممارسات التوثيق لدينا عندما يمارس مديرنا القيادة الرقمية، هل يميل إلى التصرف بطرق تتضمن التعاون والعمل الجماعي أم يميل إلى التصرف بطرق تمثل قيم مكان العمل، الشفافية، وتمكين الموظفين من إحداث فرق من خلال تطوير علاقات ذات جودة عالية؟</p> <p>يمارس مديرنا كلا النوعين من القيادة. يشجع مدير المدرسة لدينا على التعاون من خلال جلسات التطوير الشخصي التي تهدف إلى الابتكار وإنشاء طرق جديدة للوصول إلى التميز المؤسسي، مما يمنح المؤسسة ميزة تنافسية. وأيضاً، كمتعلمين مدى الحياة ومعلمين، نحن دائماً مشجعون على تكوين روابط لإحداث فرق إيجابي على مستوى عالمي إلى أي مدى يوفر مدير المدرسة المهارات والمعرفة والثقة للموظفين لاستخدام التكنولوجيا؟</p> <p>مديرنا هو قائد رقمي حقيقي. كل عام دراسي جديد، يتم إعداد أسبوع تمهيدي مسبقاً للتأكد من أن جميع المعلمين والطلاب وأولياء الأمور على دراية بالأدوات الرقمية المستخدمة طوال العام. للتأكيد، إذا لم تكن واثقين، يتم عقد جلسة مفصلة حول كيفية استخدام هذه الأدوات قبل بداية العام الدراسي، وإذا حدثت أي تغييرات، يتم إبلاغنا وتدريبنا مباشرة سواء كنا معلمين أو طلاباً أو أولياء أمور</p>	
Interviewee	Institution	Questions and responses	Time Taken
Mrs. Lara Maayah	Amman Baptist School	<p>1- Do you think that the school faces challenges in achieving excellence due to threats from competitors and intense competition? Discuss.</p> <p>Before I answer your question, I want to tell you that our school has three systems. This school teaches three systems in Jordan, and I admit that there are more than one school but we as a special school embed the three. Our school has been operating for 50 years. It started embedding the national system, then IGCSE system and finally the IBDP system. Now, in our school there are three systems from KG to grade 12. Now, we as a school are distinguished because we have these three systems, and we are happy to have them. We can consider them as a special feature of this school.</p> <p>Now, are there any strong competitors? I would say yes, especially that the systems are very well known, schools are using them. But we have a feature in our school that gives us a competitive advantage, that our teachers are qualified.</p> <p>To add, we always help them to excel with all the developments that are happening in the world. This is for the teachers. And for the administration, we consider our communication skills to be present with the parents at all times.</p> <p>5 Do you think that the process of achieving excellence is linked to external factors, and/or internal factors, such as leadership practices and empowerment? Explain.</p> <p>To begin with, the term empowerment is linked to</p>	15 minutes

		<p>the role of the teachers being constantly empowered to reflect this on their student. In other words, we ensure that our teachers are all equipped to having all the necessary new updated things. So, every year we always have training, always have a look at what's new in any system of the three systems. We are always in contact with the people in charge of these systems so that our teachers can take these trainings and be aware of what is happening.</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>5 Does your school principal practice digital leadership remotely through collaboration and working together seamlessly to improve network performance and how?</p> <p>In our school, every director, consultant or stakeholder either contacts face-to-face, or digitally, such as sharing a PowerPoint that consists of important data where all members in the institution must know of it. Again, they can share it with each other, and everyone can communicate with each other.</p> <p>The students, use education. Education means that the students, not just the teachers, can share information with each other and the students can get everything they share with the teachers. Any teacher who goes out and takes any training can communicate it, such as they can participate and share it on the school's drive, or they can participate in a meeting digitally using 'Zoom.' Thus, we always do training with the teachers so that they can use any platform we have provided, regardless of the name.</p> <p>Our principal and those that are ranked higher in the institution encourage training in multiple ways some can travel, someone can take a Zoom, depending on the company. For example, there are companies that do online training. When you do the training, you do it online. Then it's shared with everyone.</p> <p>5 When your principal practices digital leadership, does he/she tend to behave in ways that include collaboration, and teamwork or does he/she tend to behave in ways that represent the values of the workplace, transparency and empower their employees to make a difference through developing relationships of high quality?</p> <p>I want to be clear and transparent. We emphasize the importance of collaboration and teamwork. These things are there so we can achieve the vision. This vision has a message and objectives. All these things will not be achieved in school if we don't work together. Our manager always tries to have</p>	

		cooperation and collective work. At the same time, these two things are a hindrance to achieving the things that are in school. Of course, this does not happen if our manager does not empower	
Interviewee	Institution	Questions and responses	Time Taken
		<p>the employees to be able to make a difference. So, the teachers and all members establish effective teamwork, to achieve the goal of the school. To add, the principal follows the school's hierarchy in a way that ensures that collaboration is effective at all the institutions levels. In other words, the principal highlights the need for the director and the director communicates it to the head of the départements where all can work together effectively ensuring high quality.</p> <p>5 To what extent does your school principal provide employees with the skills, knowledge and confidence to use technology?</p> <p>After the coronavirus, schools started using digital more. And they started relying more on it. Now, we don't have to meet together face-to face, we can share something, or meet on Zoom or any other application together, depending on what the school uses. So, the development has been very big. Even the teachers have started using their own apps.</p> <p>The teachers now have the ability to use any platform or any digital tool that is available to anyone. As a trait, it must be available to every teacher, every administrator, and everyone who wants to enter the school. The trait is digital skills and awareness.</p> <p>Every system in the school uses a specific platform, for instance, the national program's systems are provided by the ministry, whereas, IGCSE system is provided by Cambridge and finally IBDP from the IB. The principal selects specific individuals to attend these meetings to learn and understand new technologies and utilize them. This can be achieved by training members within our institution and share their knowledge and understanding in our personal development sessions.</p> <p>Lara Maayah stated at the end of the interview, “ Any school that does not use technology nor establishes digital transformation cannot withstand any changes nor meet the demands.”</p> <p>مدرسة تواجه تحديات في تحقيق التميز بسبب تهديدات من المنافسين والمنافسة الشديدة؟ ناقش</p>	

