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The level of practicing leadership by exception among school principals in Jordan: the mediating role of organizational effectiveness from the teachers' perspective

Introduction. When school principals practice leadership by exception, they focus on addressing outliers rather than systemic issues and step in only when performance falls short of expectations. Leadership in this style can have a positive or negative effect on the school climate and student achievement, depending on the strength of the school's organizational structure. The ability of the school to efficiently achieve its aims and objectives is what we mean when we talk about organizational effectiveness in this context. This is often influenced by the principal's leadership style. This study sought to identify the level of practicing Leadership by exception among school principals in Jordan: the mediating role of organizational effectiveness from the teachers' point of view.

The study participants and method. The researcher used the descriptive-analytical approach. The study population consisted of all school teachers in the Wadi Al-Seer district in the capital, Amman, and their number was (1769); a sample of (288) male and female teachers was selected using the simple random sampling method.

Results. Results showed that Jordanian school principals exhibited strong abilities in time management (mean 3.69, STD 0.94), defining responsibility and authority (mean 3.84, STD 0.73), and delegating power (mean 3.81, STD 0.68). Average performance review score was 3.20 with a standard deviation of 0.82. Mean 3.63, standard deviation 0.64) was a high overall average. Time management was the only area where the study discovered a gender gap, with women faring better than men. No other aspects or overall scores varied significantly by gender or level of education. With an explanation for 35.2% of the variance, the performance evaluation dimension was a significant predictor of organizational success.

Practical significance. Leadership by exception and its effects on organizational effectiveness as seen through the eyes of Jordanian school administrators and their teachers is the focus of this study, which has important practical implications. The study demonstrates the impact of this leadership style on school functioning by investigating aspects such as responsibility, authority, time management, and performance evaluation. These results have important policy and practical implications for school administration because they show that leadership by exception is prevalent, especially in the area of time management. Improving organizational effectiveness, school climate, and student outcomes may be possible by gaining a better understanding of the function of this leadership style in school dynamics.

Keywords: leadership by exception, organizational effectiveness, school principals, educational leadership, time management, authority and responsibility, performance evaluation

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INTRODUCTION

'Leadership' is a new term in UNESCO's educational governance framework; it refers to the importance of establishing welcoming, cooperative environments in which school administrators can take the helm while maintaining a strong sense of civic duty. Instead than focusing solely on management and execution, this idea expands beyond conventional leadership to include principles, standards, and long-term goals. It stresses the significance of unity, cooperation, and trust in tackling global issues, which includes those in the field of education [1].

Leadership is not just an exercise of authority. Leadership is a social and vital process that regularly sustains societies, organizations, and groups' work, continuity, and progress. Because of these characteristics and vitality that characterize them and concern all organizations, their comprehensiveness, perspective and horizon have a capacity that includes all economic, political, educational, and social activities [2]. Effective Leadership can move the ideas, values, and trends of working individuals, pour their beliefs and goals and unify them with the organization's goals. To achieve this great goal, there were many approaches to its study in a serious attempt to achieve complementarity and comprehensiveness in understanding it as a human phenomenon necessary to accomplish tasks to reach the results and consequently embody it as a practice on the ground correctly. The most prominent of these entries was Leadership by exception [3].

Leadership, which has fascinated scholars for decades, is described as "the process by which an individual influence, motivates, or empowers other individuals to achieve a common objective through the development of a relationship with that individual's followers" [4]. A leader is someone who inspires others to follow their vision and work toward a common goal; however, the exact nature of leadership is very context dependent, therefore no one definition can be applied universally [5]. Leadership is a way of getting people to work together toward a common objective; it's defined by the dynamic influence between the leader and the followers as well as the setting in which it occurs [6; 7]. The use of coaches and mentors is another possible component [8]. Leaders contribute to organizations by fostering an environment that is creative, inventive, and results-driven; they also inspire, motivate, and encourage their people [9].

Various leadership styles can influence innovation, as demonstrated by [8; 10]. The results and quality of interpersonal interactions are impacted by several leadership styles, according to [11]. These types include directive, supportive, engaged, frustrated, and intimate leadership. According to [12], leaders who are transparent with their followers have a significant impact on creativity, innovation, and the sharing of knowledge. Even with employees that tended to be passive and control-oriented, the servant leadership style had a favorable impact on job performance [13].

