

The Degree of Practicing Spiritual Leadership Among Academic Leaders in Jordanian Universities and Its Relationship to Organizational Ambidexterity

¹Najwa Darawsha, ²Tamara AL-Dawuod, ³Alaa Ahmad Harahsheh, ⁴Zohair H. Al-Zoubi, ⁵Rana M., Rawashdeh

¹Assistant Professor, Faculty of Educational Sciences, Jadara University-Jordan/ ORCID:0000-0002-0907-2188

²Assistant Professor, Faculty of Educational Sciences, Jadara University, Jordan, Dawoudtamara235@gmail.com, ORCID:0000-0002-0987-7103

³Department of Educational Administration and Foundations, Al al-Bayt University, Jordan

⁴Associate Professor, Department of Educational foundations and Administration, Faculty of Educational Sciences, The Hashemite University/ zohair971@yahoo.com – Jordan, ORCID:0000-0002-2838-5868

⁵part-time lecturer, Faculty of Educational Sciences, Jadara University- Jordan, zohair971@yahoo.com, ORCID:0000-0002-8715-5296

Abstract

The current study aimed to investigate the degree of practicing spiritual leadership among academic leaders in Jordanian universities and to reveal its relationship to organizational ambidexterity. The descriptive analysis method was used, and a questionnaire was applied to a sample of (300) faculty members. The results demonstrated a high degree of spiritual leadership practice and organizational ambidexterity among academic leaders in Jordanian universities from the faculty members' perspectives. The results also suggested no statistically significant differences attributable to the effect of variables: (type of university, academic rank, and type of college) for both variables. The results also showed a correlation between spiritual leadership and organizational ambidexterity. The study recommends conducting extensive training courses to educate employees (faculty members) about the concept of spiritual leadership, organizational ambidexterity, and the importance of applying them in administrative practices.

Keywords: Academic Leaders, Spiritual Leadership, Organizational Ambidexterity, Jordanian Universities.

INTRODUCTION

Leading institutions strive to reach a high and distinguished level of performance to distinguish themselves from other institutions by developing their human, material, and technological cadres in line with the scientific and knowledge developments demanded by the labor market (Hussien et al., 2017). However, the accelerated knowledge transition has resulted in the current situation of low job stability and growing pressures on working cadres, particularly in educational institutions

which seek to build a skillful and experienced generation. Therefore, the availability of visionary leaders with faith, assurance, optimism, determination, and higher ideals are required to meet the lofty goals of these educational institutions by applying innovation, organization, and institutional ambidexterity (Alharafsheh et al., 2021).

Historically, educators have paid close attention to the concept of leadership as many issues related to educational leadership have emerged especially in light of the development of

civilizations and openness of knowledge. Several educators have argued that the educational leadership methods that have been valid in ancient times do not fit the present development and that there is a need to adapt to modern changes. Indeed, this change in educational leadership methods has led to creativity and innovation in the educational process, and the emergence of new methods of modern leadership based on the exchange of ideas, achieving benefits between the leader and his subordinates in an organization that perceives its goals and constantly seeks to attain them and enhance its level (Sulaimat, 2020). Modern trends in educational systems strive to empower educational leaders to play a more central role in enhancing education and to focus on educational leadership rather than routine adherence to institutional management (Kearney, Kelsey, & Herrington, 2013). New leadership styles, such as “spiritual leadership” that has evolved, require leaders to rely on their spiritual intelligence to achieve concord and harmony with their followers (Zamani & Khorasgani, 2018).

This leadership provides transcendence as well as a sense of the importance and value of one's work inside the institution. Al-Ghanabousi and Idris (2010) believe that the spiritual leader has a great strategic role in improving the quality of institutions, especially educational ones, which work effectively when led and supported by a spiritual leader, as he constitutes a major faith force that enhances work with a lofty vision and mission. And that when the leader is spiritual, the employees work hard and persistently (Bafadal, 2016) boosting their level of performance and developing their institution.

Organizations increasingly paid close attention to organizational ambidexterity, particularly in the areas of strategic management and knowledge. Due to the intense and challenging competitive conditions that organizations confront in the consistent changing environment, it has become extremely important to implement organizational ambidexterity.