Interviewee	Institution	Questions and responses	Time Taken
		<p>قبل أن أجيب على سؤالك، أود أن أخبرك أن مدرستنا لديها ثلاثة أنظمة تعليمية. هذه المدرسة تعلم ثلاثة أنظمة تعليمية في الأردن، وأتترف أن هناك أكثر من مدرسة واحدة ولكن نحن كمدرسة خاصة ندمج الثلاثة. لقد كانت مدرستنا تعمل منذ 50 عامًا. بدأت بتطبيق النظام الوطني، ثم نظام IGCSE النظام وأخيرًا IBDP.</p> <p>الآن، في مدرستنا، هناك ثلاثة أنظمة من رياض الأطفال حتى الصف الثاني عشر. نحن كمدرسة نتميز بوجود هذه الأنظمة الثلاثة، ونحن سعداء بوجودها. يمكننا اعتبارها ميزة خاصة لهذه المدرسة الآن، هل هناك منافسين أقوياء؟ سأقول نعم، خاصة أن هذه الأنظمة معروفة جيدًا وتستخدمها المدارس الأخرى. لكن لدينا ميزة في مدرستنا تعطينا ميزة تنافسية، وهي أن معلمينا مؤهلين.</p> <p>بالإضافة إلى ذلك، نحن دائمًا نساعدهم على التفوق من خلال متابعة كل التطورات التي تحدث في العالم. هذا بالنسبة للمعلمين. وبالنسبة للإدارة، نعتبر أن مهارات التواصل لدينا حاضرة مع أولياء الأمور في جميع الأوقات هل تعتقد أن عملية تحقيق التميز مرتبطة بعوامل خارجية و/أو داخلية، مثل ممارسات القيادة والتمكين؟ وضح في البداية، يرتبط مصطلح التمكين بدور المعلمين الذين يتم تمكينهم باستمرار ليعكسوا ذلك على طلابهم. بعبارة أخرى، نحرص على أن يكون معلمونا مجهزين بكل الأشياء الجديدة والمحدثة الضرورية. لذلك، كل عام لدينا دائمًا</p> <p>يب، ونطلع دائمًا على ما هو جديد في أي من الأنظمة الثلاثة. نحن دائمًا على اتصال مع المسؤولين عن هذه الأنظمة حتى يتمكن معلمونا من الحصول على هذه التدريبات. ويكونوا على دراية بما يحدث هل يمارس مدير المدرسة القيادة الرقمية عن بعد من خلال التعاون والعمل معًا بشكل سلس لتحسين الأداء الشبكي وكيف؟</p> <p>في مدرستنا، يتواصل كل مدير، مستشار أو أصحاب المصالح إما وجهًا لوجه أو رقميًا، مثل مشاركة عرض تقديمي يحتوي على بيانات هامة يجب أن يكون جميع أعضاء المؤسسة على دراية بها. مرة أخرى، يمكنهم مشاركتها مع بعضهم البعض ويمكن للجميع التواصل مع بعضهم البعض</p> <p>الطلاب، يستخدمون التعليم. التعليم يعني أن الطلاب، وليس فقط المعلمين، يمكنهم مشاركة المعلومات مع بعضهم البعض ويمكن للطلاب الحصول على كل شيء يشاركه المعلمون. أي معلم يخرج ويتلقى أي تدريب يمكنه نقله، مثل</p> <p>شاركة في محرك المدرسة، أو المشاركة في اجتماع رقمي باستخدام "زووم". لذلك، نقوم دائمًا بتدريب المعلمين على كيفية استخدام أي منصة توفرها، بغض النظر عن اسمها</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>يشجع مديرنا ومن هم في المناصب العليا في المؤسسة على التدريب بطرق متعددة. بعضهم يسافر، والبعض الآخر يتلقى تدريبًا عبر الإنترنت، حسب الشركة. على سبيل المثال، هناك شركات تقدم تدريبًا عبر الإنترنت. عندما تقوم بالتدريب، تقوم به عبر الإنترنت. ثم يتم مشاركته مع الجميع عندما يمارس مدير القيادة الرقمية، هل يميل إلى التصرف بطرق تتضمن التعاون والعمل الجماعي أم يميل إلى التصرف بطرق تمثل قيم مكان العمل، الشفافية، وتمكين الموظفين من إحداث فرق من خلال تطوير علاقات ذات جودة عالية؟</p> <p>أود أن أكون واضحًا وصريحًا. نحن نحرص على أهمية التعاون والعمل الجماعي. هذه الأمور موجودة حتى تتمكن من تحقيق الرؤية. هذه الرؤية لها رسالة وأهداف. لن نتحقق كل هذه الأمور في المدرسة إذا لم نعمل معًا. مديرنا دائمًا يحاول تحقيق التعاون والعمل الجماعي. في نفس الوقت، هناك الأمران يعتبران عائقًا لتحقيق الأشياء الموجودة في المدرسة. بالطبع، هذا لا يحدث إذا لم يقم مديرنا بتمكين</p>	