Leadership by exception means that the leader can exclude the small details of the work while delegating the subordinates to do them. Leadership by exception expresses the leader's delegation to his subordinates, and this delegation is linked to organizational effectiveness, i.e., organizing work in vertical and horizontal units and defining precise tasks for each unit. Then assigning each individual to unit-specific tasks requires delegating an individual to specific tasks; The president's confidence in him and his abilities to perform and take responsibility. In return, subordinates comply with the leader and accept his authority,

they receive praise, rewards, and resources if they carry out their tasks successfully, or they receive disciplinary action if they do not fulfill their responsibilities properly. Schools are educational, organizational units whose success is linked to several factors, including the nature of the prevailing administrative climate, relations between employees, and leadership practices of managers, where Leadership is an effective and influential element in any institution, which in turn is reflected in its effectiveness [14].

The leadership practices of school principals affect the level of job satisfaction for teachers, which is reflected in the level of their performance inside and outside the classroom and the effectiveness of the organizational structure as a whole. Thus, the extent to which the school succeeds in achieving its goals and meeting the requirements of an effective school [15]. The axis of Leadership by exception in schools is to provide an effective school environment that achieves the school's vision and mission. Leadership is a process of social interaction. The director alone cannot undertake the tasks of management in total, and to take care of everything small and large, time will inevitably betray him due to the complexity of the organizational structure in the school. Hence, the idea of Leadership is by exception in that management spends its precious time focusing on the most critical matters and paying attention only to material or moral deviations that need examination and study. The purpose is; that the school has organizational effectiveness, and organizational effectiveness means the ability for the organization to survive and continue, which implies that the organization does not die, but rather constantly reshapes itself in a new way [16].

It can be said that the delegation included in the management style by exception, which is based on the leader's confidence in his subordinates, reflects positively on the organizational climate and organizational effectiveness within the institution, and enhances the entrepreneurial characteristics of subordinates. Organizational effectiveness represents the most prominent contemporary challenges that affect the leaders of institutions, which considered that creativity in participation and narrowing of centralization are among the requirements of successful Leadership, which in its content reflects the flexibility of the administration.

The Study Problem

Studies conducted on the administrative reality in Arab institutions indicate; Including educational institutions, the central administration, the complexity of bureaucratic procedures, and the slowness of their operations, weaken organizational effectiveness in large institutions, as they weaken transparency, increase administrative slack and limit human resource development, thus creating dependent employees, who receive orders for even small matters. This type of Leadership weakens affiliation, spreads carelessness, and weakens work outcomes. In this context, after reviewing several previous studies, such as [17; 18], he found that the concept of management by exception is of great importance for the development of administrative processes in educational institutions to avoid the negatives mentioned above. Among these institutions is the school, which constitutes a critical and sensitive link within the educational process. It is the gateway to the later educational stages, not to mention the societal perspective oriented towards its operations and outputs. Therefore, it was necessary to adopt the methods of the contemporary administrative approach that allow the school principal to achieve a level of effectiveness and participation in his decisions to achieve a degree of excellence, creativity, and satisfaction for employees, with the accompanying building of human resources in his school. In the same context, the researcher believes, and by his experience in the educational field, that Leadership

by exception can be an essential requirement to achieve organizational effectiveness in institutions. The practice of Leadership by exception of organizational effectiveness, so this study came to answer the following central question:

What is the effect of the level of practicing Leadership by exception among school principals in Jordan, the mediating role of organizational effectiveness from the teachers' point of view?

The Study Questions

The study questions included the following:

1. According to its dimensions, what is the level of practicing Leadership by exception among school principals in Jordan (define authority and responsibility, delegation of authority, time management, performance evaluation)?
2. Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members about the level of practicing Leadership by exception among school principals in Jordan according to its dimensions (determine authority and responsibility, a delegation of authority, time management, performance evaluation) that are due to Gender variable (male or female), and stage variable (primary, secondary)?
3. Is there an effect of the level of practicing Leadership by exception among school principals in Jordan according to its dimensions (define authority and responsibility, delegate authority, time management, performance evaluation) on organizational effectiveness from teachers' point of view?

Objectives of the study

The study objectives included the following:

- Revealing the level of practicing Leadership by exception among school principals in Jordan according to its dimensions (define authority and responsibility, delegate authority, time management, performance evaluation).
- Identify the possibility of having statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members about the level of practicing Leadership by exception among school principals in Jordan according to its dimensions (determine authority and responsibility, delegate authority, time management, performance evaluation) attributed to the gender variable (male or female), and the stage variable (primary, secondary).
- To identify whether there is an effect of the level of practicing Leadership by exception among school principals in Jordan according to its dimensions (define authority and responsibility, delegate authority, time management, performance evaluation) on organizational effectiveness from teachers' point of view.

The Importance of the Study

This study derives its importance from the fact that it deals with the variable Leadership by exception and the variable of organizational effectiveness. It is one of the critical topics of interest to researchers and those in charge of developing institutions in general and educational institutions in particular, as it is in a continuous increase in the number of students, which requires decentralization of management to ensure the achievement of organizational effectiveness in educational institutions that is increasing day by day. The results of this study can also provide a theoretical and applied framework that benefits

from the results of school leaders and staff working in them by enhancing their concept of Leadership by exception and its importance in achieving organizational effectiveness.