From the aforementioned, we conclude the importance of the role of the spiritual leader in motivating others towards development. His importance is manifested in critical times, as he is the key to the most profound and sustainable reform because this leader is highly focused,

active, and effective in his organization and is satisfied only with excellence and ingenuity in production. However, an organization that enjoys organizational ambidexterity must seek to achieve harmony between the ambidexterity of exploitation and the ambidexterity of exploration through the spiritual leadership style and encourage ingenuity and creativity, as well as polarization talent, flexibility in dealing, and developing competencies to achieve quality performance, reduce risks, and search for new opportunities creatively.

Literature Review

The Importance of Organizational Ambidexterity

Organizational ambidexterity as one of the administrative methods that seek to enhance the organization's ability refers to balancing optimal opportunity exploitation with the quest for new opportunities on an ongoing basis, in other words, it requires the organizations to employ both exploration and exploitation methods to be successful (O'Reilly & Tushman, 2013; Palm & Lilja, 2017; Ali and Sherfani, 2016) by utilizing a set of research, exploration, and experimental skills, taking risks and implementing radical changes to improve the institution's current practices, activities, and outcomes (Al-Zoubi, 2019). Nemanichand Vera (2009) see that achieving success and long-term survival necessitates that the organization is creative and capable of exploring alternative opportunities as well as maximizing current capabilities. However, it is difficult to achieve ambidexterity since it entails achieving various goals such as creativity, effectiveness, exploration, and exploitation. The importance of organizational ambidexterity lies in its ability to achieve a good long-term competitive advantage, therefore, when organizations seek to have high business performance, they work on achieving organizational ambidexterity (Bodwell & Chermak, 2010). Organizations can also benefit from ambidexterity in forming alliances with other organizations (Popadić et al., 2015).

Dimensions of Organizational Ambidexterity

Where the dimensions of organizational ambidexterity include the dimensions of exploration and exploitation (Abbas, 2016; Al-

Sutohi, 2017; and Al-Alusi, 2018). The success of the organizational ambidexterity in the institution is represented by the university's ability to carry out its work effectively, make optimal use of its capabilities and resources towards the opportunities available to it, and its ability to develop, research, and keep pace with change. In addition to keeping a balance between the dimensions of exploration and exploitation (Abu Janib, 2020). In short, it is leadership that instills serenity in the soul and achieves beauty, success, and creativity. It also spreads comfort and joy, stimulates motivation, generates creative energies, achieves pure existence, and puts teachers on the right path in which they present and achieve (Toll, 2009).

The Significance of Spiritual Leadership

Bozkuş and Gündüz (2015) define spiritual leadership as "the values and behaviors that assure the maintenance of spiritual (moral) existence and are required to equip persons for spiritual motives." Spiritual leadership is not employed to brag, impress, or surprise others (Rushdi, 2010). It promotes comprehension that makes subordinates feel like their work lives have significance, that their work matters, and that they comprehend organizational commitment (Egel & Fry, 2017).

Spiritual leaders are distinguished by their understanding of their employees' needs, enhancing their performance, and increasing their participation by encouraging them to be more aware of the specific business goals. They also inspire them and enhance their self-confidence by helping them rebuild their goals at work and invest their abilities to obtain the required results. They tactfully defend their employees and enhance their value in their communities. Thus, they are leaders who seek to respect people regardless of their identity, and they also have a spirit of faith to find equity and social justice among employees. They strive to remove obstacles hindering the development of employees and increase their efficiency (Bozkuş & Gündüz, 2015). They reflect the change and transformation of their environment starting with themselves, and they use the values that bridge the minds and hearts of employees to show their outstanding ambidexterity (Douglas, 2019). Fry and Nisiewicz (2007) believe that spiritual leadership intrinsically includes motivating employees through faith and belief in the service vision of the organization's main

owners, the organization's culture based on altruistic love, and by leading organizations with deeper levels of purposeful actions and behaviors (Houston, Blankstein, & Cole., 2007, Wax, 2008). Spiritual leadership has become the most crucial demand in educational institutions to ensure the continuity of successful performance, which is distinguished by innovation and excellence for employees (Çimen & Karadağ, 2019; Akar, 2010). It stimulates employees in their organization to do good as a life and morals philosophy is founded on love and employs faith and faith to achieve its objectives.