		<p>الموظفين ليكنوا قادرين على إحداث فرق. لذلك، يقوم المعلمون وجميع الأعضاء بتأسيس عمل جماعي فعال لتحقيق هدف المدرسة. بالإضافة إلى ذلك، يتبع المدير الهيكل التنظيمي للمدرسة بطريقة تضمن أن يكون التعاون فعالاً على جميع مستويات المؤسسة. بعبارة أخرى، يسلط المدير الضوء على الحاجة إلى المدير والمدير يتواصل مع رؤساء الأقسام حيث يمكن للجميع العمل معاً بفعالية لضمان الجودة العالية.</p> <p>المهارات والمعرفة والثقة للموظفين لاستخدام التكنولوجيا! بعد جائحة كورونا، بدأت المدارس في استخدام التكنولوجيا الرقمية بشكل أكبر. وبدأت في الاعتماد عليها بشكل أكبر. الآن، ليس علينا أن نجتمع وجهاً لوجه، يمكننا مشاركة شيء ما، أو الاجتماع على زووم أو أي تطبيق آخر معاً، حسب ما تستخدمه المدرسة. لذا، كان التطور كبيراً جداً. حتى أن المعلمين بدأوا في استخدام تطبيقاتهم الخاصة. الآن، لدى المعلمين القدرة على استخدام أي منصة أو أداة رقمية متاحة لأي شخص. كخاصية، يجب أن تكون متاحة لكل معلم، كل إداري، وكل شخص يريد دخول المدرسة. الخاصية التي هي المهارات الرقمية والوعي</p> <p>كل نظام في المدرسة يستخدم منصة معينة، على سبيل المثال، أنظمة البرنامج الوطني يتم توفيرها من قبل الوزارة، يتم توفيرها من قبل كامبريدج IGCSE في حين أن نظام يختار المدير أفراداً IB. من قبل ال-IBDP وأخيراً نظام</p> <p>معينين لحضور هذه الاجتماعات لتعلم وفهم التكنولوجيا الجديدة واستخدامها. يمكن تحقيق ذلك من خلال تدريب الأعضاء داخل مؤسستنا ومشاركة معرفتهم وفهمهم في جلسات التطوير الشخصي.</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>المياح قالت في نهاية المقابلة: "أي مدرسة لا تستخدم التكنولوجيا ولا تؤسس تحولاً رقمياً لن تتمكن من الصمود أمام أي تغييرات ولا من تلبية المتطلبات."</p>	
Mrs. Tereza Kandah	Ahliyyah and Mutran	<p>1. Do you think that the school faces challenges in achieving excellence due to threats from competitors and intense competition? Discuss.</p> <p>Yes, of course, this is a part of it. It is divided into several parts. The first part is the existing facilities. Of course, our school is well-known and we have well-known graduates. We offer the best services. But there is one limitation in the space.</p> <p>This can be reflected in the school and the other thing is that there is a high competition which is recruiting teachers from other schools and most of the departments are paid more and this is because some schools don't have a scale so they don't have a problem with having a staff in the same place but people with higher salaries than people. It's not right, but at the moment, there are schools that are working on this issue, and we don't do that. We always want to have justice, we want to have a unified salary scale for the team, with the other considerations, some aspects, including the rarity, including the qualifications that the person has in their eyes, and so on.</p> <p>2. Do you think that the process of achieving excellence is linked to external factors, and/or</p>	7 Minutes and 43 seconds

		<p>internal factors, such as leadership practices and empowerment? Explain.</p> <p>Yes, of course. Regardless of the space, regardless of the financial aspects, the nature of the leadership in the school, how much it supports the staff, how much it gives empowerment to the people present. We don't limit the person to grow in the school, to develop and work with their skills. On the contrary, anything that is about developing one's skills and gaining new experiences, we don't stop in the way. On the contrary, the school supports this. and this is a part of what makes Ahliyat Al-Mutran special, how much we are investing in our resources, and we don't put any limits on this, we want people to learn,</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>and we want to focus on our students To add, we have scheduled training sessions to ensure empowerment. This depends on the needs of the département, skills required and the requirements of the IBDP. We train on a weekly basis. This is applied to all the levels in the institution.</p> <p>3. Does your school principal practice digital leadership remotely through collaboration and working together seamlessly to improve network performance and how?</p> <p>Yes, we also use the platforms available in the school that enable the administration to always have a comprehensive and integrated idea of performance One of them is the performance evaluation We do this through the system So it goes through a specific workflow between the evaluator, who is usually the coordinator. Then it goes to the direct manager Then all this data is collected in a specific way of reports So that it is accessible to the general administration. And of course, you know that this is part of it, it has to do with the decisions that the school makes, whether it is developing the skills of this person, or completing his contract, or not renewing the contract. So, all of this, one cannot control it unless they have the systems that enable them to collect data and at the same time analyze it.</p> <p>4. When your principal practices digital leadership, does he/she tend to behave in ways that include collaboration, and team work or does he/she tend to behave in ways that represent the values of the workplace, transparency and empower their employees to make a difference through developing relationships of high quality?</p> <p>The systems help in documentation and ensuring the</p>	

		reliability of the information stored. The accuracy of the information enables the institution to make better decisions. This is achieved by effective collaboration and communication from the system provided by the principal who is acting as a digital leader. For instance, the system can enable teachers to ask for leaves that can be permitted through the system itself. Also, the system can highlight errors and avoid them.	
Interviewee	Institution	Questions and responses	Time Taken
		<p>Therefore, I can say that collaboration and transparency can be achieved together through the use of the system.</p> <p>5. To what extent does your school principal provide employees with the skills, knowledge and confidence to use technology? As stated prior we include all teams together to ensure the use of technology confidently. We have professional development sessions that can be held by the technology team and the educational technology team. These two départements work together seamlessly to empower and train teachers or anyone of these new technologies. To add, we gather feedback to develop and enhance the technology used. Moreover, there is a high investment in the school, whether it is in the systems that the school is taking, or the platforms.</p> <p>مدرسة تواجه تحديات في تحقيق التميز بسبب تهديدات من المنافسين والمنافسة الشديدة؟ ناقش عم، بالطبع، هذا جزء من الأمر. ينقسم إلى عدة جوانب. الجزء الأول هو المرافق الحالية. بالطبع، مدرستنا معروفة ولدينا خريجون معروفون. نحن نقدم أفضل الخدمات. لكن هناك قيودًا واحدًا وهو المساحة</p> <p>يمكن أن ينعكس هذا على المدرسة والأمر الآخر هو وجود منافسة شديدة فيما يتعلق بتوظيف المعلمين من مدارس أخرى، وغالبًا ما يتم دفع رواتب أعلى في بعض الأقسام. يحدث هذا لأن بعض المدارس لا تملك نظام مقياس موحد للرواتب، لذا ليس لديهم مشكلة في وجود موظفين في نفس المكان ولكن براتب أعلى من غيرهم. هذا ليس صحيحًا، ولكن في الوقت الحالي، هناك مدارس تعمل على حل هذه المشكلة، ونحن لا نفعل ذلك. نحن نريد دائمًا تحقيق العدالة، ونريد أن يكون لدينا مقياس رواتب موحد للفريق، مع أخذ بعض الاعتبارات الأخرى في الاعتبار، مثل الندرة، والمؤهلات التي يملكها الشخص رهل تعتقد أن عملية تحقيق التميز مرتبطة بعوامل خارجية و/أو داخلية، مثل ممارسات القيادة والتمكين؟ وضح</p> <p>نعم، بالطبع. بغض النظر عن المساحة والجوانب المالية، فإن طبيعة القيادة في المدرسة ومدى دعمها للموظفين ومدى تمكينها للأشخاص الموجودين يعتبر أمرًا مهمًا. نحن لا نحد من نمو الشخص في المدرسة، للتطور والعمل على مهاراته.</p> <p>على العكس من ذلك، أي شيء يتعلق بتطوير المهارات</p>	