Previous Studies

Al-Hrahsha & Al-Soud [19] The purpose of this research was to identify the level of entrepreneurial leadership applied by Jordanian secondary school administrators employed by the government. The study employed a descriptive survey approach and a random cluster method to choose 115 male and female principals for the sample. A questionnaire with 58 elements spreads over five categories – strategic vision, initiative, creativity, innovation, risk taking, and achievement – was created to gather data for the study. According to the study's findings, public secondary school administrators exhibited a high level of entrepreneurial leadership skills across all tool domains. The gender, education level, geographic area, and years of experience variables did not show any statistically significant differences across all categories.

Baloch et al. [20] conducted a study aimed to examine how teachers in the public secondary schools of Kech district, Baluchistan, feel about the different leadership styles used by their principals. To begin with, we wanted to see how teachers in the Kech district's public secondary schools felt about their principals' leadership styles. Secondly, we wanted to see what kinds of leadership approaches female principals used. This study used a descriptive survey design to gather quantitative data. There were 146 female secondary school instructors, 19 principals, and 19 public girls' secondary schools in the sample. Nine female principals and one hundred female educators from nine different schools were randomly chosen for the study. The data was gathered through the use of questionnaires using a 5-point Likert scale, and descriptive statistics were employed for analysis. Teachers' opinions of their principals' leadership abilities are positively and significantly affected by the implementation of democratic leadership styles, according to the results.

Ghimire [21] conducted a research aimed to examine community school principals' TL characteristics. The study used a quantitative research design and a survey methodology to achieve its goal. We used SSPS to process and descriptive statistics to analyze data collected from 36 head teachers at different community secondary schools in the Lalitpur district. Using transformational leadership styles effectively was determined to be the case for the head teachers. Inspiring principals to exercise transformational leadership is one way it helps schools grow. It facilitates the development of amicable relationships among the parties involved in the pursuit of academic improvement and helps to guarantee the dedication of educators, which in turn leads to a more functional and sustainable school environment. School administrators can use the findings of this study to boost student engagement and achievement in the classroom while also showcasing their abilities as transformative and instructional leaders.

Research by Ağalday [22] examined school organizational hypocrisy in relation to inclusive leadership and principal trust. We examined the relationship between inclusive leadership, trust in principal, and organizational hypocrisy using Structural Equation Modeling, a cross-sectional survey, and quantitative methodologies. The study sampled 408 instructors from across Turkey. They taught primary, middle, and high schools. Research was conducted utilizing the "Inclusive Leadership Scale," "Organizational Hypocrisy Scale," and "Trust in Principal Scale." Results showed that inclusive leadership affects organizational hypocrisy directly and indirectly. Inclusive leadership reduced organizational dishonesty and explained 75% of its variation. Results also demonstrated that inclusive leadership

and principle trust directly affected organizational hypocrisy. Trust in principal mediated organizational hypocrisy and inclusive leadership. Thus, trust in the principal and inclusive leadership reduced organizational hypocrisy in educational institutions. Administrators must demonstrate inclusive leadership to gain public esteem and limit corporate hypocrisy's negative consequences on schools.

Donkor et al. [23] conducted a research aimed to examine how organizational commitment moderates the relationship between different types of leadership (transformational, transactional, and laissez-faire) and the performance of subordinates in Ghanaian state-owned businesses. Researchers used PLS-SEM, or partial least squares structural equation model, to check their hypotheses. Three hundred thirty-three people have participated in the model's testing. Measurement modeling with SmartPLS 3.0 was used to establish convergent validity (CV) and internal consistency reliability (CR), which validated the results. The findings point to the fact that both transformational and laissez-faire styles of leadership are mediated by organizational commitment. Research has also shown that work performance is positively and significantly correlated with transformational and laissez-faire leadership styles ($p < 0.05$), but transactional leadership did not show any meaningful association. The takeaway here is that effective leaders are aware that their actions can have a significant impact on their subordinates' dedication and productivity on the work. To shape the enterprise's current and future leadership demands, human development training should also be established. Towards this end, the study delves into the results, limits, and future research directions.