Dimensions of Spiritual Leadership

The dimensions of spiritual leadership, as defined by (Aydin & Ceylan, 2009), are divided into five categories: (vision, faith, altruism, meaning, and membership). This study investigates three aspects of spiritual leadership: vision, hope/faith, and altruism love. The vision dimension is defined as "determining an attractive future for the organization, as this vision takes the role of a catalyst by drawing an attractive future image that motivates workers to work hard to reach that future." It serves three important functions: setting the general direction of change, simplifying more detailed decisions, and helping to coordinate actions quickly and efficiently (Fry, Hannah & Noel, 2011).

Creating a vision is a vital characteristic for successful leaders since it gives motivation for employees to strive harder to achieve it (Bell, 2013). When they work towards this vision, they do three things: they respect the realities of the status quo, they create the way for the realization of this vision, and they make everything fall in line and progress towards the realization of this goal (Raddanipour & Siadat, 2013). It must be realistic, credible, and draw an attractive future (Madu, 2008).

Altruism is a person's inner desire to make others happy and to increase their well-being (Cherry, 2016). It also refers to beneficial behaviours such as honesty and empathy between colleagues, which directly or indirectly help employees, especially those who have problems at work (Raddanipour & Siadat, 2013).

Previous Studies

Numerous studies have been conducted on spiritual leadership and organizational ambidexterity. Polat's (2011) study showed that university students are more influential in altruistic love than faith and vision. Gender and education did not affect the differences between students, while majors in certain departments revealed differences between students' perceptions of the spiritual leadership of their faculty members. Students were more influenced by the dimension of vision. The results associated students' success with spiritual leadership, as the students' sense of spiritual leadership increases, their professional performance and commitment to their work increase, which leads to success in performing this work. Ismail (2017) investigated the influence of spiritual leadership in reducing job bullying behaviors among Sadat City University employees. The findings revealed that the reality of spiritual leadership application was low, and that employees engaged in job bullying behaviors to a high degree, and that there were statistical differences between the spiritual leadership variable and job bullying due to the effect of gender, age, and educational qualification. The findings also showed a very strong negative correlation with statistical significance between the dimensions of spiritual leadership and job bullying.

A recent study in Algeria aimed to reveal the role of leadership in improving the quality of academic life from the faculty members' perspective at the Faculty of the Economics University of M'sila. Al-Yousifi & Al-Arousi applied a questionnaire to a random sample of 30 faculty members. The results demonstrated moderate application of spiritual leadership in the faculty. The study also found a statistically significant correlation between the level of applying spiritual leadership and the improvement of the quality of academic life. The results also showed that there were no statistically significant differences due to the demographic variables (Al-Yousifi and Al-Arousi, 2018). Another recent study by Al-Yousifi (2019) that aimed at identifying the role of spiritual leadership and its dimensions (vision, hope/faith, and altruism) in enhancing organizational trust from the faculty members' perspective at the Faculty of Economics at the University of Milan found a correlation and

effect between spiritual leadership and organizational trust.

Regarding the studies about organizational ambidexterity, Chandrasekaran (2009) conducted a study at the University of Minnesota aimed at identifying the level of organizational ingenuity in high technology organizations. He used the descriptive approach by applying a questionnaire to a sample of (266) individuals. The results suggested that high-tech organizations that pursue innovation and improvement strategies simultaneously are ambidexterity organizations that perform better in terms of return on investment, profitability, sales growth, and profit growth.