Interviewee	Institution	Questions and responses	Time Taken
		<p>واكتساب تجارب جديدة، نحن لا نضع عقبات في الطريق. على العكس، المدرسة تدعم هذا. وهذا جزء مما يجعل مدرسة الأهلية للمطران مميزة، مدى استثمارنا في مواردنا، ونحن لا نضع حدوداً لذلك، نريد للناس أن يتعلموا، ونريد التركيز على طلابنا. بالإضافة إلى ذلك، لدينا جلسات تدريبية مجدولة لضمان التمكن. هذا يعتمد على احتياجات القسم، المهارات نحن نقوم بالتدريب IBDP المطلوبة، ومتطلبات برنامج على أساس أسبوعي. وهذا يتم تطبيقه على جميع المستويات. في المؤسسة هل يمارس مدير المدرسة القيادة الرقمية عن بعد من خلال التعاون والعمل معاً بشكل سلس لتحسين الأداء الشبكي وكيف؟</p> <p>نحن أيضاً نستخدم المنصات المتاحة في المدرسة التي تمكن الإدارة من الحصول دائماً على فكرة شاملة ومتكاملة عن الأداء. أحد هذه الأدوات هو تقييم الأداء. نحن نقوم بذلك من خلال النظام، حيث يتم عبر سير عمل محدد بين المُقَيِّم، الذي يكون عادة المنسق، ثم ينتقل إلى المدير المباشر، ثم يتم جمع كل هذه البيانات بطريقة محددة من خلال تقارير حتى تكون متاحة للإدارة العامة. وبالطبع، تعلم أن هذا جزء من القرارات التي تتخذها المدرسة، سواء كان تطوير مهارات هذا الشخص، أو استكمال عقده، أو عدم تجديد العقد. لذا، لا يمكن لأحد أن يتحكم في ذلك إلا إذا كان لديه الأنظمة التي تمكنه من جمع البيانات وفي نفس الوقت تحليلها</p> <p>يمارس مدير القيادة الرقمية، هل يميل إلى التصرف بطرق تتضمن التعاون والعمل الجماعي أم يميل إلى التصرف بطرق تمثل قيم مكان العمل، الشفافية، وتمكين الموظفين من إحداث فرق من خلال تطوير علاقات ذات جودة عالية؟</p> <p>تساعد الأنظمة في التوثيق وضمان موثوقية المعلومات المخزنة. دقة المعلومات تُمكن المؤسسة من اتخاذ قرارات أفضل. يتحقق ذلك من خلال التعاون الفعال والتواصل عبر النظام الذي يوفره المدير الذي يعمل كقائد رقمي. على سبيل المثال، يمكن للنظام أن يمكن المعلمين من طلب الإجازات التي يمكن أن تتم الموافقة عليها عبر النظام نفسه. أيضاً، يمكن للنظام تسليط الضوء على الأخطاء وتجنبها. لذلك، يمكنني القول إن التعاون والشفافية يمكن تحقيقهما معاً من خلال استخدام النظام</p> <p>المهارات والمعرفة والثقة للموظفين لاستخدام التكنولوجيا؟ كما ذكرت سابقاً، نحن نضم جميع الفرق معاً لضمان استخدام التكنولوجيا بثقة. لدينا جلسات تطوير مهني يمكن أن تعدها فرق التكنولوجيا وفريق التكنولوجيا التعليمية. هذان القسمان يعملان معاً بشكل سلس لتمكين وتدريب المعلمين أو أي شخص آخر على هذه التقنيات الجديدة. بالإضافة إلى ذلك، نحن نجتمع الملاحظات لتطوير وتحسين التكنولوجيا المستخدمة. علاوة على ذلك، هناك استثمار كبير في</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>اء في الأنظمة التي تتبناها المدرسة أو المنصات</p>	
Mrs. Suha	Modern American School	<p>1. Do you think that the school faces challenges in achieving excellence due to threats from competitors and intense competition? Discuss.</p>	<p>Sent online. Took 15 minutes to complete.</p>
		<p>Yes, schools often face challenges in achieving excellence due to competition from other educational institutions. Factors such as the increase of private schools and online learning platforms can create an environment of intense competition. We</p>	