Ahmad et al. [24] conducted a study aimed to investigate how secondary school teachers perceive the instructional leadership of their head teachers and how it impacts their professional development. Specifically, it seeks to address the issue of ineffective teaching practices in secondary schools in Karachi, Pakistan, which has been a persistent problem leading to low academic performance and a generally poor quality of education for students. The impact of secondary school head teachers' instructional leadership on teachers' professional development was examined using a quantitative study design utilizing a survey technique. Teachers' perceptions of this leadership were taken into consideration. We used the Instructional Leadership Questionnaire (ILQ) to gather information from 374 secondary school teachers who were selected using a stratified random selection technique. With SPSS 22 for descriptive analysis and Smart PLS for computations, validity, reliability, and hypothesis testing of the structural and measurement models, we conducted our study. Professional development for secondary school teachers is positively and significantly impacted by teachers' perceptions of their heads' instructional leadership behaviors, such as implementing the curriculum, monitoring students' progress, and protecting instructional time in the classroom.

Atasoy [25] investigated "How do school principals' leadership styles intersect with school culture and their organizational change management capacity?" these school teachers' views. The study used quantitative research design for data collection and analysis. The study employed 382 North Cyprus educators selected at random in the 2019–2020 school year. Data was obtained using the organizational change management scale, school culture scale, and principal leadership styles scale. Data analysis included descriptive statistics, Pearson correlation, regression, and path analysis. The findings reveal that school administrators are transformative leaders, teachers like school culture, and they see organizational change moderately. Transformational and transactional leadership styles of school administrators strongly affected school culture, which predicted all organizational change sub-dimensions.

Leadership styles, school culture, and organizational change are also linked. School culture mediates all components of organizational change except transformational leadership, which is fully mediated throughout evaluation. This study found that schools with transformational principals have better school cultures and organizational change processes. According to the study's models, school culture may reduce teachers' organizational change resistance. School culture must reinforce educators to handle dissent, avoid or reduce opposing views, and negative indications at every stage of organizational development.

Al-Jabour's [14] study aimed to identify "the degree of availability of the requirements of the productive university and its relationship to organizational effectiveness among academic leaders in Jordanian universities." The results also indicated that academic leaders' degree of organizational effectiveness in Jordanian universities came to a medium degree. The study results also showed a statistically significant correlation at the significance level (0.01) between the productive university domains and the domains of organizational effectiveness.

Khalafallah's [3] study entitled: "Secondary school principals' practice of management by exception and its relationship to achieving the requirements for building entrepreneurial leaders: an applied study." The study showed many results, the most important of which are: Each of the sample members' estimates of the degree to which the management by exception method is practiced and their estimates of the degree to which managers meet the requirements for building entrepreneurial leaders came a small degree. At the same time, the study confirmed a strong relationship (98%) between the average estimates of the sample members for each of the degrees of practicing the management by exception style and the degree of fulfillment of the entrepreneurial leadership requirements.

Comments on the previous studies

A trend towards more inclusive, transformative, and inventive leadership styles has been highlighted by the research, which jointly stress the significance of leadership in education. In order to create settings that are beneficial to learning, professional development for educators, and the expansion of organizations, these methods are considered essential. According to the findings, current educational dynamics call for a shift from top-down hierarchies to bottom-up collaborative and transparent management approaches that foster creative projects and good instruction.

METHOD AND PROCEDURE

This part of the study includes a description of the methodology used, the study population and its sample, in addition to the tools used, methods for verifying their validity and reliability, and the statistical treatment of study data.

Study methodology

The descriptive-analytical method was used to achieve the objectives of the study. Therefore, it is the most suitable for this study.

The study population and its sample

The study population consisted of all school teachers in the Wadi Al-Seer district in the capital, Amman, and their number was (1769) male and female teachers for the academic year 2020/2021.

A sample of (288) male and female teachers was selected from the study population, and the questionnaires were distributed to them electronically due to what the country is going through from the (COVID-19) pandemic. The sample was chosen by simple random sampling method.

Study tools

To achieve the objectives of the study, the following tools were used:

First: The scale of Leadership by exception

After reviewing the theoretical literature and relevant previous studies, the "Leadership by Exception Scale" was developed in the form of a questionnaire to reveal the level of practicing Leadership by exception among school principals Jordan. Where the scale included (20) items distributed on four dimensions: The dimension of "determining authority and responsibility" and it consists of (5) items. The dimension of "delegating authority" consists of (5) items. Third, the "time management" dimension consists of (5) items. Finally, the "performance evaluation" dimension consists of (5) items.

Validity of the scale

a. Face validity

To check the apparent validity of the scale; It was presented to a group of arbitrators of experienced faculty members in Jordanian universities to know the suitability of paragraphs to the dimension it belongs to, the linguistic integrity of its formulation, and the clarity of their meanings. The arbitrators' notes were taken; an amendment to the linguistic wording of the items on which there was consensus, as a minimum (80%) as a criterion for judging their validity.

b. Construct validity

To verify the construct validity, the administrative agility scale was applied to a pilot sample consisting of (35) male and female teachers from the study population to identify the extent of the internal consistency of the tool and the extent of the contribution of its constituent items by calculating the Pearson correlation coefficient; between the items of the scale and the total score of the dimension to which it belongs.