Albashqali and Dawod (2015) conducted a study that aimed to determine the nature of the correlation and impact between the dimensions of organizational ambidexterity and the sources of organizational collapse in a sample of the colleges of the Iraqi University of Dohuk. The sample consisted of (48) administrative leaders who respond to the study questionnaire. The results indicated a weak availability of dimensions of organizational ambidexterity in the college and the lack of indicators of sources of organizational collapse except for the source of organizational conflict, and the existence of a correlation relationship and a significant effect of dimensions of organizational ambidexterity in organizational collapse. And Shehadh's (2018) study aimed to identify the effect of positive psychological factors (self-efficacy, optimism, faith, and flexibility) on organizational ambidexterity (exploitation, and exploration) of faculty and staff members at the Arab Academy for Science and Technology. The study sample consisted of (302) faculty members, and a questionnaire was used. The findings of the study concluded that there is a positive effect between the positive psychological factors (self-efficacy, optimism, faith, and flexibility) on the organizational ambidexterity (exploitation and exploration) among faculty members and the supporting staff at the Arab Academy for Science and Technology. Statistically significant differences in the importance of the relative predictive ability of independent variables, dimensions of positive psychological factors (self-efficacy - hope - optimism - flexibility) in the total degree of organizational ambidexterity were found. In Jordan, Abu Janaib (2020) conducted a study to identify the

degree of strategic thinking practice and its relationship to organizational ambidexterity among the heads of academic departments in private Jordanian universities in the capital Amman governorate from the viewpoint of the faculty members. The correlative approach was used, (309) faculty members participated in the study. The results demonstrated that the degree of strategic thinking practice, and the level of organizational ambidexterity among the heads of academic departments in the private Jordanian universities from the viewpoint of the faculty members, came to a large degree and that there are statistical differences between the two variables attributable to the effect of the variables (gender, years of experience, and academic rank). The results also exhibited a positive relationship between the two variables.

Finally, the researcher benefited from these studies in developing a tool for collecting information, identifying the results and comparing them with the results of the current research and using the appropriate statistical treatments, and in strengthening some opinions related to the theoretical framework. Therefore, the current study is distinguished from previous studies in its attempt to identify the styles of spiritual leadership among academic leaders in universities and their relationship to organizational ambidexterity from the viewpoint of faculty members, for the academic year (2022/2021). Where the importance of this study arises through the identification of the relationship between the styles of spiritual leadership practiced by the employees, and its positive impact on their creativity and excellence for the development of educational institutions and society, and the improvement of the academic process.

According to the previous theoretical literature, it is clear that spiritual leadership is a type of leadership that the educational leader possesses, but unfortunately, it is still recent in the educational leadership literature. Hence, another significance of this study is that it may constitute a new addition to the limited Arab studies which focus on the relationship between spiritual leadership and organizational ambidexterity among faculty members and in how to overcome challenges that may face their academic institutions. It is also one of the few Arab studies that discuss spiritual leadership and organizational ambidexterity in the academic

field through these two variables in the light of researchers' knowledge.

Problem and Questions of the Study

The main purpose of paying attention to leadership and its types is to highlight the role the leader plays in motivating followers towards institutional advancement. So that the spiritual leader must possess the great spiritual energy that makes the workers accomplish the required targets effectively. It also manifests itself in critical times as it is the key to a more profound and sustainable reform. Several studies, such as Abu Janb's (2020) study, suggested a variance in the degree to which academic leaders practice spiritual leadership, as well as the findings of Shehadh's (2018) study, which indicated a disparity in the level of organizational ambidexterity of workers. Therefore, the study's problem emerged in an attempt to identify the leadership style that leaders follow in Jordanian universities, and to reveal the extent of its impact on the ambidexterity of faculty members in light of recent developments, and specifically focused on the following main question: "What is the relationship between spiritual leadership and organizational ambidexterity in Jordanian universities," from which the following questions are derived.

1. What is the degree of practicing spiritual leadership among academic leaders in Jordanian universities from the viewpoint of faculty members?
2. Are there statistically significant differences at the significance level ($\alpha < 0.05$) in the participants' responses of the degree of academic leaders' practice of spiritual leadership in Jordanian universities, due to the effect of the variables (university type, college type, and academic rank)?
3. What is the level of academic leaders' practice of organizational ambidexterity in Jordanian universities from the viewpoint of faculty members?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the faculty members' responses to the level of academic leaders' practice of organizational ambidexterity in Jordanian universities, due to the variables (university type, college, and academic rank)?