		need to differentiate ourselves by focusing on academic performance, extracurricular offerings, and innovative teaching strategies.	
		2. Do you think that the process of achieving excellence is linked to external factors, and/or internal factors, such as leadership practices and empowerment? Explain.	
		<p style="text-align: center;">Internal and External Factors in Achieving Excellence:</p> <p>The process of achieving excellence is linked to both internal and external factors. External factors such as demographic shifts, political factors and community expectations can significantly influence a school's direction and success. Internal factors are equally critical, particularly leadership practices and empowerment. Effective leadership can inspire staff, foster a positive school culture, and promote collaboration among educators. When school leaders empower teachers and staff to contribute ideas and take ownership of their roles, it can lead to innovative practices and improved outcomes for students, making the school more competitive and successful.</p>	
		3. Does your school principal practice digital leadership remotely through collaboration and working together seamlessly to improve network performance and how?	
		<p style="text-align: center;">Digital Leadership of the Principal:</p> <p>Our principal embraces digital tools for collaboration and often uses platforms like Microsoft Teams and our learning</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>management system (Beyond Classroom) to foster communication and share resources among teachers, staff, and students.</p> <p>4. When your principal practices digital leadership, does he/she tend to behave in ways that include collaboration, and teamwork or does he/she tend to behave in ways that tend to represent the values of the workplace, transparency and empower their employees to make a difference through developing relationships of high quality?</p> <p>Collaboration and High-Quality Relationships: Our principal embodies values of collaboration and teamwork while also being transparent and empowering staff. This means actively engaging teachers, soliciting their input, and establishing a sense of community that fosters strong relationships. Our principal communicates openly</p>	

		<p>about goals, challenges, and successes in a way that can reinforce a culture that prioritizes collective efforts towards a shared vision of excellence.</p> <p>5. To what extent does your school principal provide employees with the skills, knowledge and confidence to use technology?</p> <p>Providing Skills and Confidence in Technology Use:</p> <p>High support through regular training sessions, workshops, and access to resources that help staff integrate technology into their teaching practices. Our principal encourages continuous learning, and experimentation can help teachers feel more comfortable with technology.</p> <p>مدرسة تواجه تحديات في تحقيق التميز بسبب تهديدات من المنافسين والمنافسة الشديدة؟ ناقش نعم، غالبًا ما تواجه المدارس تحديات في تحقيق التميز بسبب المنافسة من المؤسسات التعليمية الأخرى. عوامل مثل</p> <p>زيادة عدد المدارس الخاصة ومنصات التعلم عبر الإنترنت يمكن أن تخلق بيئة من المنافسة الشديدة. نحتاج إلى تمييز أنفسنا من خلال التركيز على الأداء الأكاديمي، والأنشطة اللاصفية، واستراتيجيات التدريس المبتكرة</p>	
Interviewee	Institution	Questions and responses	Time Taken
		<p>تعتقد أن عملية تحقيق التميز مرتبطة بعوامل خارجية و/أو داخلية، مثل ممارسات القيادة والتمكين؟ وضح: العوامل الداخلية والخارجية في تحقيق التميز إن عملية تحقيق التميز مرتبطة بكل من العوامل الداخلية والخارجية. العوامل الخارجية مثل التحولات الديموغرافية، والعوامل السياسية، وتوقعات المجتمع يمكن أن تؤثر بشكل كبير على اتجاه المدرسة ونجاحها. العوامل الداخلية بنفس القدر من الأهمية، خاصة ممارسات القيادة والتمكين. يمكن للقيادة الفعالة أن تلهم الموظفين، وتعزز ثقافة مرسية إيجابية، وتشجع التعاون بين المعلمين. عندما يقوم قادة المدرسة بتمكين المعلمين والموظفين للمساهمة بأفكارهم وتولي المسؤولية عن أدوارهم، يمكن أن يؤدي ذلك إلى ممارسات مبتكرة وتحسين النتائج للطلاب، مما يجعل المدرسة أكثر تنافسية ونجاحًا</p> <p>يمارس مدير المدرسة القيادة الرقمية عن بعد من خلال التعاون والعمل معًا بشكل سلس لتحسين الأداء الشبكي وكيف؟ القيادة الرقمية المدير يبنى مديرا الأدوات الرقمية للتعاون وغالبًا ما يستخدم ونظام إدارة التعلم Microsoft Teams منصات مثل لتعزيز التواصل (Beyond Classroom) الخاص بنا. ومشاركة الموارد بين المعلمين والموظفين والطلاب</p> <p>يمارس مدير القيادة الرقمية، هل يميل إلى التصرف بطرق تتضمن التعاون والعمل الجماعي أم يميل إلى التصرف بطرق تمثل قيم مكان العمل، الشفافية وتمكين الموظفين من إحداث فرق من خلال تطوير علاقات ذات جودة عالية؟</p> <p>التعاون والعلاقات ذات الجودة العالية يجسد مديرا قيم التعاون والعمل الجماعي بينما يكون أيضًا شفافًا ويمكن الموظفين. يعني هذا المشاركة الفعالة للمعلمين، وجمع آرائهم، وإنشاء شعور بالمجتمع يعزز العلاقات القوية. يتواصل مديرا بصراحة حول الأهداف والتحديات والنجاحات بطريقة يمكن أن تعزز ثقافة تركز على الجهود الجماعية نحو رؤية مشتركة للتميز.</p> <p>مدير المدرسة المهارات والمعرفة والثقة للموظفين لاستخدام التكنولوجيا؟</p> <p>توفير المهارات والثقة في استخدام التكنولوجيا يتم تقديم دعم كبير من خلال جلسات تدريبية منتظمة</p> <p>ورش عمل وإتاحة الموارد التي تساعد الموظفين على دمج التكنولوجيا في ممارساتهم التدريبية. يشجع مديرا التعلم</p> <p>بما مما يساعد المعلمين على الشعور بمزيد من الراحة في استخدام التكنولوجيا</p>	

Appendix 2: The Table of Experts and their feedback.

Name of Expert	Universities
Prof. Ahmad Al Ghandour	Middle East University (MEU)
Prof. Ali Al Adileh	Middle East University (MEU)
Prof. Azzam AbouMoghli	Middle East University (MEU)
Prof. Marwan Nsour	Al Balqa Applied University
Prof. Salem S. Al-Oun	Al- Bayt University
Associate Prof. Khaled Al Shawabkeh	The World Islamic Sciences and Education University
Associate Prof. Mohammad AlMaaytah	Al Balqa Applied University

The names of the experts were arranged according to scientific rank and alphabetic letters.