The scale reliability

To verify the reliability of the management by exception scale, the scale was applied to a sample of (35) male and female teachers from the target study population; the values of the reliability coefficients were calculated on the items of the scale using the internal consistency method Cronbach's Alpha.

Second: A scale of the mediating role of organizational effectiveness:

Referring to the theoretical literature and reviewing relevant previous studies such as [15], the scale was developed in the form of a questionnaire to reveal the mediating role of organizational effectiveness among school principals in Jordan, where the scale included (10) items.

The Scale Validity

a. Face validity

To check the face validity of the scale; It was presented to a group of arbitrators of experienced faculty members in Jordanian universities in order to know the suitability of items to the dimension it belongs to, the linguistic integrity of its formulation, and the clarity

of its meanings. The arbitrators' notes were taken, and an amendment to the linguistic wording of the items on which there was consensus, as a minimum (80%) as a criterion for judging their validity.

b. Construct validity

To verify the construct validity, the scale was applied to a survey sample consisting of (35) male and female teachers from the study population, to identify the extent of the internal consistency of the tool and the extent of the contribution of its constituent items, by calculating the Pearson correlation coefficient between the items of the scale and the total score of the scale.

The Scale reliability

The scale was applied to a sample of (35) male and female teachers from the target study population to verify the scale's reliability. The values of the reliability coefficients were calculated on the scale's items using the Cronbach's Alpha internal consistency method, where the value of Cronbach's Alpha was on scale items as a whole (0.822). Therefore, these values are appropriate for the current study.

The study variables

First: Taxonomic Variables:

1. Gender variable: It has two categories (male and female).
2. Type of work variable: It has two categories (academic and administrative).

Second: Continuous Variables:

- The practice of Leadership by exception among school principals in Jordan.
- The mediating role of organizational effectiveness.

THE STUDY RESULTS

To achieve these goals, the study sought to answer the following questions:

Results related to the first question: "What is the level of practicing leadership by exception among school principals in Jordan according to its dimensions (define authority and responsibility, delegate authority, time management, performance evaluation)?"

To answer the first question, the arithmetic averages and standard deviations of the level of practicing Leadership by exception for school principals in Jordan in general and each of the dimensions were calculated, and Table (1) shows this.

Table 1

Arithmetic averages and standard deviations of the level of practicing Leadership by exception among school principals in Jordan according to its dimensions, arranged in descending order

#	Dimensions	Mean	STD	Rank	Degree
1	Define authority and responsibility	3.84	0.73	1	High
2	Delegation of authority	3.81	0.68	2	High
3	Time management	3.69	0.94	3	High
4	Performance evaluation	3.20	0.82	4	Moderate
The scale as a whole		3.63	0.64	Moderate	

It is noted from the results of Table (1) that the arithmetic means of the level of practicing Leadership by exception among school principals in Jordan as a whole came (3.63) and with a standard deviation of (0.64), and it came with a high degree. The dimensions also came according to the following order: "Determine Authority and Responsibility" ranked first, with a mean of (3.84) and a standard deviation of (0.73) and a high degree. In the second rank, the dimension of "delegating authority" came with a mean (3.81) with a standard deviation (0.68) and a high degree, and in the third rank came the dimension of "time management" with an arithmetic mean (3.69) with a standard deviation (0.94) and a high degree. Finally, in the last rank came the dimension of "performance evaluation," with a mean (3.20) with a standard deviation (0.82) and a moderate degree.

The following is a presentation of the arithmetic averages and standard deviations for each of the items on the dimensions arranged in descending order, Table (2) illustrates this:

Table 2

Arithmetic averages and standard deviations of the paragraphs of the level of practicing Leadership by exception among school principals in Jordan ranked in descending order on each dimension