5. Is there a statistically significant relationship at the level of statistical significance ($\alpha = 0.05$) between the degree of academic leaders' practice of spiritual leadership in Jordanian universities and the level of Jordanian organizational ambidexterity from the viewpoint of faculty members?

Purposes of the Study

The current study aimed to:

- Reveal the degree of practicing spiritual leadership among academic leaders in Jordanian universities from the perspective of the faculty members and identify the impact of organizational ambidexterity on them considering the recent technological and epidemiological changes that even affected the relationship of employees in the institution and their productive ambidexterity.
- Identify the correlative relationship between the degree of academic leaders' practice of spiritual leadership in Jordanian universities and the level of organizational ambidexterity from the perspective of faculty members, to reach a better and deeper understanding of the reality of spiritual leadership in universities, and its impact on achieving organizational ambidexterity among their staff, specifically in times of crises and sudden changes, and to benefit from the results in proposing methods for improving this reality.

Operational Definitions of Terms

Spiritual leadership is "A leadership style based on the adoption of spiritual values such as integrity, honesty, modesty, altruism and faith, and the leader and subordinate receiving care and attention to enhance organizational commitment and raise the level of performance adequacy for individuals and institutions" (Ibrahim, 2018: 76). Procedurally, it is defined as the degree that respondents scored on the spiritual leadership scale in the following areas: vision, hope/faith, and altruism, which were developed to achieve the study's objectives.

Organizational ambidexterity is "The organization's ability to allocate resources to achieve success in both exploration and exploitation activities (Yigit, 2013). Procedurally, it is defined as the degree to which respondents score on the organizational ambidexterity scale that was developed to

achieve the study objectives. According to Owais, (2015, p 254) it is "The institution's ability to exploit current activities in existing areas and explore new activities in new areas of the institution, in a manner that creates a relative balance between exploitative performance and exploratory performance, reconciling the institution's resources, the market, and the conditions of the institution." Procedurally, it is the faculty members' creative activities which based on the leaders' direction through which the energies and ideas of the faculty members are invested. Which is shown by responding to the measure prepared for that.

Methods and Procedures

This section discusses the study approach, methods of collecting data, the instrument of the study, and validity and reliability.

Design of the Study

The descriptive correlative method was used.

Population and Sampling

The study population consisted of all the (2875) faculty members in Jordanian universities in the North Region for the academic year (2021 / 2022). Where the study subjects consisted of (330) faculty members who were chosen by stratified random method from the following universities: (Al al-Bayt University, University of Science and Technology, Yarmouk University, Jerash University, Irbid National University, and Jedar University) representing (19%) of the study population by (19%). Of the (330) questionnaires, only(300) questionnaires were retrieved that were distributed electronically, as follows:

Table (1): *Participants the psychometric characteristics*

| Variables | Categories | N | % |
|--------------------|---------------------|-----|-------|
| Type of university | Public | 201 | 0.67% |
| | Private | 99 | 0.33% |
| Academic rank | Total | 300 | 100% |
| | Professor | 63 | 0.21% |
| | Associate Professor | 110 | 0.37% |

| | | | |
|-----------------|---------------------|-----|-------|
| | Assistant Professor | 127 | 0.42% |
| | Total | 300 | 100% |
| Type of college | Scientific | 133 | 0.44% |
| | Humanities | 167 | 0.56% |
| | Total | 300 | 100% |

Instrument of the Study

The questionnaire was developed by referring to the theoretical literature related to spiritual leadership and organizational ambidexterity, such as the study of (Shehadeh, 2018; Abu Janab, 2020). The study instrument consisted of two parts, the first related to the level of spiritual leadership, consisting of (34) items distributed over three areas, and the second part related to the level of practice of organizational ambidexterity, consisting of (15) items. Where the five-point Likert scale was adopted by giving

each of the items one score as follows: (very high, high, medium, low, very low), which are represented as follows (5,4,3,2,1), respectively.