Appendix 3- The Questionnaire



To Whom This May Concern.

We are exhilarated to invite you to take part in a questionnaire for a master's thesis in E-Business at Middle East University, Amman-Jordan, highlighting, “**The Impact of Digital Leadership Styles on Organizational Excellence: The Mediating Role of Digital Empowerment - A Field Study in Private International Baccalaureate (IB-programmed) Schools in Amman.**” Moreover, as members of the IBDP Programme School, your insight and experiences are of value to the success of this research.

Therefore, the objective of this study is to explore the impact of digital leadership styles (agile digital leadership style and authentic digital leadership style) that are necessary to achieve organisational excellence in IBDP Schools, through the emphasis of digital empowerment. Hence, your participation in this questionnaire will involve answering a set of questions that will reflect your experience, perspective and belief of how the school achieves organisational excellence through digital empowerment.

Thus, the researcher would like to direct you to the attached questionnaire, requesting that you read it carefully and answer the paragraphs by placing a tick sign, in the category that agrees with your stance and perspective.

To emphasise the researcher would like to inform you that the information in this questionnaire will be used exclusively for scientific research purposes and will be treated with complete confidentiality without anyone seeing your response.

Thank you for your valuable insight and contribution. Yours sincerely:

Supervisor: Prof. Dr. Ahmed Ali Salah.

Researcher: Farah Al Nazer

Demographic Characteristics:

Please choose the appropriate answer by placing a (✓) in the space provided.

1. Gender:

Male

Female.

2. Age group:

18- less than 25.

25- less than 35.

35- less than 45.

45-less than 55.

55-64 and more.

3. Educational level:

Bachelors.

Master's

High diploma.

PhD.

4. Years of experience:

Less than a year.

Less than five years.

Five- less than eight years.

Less than 12 years.

12 years and more.

5. Management level.

Senior Leadership. (Example, President, Provost, Vice President.)

Department Head/ Chair

Faculty/ Academic staff.

Administrative Staff (Example, Dean, Registrar, Financial Aid Officer)

Support Staff (Example, Librarian, IT Support)

Other Academic Support Staff

Independent variable Digital Leadership

Digital leadership styles are a set of behaviors and actions practiced by school management in various situations and environmental conditions to influence their staff in performing their tasks efficiently and effectively. In this study, it consists of two styles: (Agile Digital Leadership) and (Authentic Digital Leadership).

القيادة الرقمية: المتغير المستقل

أنماط القيادة الرقمية هي مجموعة من السلوكيات والتصرفات التي تمارسها إدارة المدرسة في مختلف المواقف والظروف (القيادة الرقمية الرشيقة) : تتكون في هذه الدراسة من نمطين البيئية للتأثير على العاملين لديها في أداء مهامهم بكفاءة وفاعلية (القيادة الرقمية الأصيلة و).

Digital Agile Leadership

A set of proactive behaviors and actions practiced by the school management in various situations and environmental conditions to influence their staff in driving change, development, adopting new initiatives, accepting risks, and governing work through digital transformation and the digitization of all activities before their competing schools.

القيادة الرقمية الرشيقة:

مجموعة من السلوكيات والتصرفات الاستباقية التي تمارسها إدارة المدرسة في مختلف المواقف والظروف البيئية للتأثير على العاملين لديها في إحداث التغيير والتطوير وتبني المبادرات الجديدة وقبول المخاطرة وحوكمة العمل من خلال التحول الرقمي ورقمنه جميع الأنشطة قبل المدارس المنافسة.

NO.	Item	Strongly agree أوافق بشدة	Agree أوافق	Somewhat agree أوافق إلى حد ما	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
1	The school's administration adopts the principle of digital transparency in all its activities. تعتمد إدارة المدرسة مبدأ الشفافية الرقمية في جميع أنشطتها.					
2	The school's administration considers digital communications a means to achieve integrity in performance. تعتبر إدارة المدرسة التواصل الرقمي وسيلة لتحقيق النزاهة في الأداء.					
3	The school's administration utilizes a strategy for digital development. تتبنى إدارة المدرسة استراتيجية للتطوير الرقمي.					
4	The school's administration monitors performance development digitally to all members. تتابع إدارة المدرسة تطور الأداء لدى الأعضاء رقمياً.					
5	The school's administration evaluates the performance of its members digitally. تقيم إدارة المدرسة أداء الأعضاء رقمياً.					
6	The school's administration keeps up with updates to digital systems. تواكب إدارة المدرسة التحديثات على النظم الرقمية..					

7	The school's administration takes the risk to embed new digital ideas. تتبنى إدارة المدرسة مخاطر تطبيق الأفكار الرقمية الجديدة.					
8	The school's administration is committed to using eco- friendly digital technologies. تحرص إدارة المدرسة على استخدام التقنيات الرقمية الصديقة للبيئة					
<p>Digital Authentic Leadership a set of responsive behaviors and strategic actions that school management adopts to address environmental conditions, challenges, and opportunities in the context of digital transformation. This leadership style emphasizes the use of technology to facilitate the digitization of all school operations, aligning these efforts with the overarching mission, vision, and values of the institution. لقيادة الرقمية الأصيلة مجموعة من السلوكيات والتصرفات المستجيبة للظروف البيئية التي تمارسها إدارة المدرسة للتأثير على العاملين لديها في تطبيق أنشطة التحول الرقمي ورقمته جميع أعمالها بعد أن تم تطبيق هذه الممارسات في المدارس المنافسة.</p>						
NO.	Item	Strongly agree أوافق بشدة	Agree أوافق	Somewhat agree أوافق إلى حد ما	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
9	The school's administration involves all members in digital transformation plans. تشارك إدارة المدرسة جميع الأعضاء بخطط التحول الرقمي					
10	The school's administration aims to entirely digitalize all its activities. تسعى إدارة المدرسة لرقمته جميع أنشطتها بشكل متكامل					
11	The school's administration encourages all members to take part in digital initiatives. تحفز إدارة المدرسة جميع الأعضاء على المبادرات الرقمية					
12	The school's administration develops digital skills for all its members. تطور إدارة المدرسة المهارات الرقمية لجميع الأعضاء.					
13	The school's administration integrates the digital transformation plan into its overall strategic plan. تدمج إدارة المدرسة خطة التحول الرقمي بخطتها الاستراتيجية العامة.					
	The school's administration provides all the needs					