#	Item	Mean	STD	Rank	Level
2	The school has an organizational structure through which it clearly shows the powers granted by the authority to the employees.	3.94	0.95	1	High
4	All employees can participate in making decisions about what to do in the school.	3.85	0.96	2	High
5	The responsibilities in the school are proportional to the amount of authority given to each employee.	3.83	0.98	3	High
1	All staff welcome the responsibility placed upon them during their work in the school	3.82	1.04	4	High
3	The staff gets feedback from the principal on how effectively they are performing appropriately.	3.76	1.01	5	High
OVERALL SCORE ON THE DIMENSION OF DETERMINING AUTHORITY AND RESPONSIBILITY		3.84	0.73	High	
7	The employee turns to the manager only in the extraordinary, "exceptional" that deviates from the specified standards.	3.99	0.92	1	High
6	There is an understanding between the manager and the employee about carrying out the work.	3.88	0.95	2	High
8	My school builds human relations by instilling trust between the principal and the employee.	3.77	1.08	3	High
10	The school principal avoids exercising central management.	3.71	1.00	4	High
9	The school's goals are consistent with the employee's goals and satisfy his psychological, social, and material needs.	3.68	1.03	5	High
OVERALL SCORE FOR THE DELEGATION OF AUTHORITY		3.81	0.68	High	
12	Employees are meticulous in completing the tasks assigned to them.	3.83	1.05	4	High
14	School management depends on scientific methods in the calculations of time.	3.75	1.17	1	High
11	Tasks are reviewed periodically with the intent of eliminating wasted time.	3.67	1.06	5	High
15	Strategic plans are aligned with the expected time to be achieved	3.60	1.21	2	Moderate
13	The school plans the present moment and the future and believes in sustainable performance.	3.57	1.22	3	Moderate
OVERALL SCORE IN THE TIME MANAGEMENT DIMENSION		3.69	0.94	High	

20	Some employees believe that performance appraisal is to improve their performance and not to reveal their mistakes.	3.55	1.06	1	Moderate
19	Management practices are periodically evaluated for strengths and weaknesses.	3.45	1.12	2	Moderate
17	Employee performance is evaluated objectively within clear criteria.	3.24	1.22	3	Moderate
18	The discussion between the principal and the staff about the results of performing their duties takes place on an ongoing basis.	2.99	1.23	4	Moderate
16	Employees participate in setting performance evaluation criteria.	2.77	1.21	5	Moderate
OVERALL SCORE WITHIN THE PERFORMANCE EVALUATION DISTANCE		3.20	0.82	Moderate	

At the dimension of power and responsibility, Table (2) reveals an arithmetic mean of 3.84 and a standard deviation of 0.73, with a high degree. Item (2), "the school has an organizational structure through which it clearly shows the powers granted by the authority to the employees," was first with a score of 3.94 and a standard deviation of 0.95. Second place went to item (4), "all employees can participate in making decisions about what should be done in the school," with a mean of 3.85 and a standard deviation of 0.96. The last rank, item (3), "workers receive feedback from the school principal on how effective their performance is appropriate", has a high mean (3.76) and standard deviation (1.01).

The Table shows that the authority delegation's total arithmetic mean value is (3.81) and its standard deviation is (0.68), which is high. First, "the employee resorts to the manager only in the extraordinary," or "exceptional" that deviates from the prescribed criteria, with an arithmetic mean (3.99) and a high standard deviation (0.92). Second, item (6) indicated that "there is an understanding between the manager and the employee about the implementation of the work," with a high arithmetic mean (3.88) and standard deviation (0.95). Item (9), "The school's goals are consistent with the employee's goals and satisfying his psychological, social, and material needs," was last with arithmetic mean (3.68) and standard deviation (1.03) high. In the table, the overall arithmetic means for time management were (3.69), with a standard deviation of (0.94) and a high degree. Item (12) was first on the dimension: "employees are committed to accuracy in summarizing the tasks entrusted to them," with a mean (3.83) and a standard deviation (1.05) and a high degree. Item (14) was second: "the school administration depends on scientific methods in the calculations of time," with arithmetic mean (3.75) and standard deviation (1.17). Item (13) was last.

The Table shows that the performance evaluation dimension's overall arithmetic mean was (3.20), with a standard deviation of (0.82) and an average degree. Item (8), which stated that "some employees believe that performance evaluation was found to develop their performance and not to reveal their mistakes," was first on the dimension, followed by item (19, which stated that "administrative practices are evaluated periodically to identify strengths and weaknesses," with arithmetic mean (3.55) and standard deviation (1.06) and a medium degree.

The results related to the second question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the responses of the sample members about the level of practicing leadership by exception among school principals in Jordan according to its dimensions (define authority and responsibility, delegate authority, Time management, performance evaluation) attributable to gender (male or female), stage (primary, secondary)?"

To answer the second question, the arithmetic means and standard deviations of the responses of the study members about the level of leadership practice by exception among school principals in Jordan were calculated due to the variables (gender, stage), as shown in the Table.