14	towards establishing digital transformation. تقوم إدارة المدرسة بتوفير جميع احتياجات التحول الرقمي					
15	The school's administration collaborates with all members to solve problems digitally. تتعاون إدارة المدرسة مع جميع الأعضاء في حل المشكلات رقمياً					
16	The school's administration fulfills the needs of all its members digitally. تحد إدارة المدرسة احتياجات المصالح كافة رقمياً أصحاب					

Dependent variable 1; Organizational Excellence
The set of outcomes achieved by school management as a result of practicing the three dimensions of excellence adopted in this study, which include (excellence in individuals, excellence in customers, and excellence in society), reflects the school's ability to develop its human resources, gain the trust of its customers, and enhance its reputation and image in serving the community.

نتائج التميز: المتغير التابع

مجموعة النتائج التي تحققت إدارة المدرسة والناجئة من ممارسة ابعاد التميز الثلاثة المعتمدة في هذه الدراسة والتي تشمل والتي تعكس قدرة المدرسة على تطوير مواردها البشرية (التميز في الافراد، والتميز في العملاء، والتميز في المجتمع) وكسب ثقة عملائها وتعزيز سمعتها وصورتها في خدمة المجتمع.

Excellence in People
The set of practices carried out by school management to achieve excellence in its human resources, specifically the employees working as faculty members, through adopting a clear human resources policy and a plan to develop their abilities, encourage their creativity, motivate them to work as a team, and provide opportunities for advancing their career paths.

التميز في الأفراد

مجموعة الممارسات التي تقوم بها إدارة المدرسة للتميز في مواردها البشرية من الموظفين العاملين بصفة عضو هيئة تدريس من خلال تبني سياسة واضحة للموارد البشرية وخطة لتطوير قدراتهم وتحفيز إبداعاتهم ودفعهم للعمل بروح الفريق الواحد وتوفير فرص تطوير مساراتهم المهنية.

NO.	Item	Strongly agree أوافق بشدة	Agree أوافق	Somewhat agree أوافق إلى حد ما	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
17	The school's administration adopts a clear policy for human resources. تتبنى إدارة المدرسة سياسة للموارد البشرية واضحة					

18	The school's administration has a plan to develop the capabilities of human resources. تمتلك إدارة المدرسة خطة لتطوير قدرات الموارد البشرية.					
19	The school's management encourages employees to participate in decision-making. تشجع إدارة المدرسة الموظفين على المشاركة في صناعة القرارات.					
20	The school's management adopts a culture of teamwork. تتبنى إدارة المدرسة ثقافة الفريق الواحد. العمل بروح					
21	The school's management adopts a clear policy for motivating employees. تعتمد إدارة المدرسة سياسة لتحفيز الموظفين. واضحة					
22	The school's management encourages employees to express their opinions. تشجع إدارة المدرسة الموظفين للتعبير عن آرائهم					
23	The school's management provides opportunities for self-development for its employees. توفر إدارة المدرسة فرص للتطوير الذاتي لموظفيها					
24	The school's management is keen on developing the career paths of its employees. تحرص إدارة المدرسة على المسار المهني. تطوير لموظفيها					

Excellence in Customers						
The set of practices carried out by school management to achieve excellence in serving its customers, including all stakeholders, by identifying their needs, working to meet them, developing its educational services, ensuring their quality, adopting transparency, and responding to customer complaints with care and objectivity.						
التميز في العملاء						
مجموعة الممارسات التي تقوم بها إدارة المدرسة للتميز في خدمة عملائها من أصحاب المصالح كافة من خلال التعرف على احتياجاتهم والعمل على تلبيةها وتطوير خدماتها التعليمية والاهتمام بجودتها وتبني الشفافية والاستجابة لشكاوى العملاء بحرص وموضوعية.						
NO.	Item	Strongly agree أوافق بشدة	Agree أوافق	Somewhat agree أوافق إلى حد ما	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
25	The school's administration recognizes the importance of reputation in building its good image. تدرك إدارة المدرسة أهمية بناء صورتها .. السمعة في الجودة					
26	The school's administration provides services that add value to the beneficiary. تقدم إدارة المدرسة خدمات للمستفيد تضيف قيمة					
27	The school's administration is concerned with the quality of educational service. تهتم إدارة المدرسة بجودة الخدمة التعليمية					
28	The school's administration seeks to develop its relationships with stakeholders through the quality of its service. تسعى إدارة المدرسة لتطوير علاقاتها مع أصحاب المصالح من خلال جودة خدماتها.					
29	The school's management adopts a high level of transparency with the community. تتبنى إدارة المدرسة الشفافية					

	العالية مع المجتمع					
30	The school's management handles customer complaints. تحرص إدارة المدرسة على الاستجابة لشكاوى العملاء.					
31	The school's management involves stakeholders in the development of its educational services.					
	تشرك إدارة المدرسة تطوير المستفيدين في خدماتها التعليمية					
32	The school's management compares the results of its services with those of competing schools. تقارن إدارة المدرسة نتائج المدارس خدماتها مع المنافسة					

Excellence in Society

The set of practices carried out by school management to develop the community through using environmentally friendly methods, adopting initiatives that enhance community capabilities, strengthening relationships with community members, involving them in improving the educational process, and sharing knowledge with them about the latest and most beneficial developments in educating and nurturing future generations.

التميز في المجتمع

مجموعة الممارسات التي تقوم بها إدارة المدرسة لتطوير المجتمع من خلال استخدام وسائل صديقة للبيئة وتبني مبادرات تطور قدراته وتوطيد العلاقة مع أفراد المجتمع واشراكهم في تحسين العملية التعليمية والتشارك المعرفي معهم بكب ما هو جديد ومفيد في تربية الأجيال وتنشئتهم.

NO.	Item	Strongly agree أوافق بشدة	Agree أوافق	Somewhat agree أوافق إلى حد ما	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
33	The school's administration uses environmentally friendly methods. تستخدم إدارة المدرسة وسائل صديقة للبيئة					
34	The school's administration has initiatives to develop the local community. تمتلك إدارة المدرسة المجتمع مبادرات لتطوير المحلي					
	The school actively					

35	engages in sustainability initiatives. تشارك المدرسة بنشاط في المبادرات البيئية المستدامة					
36	The school's administration organizes seminars that support the development of community capabilities. تقيم إدارة المدرسة ندوات تدعم تطوير قدرات المجتمع					
37	The school contributes positively to societal well-being. تساهم المدرسة بشكل إيجابي في رفاهية المجتمع					
38	The school's administration implements social responsibility practices. تطبق إدارة المدرسة المسؤولية. ممارسات الاجتماعية					
39	The school's administration adheres to current health and safety policies. تلتزم إدارة المدرسة الصحة (بسياسات) النافذة والسلامة.					
40	The school's management deals with reliable suppliers to meet its needs. تتعامل إدارة المدرسة مع موثوقين لتوريد. موردين احتياجاتها					

Mediator variable Digital Empowerment

Digital empowerment refers to the set of practices aimed at providing employees with the essential skills, knowledge, and confidence to use technology effectively in the workplace. It also involves developing their awareness and understanding of current digital trends, the characteristics of digital communities, and concerns related to security and privacy.

التمكين الرقمي

التمكين الرقمي مجموعة الممارسات التي ترمي إلى تزويد الموظفين بالمهارات الأساسية والمعرفة والثقة لاستخدام بالإضافة إلى تطوير وعيهم وإدراكاتهم للاتجاهات الرقمية الحالية، وخصائص التكنولوجيا بفاعلية في مكان العمل المجتمعات الرقمية ، والمخاوف المتعلقة بالأمان والخصوصية

NO.	Item	Strongly agree أوافق بشدة	Agree أوافق	Somewhat agree أوافق إلى حد ما	Disagree لا أوافق	Strongly disagree لا أوافق بشدة
41	The school's administration gives its members the trust to carry out their duties. تمنح إدارة المدرسة الثقة لأعضائها في ممارسة مهامهم					
42	The school's administration facilitates access to information for its members to share. تسهل إدارة المدرسة إلى لأعضائها الوصول للمعلومات لتقاسمها					
43	The school's administration gives its members the freedom to make digital decisions regarding their tasks تعطي إدارة المدرسة حرية اتخاذ القرارات الرقمية لأعضائها فيما يخص مهامهم.					
44	The school's administration empowers users to experiment with new digital technologies. تحفز إدارة المدرسة أعضائها تقنيات رقمية من تجربة جديدة					
45	The school's administration develops its members' digital empowerment					

	capabilities. تطور إدارة المدرسة من الرقمي.. قدرات التمكين لأعضائها					
46	The school's administration organizes workshops on digital empowerment practices تقيم إدارة المدرسة ورش عمل لممارسات التمكين الرقمي.					
47	The school's management teaches employees how to use digital platforms effectively. إدارة المدرسة تعلم الموظفين كيفية استخدام المنصات الرقمية بفعالية.					
48	The school's management is consistent with applying new digital trends. إدارة المدرسة تتسم بالانتظام الاتجاهات. في تطبيق الرقمية الجديدة					
49	The school's administration allows its members to participate in online communities to achieve personal growth. تتيح إدارة المدرسة لأعضائها المشاركة في المجتمعات الإلكترونية لتحقيق النمو الشخصي.					
50	The school's administration educates employees on how to manage personal information. تدرب إدارة المدرسة إدارة الموظفين كيفية المعلومات الشخصية					
51	The school's administration provides resources that help employees accomplish					

	objectives. تهيئ إدارة المدرسة الموارد الموظفين على التي تساعد تحقيق الأهداف					
52	The school's administration provides its members with the					
	necessary devices to use digital tools. توفر إدارة المدرسة اللازمة لأعضائها الأجهزة لاستخدام الأدوات الرقمية					
53	The school's administration evaluates the progress made by employees in digital literacy culture. تقيم إدارة المدرسة التطور الموظفين في. الحاصل لدى ثقافة محو الأمية الرقمية					
54	The school's administration periodically updates the digital empowerment software. تحديث إدارة المدرسة في التمكين الرقمي. برمجيات دوريا					
55	The school's administration tries to ensure digital inclusion. إدارة المدرسة تبذل جهداً الرقمي. لضمان الشمول					

Appendix 4: Letter to the Schools to Ease the Process of Collaboration

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY
Amman - Jordan



مكتب رئيس الجامعة
Office of the President

الرقم، در/خ/240
التاريخ، 2024/10/09

إلى من يهمه الأمر

تحية طيبة وبعد،

لغايات توفير وربط أسس التعاون مع خدمة المجتمع المحلي، نرجو التكرم بالموافقة على تقديم التسهيلات الممكنة للطالبة فرح عماد صالح الناظر، ورقمها الجامعي (402210064) المسجلة في تخصص إدارة الاعمال/ كلية الأعمال في جامعة الشرق الأوسط، والتي تتولى القيام بإعداد دراسة بحثية أكاديمية في رسالتها المعنونة بـ أثر أنماط القيادة الرقمية على التميز التنظيمي: الدور الوسيط للتمكين الرقم دراسة ميدانية في مدارس البكالوريا الدولية الخاصة في عمان، علماً بأن المعلومات سيتم استخدامها لأغراض البحث العلمي وبصورة سرية.

وتفضلوا بقبول فائق الاحترام والتقدير...

رئيسة الجامعة

أ.د. سلام خالد المحادين