Table 3

Arithmetic averages and standard deviations of the responses of the study members about the level of practicing Leadership by exception among school principals in Jordan according to the study variables

Variable	Level	Descriptive statistics	Define authority and responsibility	Delegation of authority	Time management	Performance evaluation	The tool as a whole
Gender	Male N = 112	Mean	3.80	3.72	3.54	3.14	3.55
		Standard deviation	0.78	0.71	0.96	0.95	0.72
	Female N = 176	Mean	3.87	3.86	3.78	3.24	3.69
		Standard deviation	0.69	0.66	0.93	0.73	0.59
	Total N = 288	Mean	3.84	3.81	3.69	3.20	3.63
		Standard deviation	0.73	0.68	0.94	0.82	0.64
Stage	Primary N = 147	Mean	3.91	3.86	3.68	3.27	3.68
		Standard deviation	0.66	0.66	0.97	0.74	0.59
	Secondary N = 141	Mean	3.77	3.75	3.69	3.12	3.58
		Standard deviation	0.78	0.70	0.92	0.90	0.70
	Total N = 288	Mean	3.84	3.81	3.69	3.20	3.63
		Standard deviation	0.73	0.68	0.94	0.82	0.64

Table (3) shows apparent differences between the arithmetic averages about the level of practicing Leadership by exception among school principals in Jordan. To show the statistical differences between the arithmetic averages, multivariate analysis of variance (MANOVA) was used for the responses of the study sample members on the domains and the total degree of the scale according to the study variables, and Table (4) shows the results of that.

Table 4

The results of the multiple analysis of variance (MANCOVA) for the responses of the study members to the level of practicing Leadership by exception among school principals in Jordan due to the study variables

Variation source/variable	Domain	Sum of squares	df	Mean of squares	"F" value	Sig
Gender Hotelling's=0.018 Sig=0.294	Define authority and responsibility	.401	1	.401	.761	.384
	Delegation of authority	1.564	1	1.564	3.398	.066
	Time management	3.710	1	3.710	4.192	.042*
	Performance evaluation	.804	1	.804	1.200	.274
	The tool as a whole	1.384	1	1.384	3.378	.067
Stage Hotelling's=0.026 Sig=0.119	Define authority and responsibility	1.500	1	1.500	2.847	.093
	Delegation of authority	.982	1	.982	2.133	.145
	Time management	.003	1	.003	.004	.951
	Performance evaluation	1.871	1	1.871	2.792	.096
	The tool as a whole	.777	1	.777	1.895	.170

ERROR	Define authority and responsibility	150.148	285	.527	
	Delegation of authority	131.142	285	.460	
	Time management	252.211	285	.885	
	Performance evaluation	190.979	285	.670	
	The tool as a whole	116.785	285	.410	
Adjusted total	Define authority and responsibility	151.989	287		
	Delegation of authority	133.591	287		
	Time management	255.939	287		
	Performance evaluation	193.559	287		
	The tool as a whole	118.865	287		

* Significant at the significance level ($\alpha=0.05$).

It is evident from Table (4) that:

1. There are no statistically significant differences at the level of significance ($\alpha = 0.05$) between individuals' estimates on each of the domains (determining authority and responsibility, a delegation of authority, performance evaluation) due to the difference in the gender variable, as the statistical value of the (f) test on the domains was (0.761) (3.398) (1.200) with a significance level (0.384) (0.066) (0.274) respectively, all of these values are not statistically significant at ($\alpha = 0.05$). There are also statistically significant differences at the level ($\alpha = 0.05$) between individuals' estimates on the domain of time management, as the statistical value of the (f) test on the domain was (4.192) the significance level (0.042). This value is statistically significant at ($\alpha = 0.05$), where the differences were in favor of females with arithmetic mean that was more knowledgeable than males on the field. It also shows that there are no statistically significant differences at the significance level (0.05) on the total degree of the scale due to the effect of the gender variable, where the value of (F) on the scale as a whole was (3.378) with a significance level of (0.067), and this value is considered not statistically significant.

2. There are no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between individuals' estimates on all domains (determining authority and responsibility, a delegation of authority, time management, performance evaluation) due to the difference in the stage variable, as the statistical value of the (f) test on the domains was (2.847) (2.133) (0.004) (2.792) with the significance level (0.093) (0.145) (0.951) (0.096), respectively. All of these values are not statistically significant at ($\alpha = 0.05$). It also shows that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) on the total score of the scale due to the effect of the stage variable, where the value of (F) on the scale as a whole reached (1.895) at a level of significance (0.170) and this value is considered not statistically significant.

Results related to the third question: "Is there an effect of the level of practicing leadership by exception among school principals in Jordan, according to its dimensions (determining authority and responsibility, delegating authority, time management, evaluating performance) on organizational effectiveness from the teachers' point of view?"

To answer the third question, multiple linear regression analysis coefficients were extracted using the stepwise method to measure the effect of the level of practicing Leadership by exception among school principals in Jordan according to its dimensions (determining authority and responsibility, a delegation of authority, time management, performance evaluation) on organizational effectiveness from the teacher's perspective. The

correlation coefficients were calculated between the dimensions of the level of practicing Leadership by exception and organizational effectiveness, and Table (5) shows these results:

Table 5

Correlation coefficients between the dimensions of the level of practicing Leadership by exception and organizational effectiveness

	Organizational effectiveness	Determine authority and responsibility	Delegation of authority	Time management	Performance evaluation
Organizational effectiveness	1	0.493**	0.314**	0.216**	0.500**
Determine authority and responsibility		1	0.671**	0.426**	0.484**
Delegation of authority			1	0.618**	0.456**
Time management				1	0.598**
Performance evaluation					1

* Statistically significant at level ($\alpha=0.05$).

** Statistically significant at the level ($\alpha=0.01$).

It is noted from Table (5) that there are positive and statistically significant correlation coefficients between the variables. Accordingly, the multiple linear regression coefficients and their squares and the amount of interpretation of the change were extracted by calculating the (R^2) and modified (R^2) values and the values of the change in those coefficients, and Table (6) explains the results of this:

Table 6

Stepwise Multiple Linear Regression Coefficients and Their Squares for the Impact of the Dimensions of the Level of Practicing Leadership by Exception on Organizational Effectiveness

Model	R	R^2	Modified R^2	Standard Error of Estimation	Change stats				
					Change in R^2	The change in calculated F	Df of numerator	Df of denominator	Sig
1	.500 ^a	.250	.247	.71	.250	95.394	1	286	.000
2	.576 ^b	.332	.328	.66	.082	35.045	1	285	.000
3	.599 ^c	.359	.352	.65	.027	11.814	1	284	.001

a Predictors: performance evaluation

b Predictors: performance evaluation, identification of authority and responsibility

c Predictors: performance evaluation, identification of authority and responsibility, time management

Dependent variable: organizational effectiveness

It is noted from Table (6) that the R-value of the input factors amounted to (0.599). In contrast, the value of R^2 amounted to (0.352), which means that the input predictors can explain 35.2% of the variance in organizational effectiveness: performance evaluation, determining authority, responsibility, and time management together. It also shows that

the performance evaluation variable explained 25% of the total explanatory variance, and the authority and responsibility determination variable added 8.2% of the total explanatory variance; it is also clear that the values of the change in the explained variance of all variables are statistically significant at the level of statistical significance ($\alpha = 0.05$).

The significance of this effect is confirmed by the calculated value (P) of the total model for the impact of the level of practicing Leadership by exception among school principals in Jordan according to its dimensions on organizational effectiveness, which amounted to (11.814) at a statistical significance level (0.001), and this value is considered significant at the significance level ($\alpha = 0.05$).

DISCUSSION OF THE RESULTS

Research on school principals' use of leadership by exception in Jordan is an important step forward for educational leadership studies. This confirms what previous research has shown: that democratic leadership styles have a favorable effect on educational institutions and that students have high levels of leadership ability (Al-Hrahsha & Al-Soud, 2019; Baloch et al., 2020). But it differs from Ağalday's [22] emphasis on how inclusive leadership relates to organizational hypocrisy. Research by Donkor et al. [23] on organizational commitment and leadership styles is similar to this study in that it focuses on leadership by exception and how it relates to organizational success.

The results also corroborate those of Ahmad et al. [24], who studied the effects of instructional leadership on professional growth, and they add to the growing body of evidence linking leadership styles to better student learning. This study's focus on leadership characteristics and their practical ramifications is similar to Atasoy's [25] research into the relationship between school culture, organizational change management capabilities, and leadership styles.

This study adds to our knowledge of the dynamics of educational leadership within the larger framework of global science. Findings from this study corroborate those from Khalafallah's [3] research on entrepreneurial leadership and management by exception, demonstrating the importance of certain leadership styles in creating productive learning environments. The study underscores the pivotal role of leadership in fostering organizational effectiveness, corroborating the findings of Al-Jabour [14] regarding the productive university model and its impact on organizational effectiveness in Jordanian universities.

In line with worldwide trends in educational leadership research, this study confirms the importance of leading by exception in educational management and its significant influence on organizational effectiveness.

CONCLUSION

The leadership by exception study among Jordanian school principals found that, on the whole, principals are very good at managing their time, defining their roles and responsibilities, and assigning responsibilities, but they are only moderate when it comes to evaluating student achievement. Aside from time management, where women scored better, gender and educational level had no discernible impact on leadership behaviors. From the faculty's point of view, organizational success was positively connected with these leadership behaviors, particularly in performance evaluation, which was identified as a

critical component of organizational effectiveness. Policymakers and educators in Jordan can benefit from this research since it highlights the good and the bad of educational leadership in the country's schools.

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