Validity and Reliability of the Instrument:

The face validity of the instrument was checked by a committee of (12) experienced professors from Jordanian universities, who checked its degree of clarity, the soundness of its linguistic formulation, and the degree of its suitability to the field to which it belongs. The final form of the questionnaire comprised (49) statements.

Regarding the reliability of the instrument, the internal consistency coefficient of the domains was calculated to measure the level of spiritual leadership, and the level of organizational ambidexterity. Cronbach's alpha for internal consistency was also used by applying it to (15) individuals from outside the research sample, and the internal consistency coefficient was as shown in Table (2):

Table (2). *The internal consistency coefficient*

| | Domain | Items | Test-Retest Reliability Coefficients (Person) | Internal consistency coefficient (Cronbach's alpha) |
|---|-----------------|-----------|---|---|
| 1 | Hope/faith | 6 | 0.75 | 0.81 |
| 2 | Vision | 12 | 0.81 | 0.84 |
| 3 | Altruistic love | 5 | 0.76 | 0.81 |
| | Total SL | 34 | 0.86 | 0.92 |

Table (2) shows that the total Test-retest reliability coefficients (Pearson) reached (0.86) and the reliability coefficients of internal consistency (Cronbach's alpha) reached (0.92) for the areas of spiritual leadership and its items indicating that the study instrument is characterized by a high degree of internal consistency and reliability so that it can be relied upon to measure what it was designed for.

Instrument Correction

A five-point Likert scale was used to measure the responses on the items of both tools as follows: very high (5), high (4), medium (3), low (2), and very low (1). To determine the minimum and the maximum length of the 5-point Likert scale, the range is calculated by $(5 - 1 = 4)$ then divided by five as it is the greatest value of the scale $(4 \div 5 = 0.80)$. Afterward, number one which is the least value on the scale was added to identify the maximum of this cell.

The length of the range is determined as follows: (1-1.80) very low, (1.81-2.60) low; Third: (2.61-3.40) medium, (3.41-4.20) high, (4.21- 5.00) a very high degree.

Variables of the Study

Independent variables: Type of university, college, academic rank

Dependent variables: Spiritual leadership among academic leaders in Jordanian universities, and organizational ambidexterity among faculty members.

Results

This section provides a detailed description of the results and their discussion.

Results of the first question: "What is the degree of practicing spiritual leadership among

academic leaders in Jordanian universities from the viewpoint of faculty members? Descriptive analysis was used to answer this question as shown in Table (3).

Table (3). *Descriptive analysis of the SL Scale*

| N | Rank | Dimensions | Means | SD | Degree |
|--------------|------|-----------------|-------------|------------|--------|
| 1 | 2 | Hope/faith | 3.79 | .80 | High |
| 2 | 1 | Vision | 3.72 | 1.04 | High |
| 3 | 3 | Altruistic love | 3.58 | .92 | High |
| Total | | | 3.70 | .69 | High |

Table (3) shows that the means of spiritual leadership ranged between (3.58-3.79). The dimension hope/faith obtained first place with the highest mean (3.79). Vision dimension came in second place with a mean of (2.43), followed by Altruism which ranked in last place with a mean of (3.58). Where the overall mean of the spiritual leadership was (3.70).

The attributes this result to the university administration's interest in developing the leadership skills of leaders, deans, and heads of departments as a result of their awareness of the effective and influential role that an academic leader can play in influencing their followers. As well as to respond to recent developments of rapid technological changes and adapting learning in response to the emergency represented by the Corona pandemic, to maintain what ensures a healthy and safe learning environment for students. It can also be

Table (4). *Descriptive analysis of SL Scale according to the study variable*

| Variables | Analysis | Hope/faith | Vision | Altruistic love | Total |
|---------------|--------------------|------------|------------|-----------------|------------|
| Public | Mean | 3.49 | 3.74 | 3.50 | 3.58 |
| | N | 117 | 117 | 117 | 117 |
| | Standard deviation | .749 | .856 | .827 | .723 |
| Privat | Mean | 3.27 | 3.67 | 3.44 | 3.38 |
| | N | 33 | 33 | 33 | 33 |
| | Standard deviation | .889 | .570 | .807 | .517 |
| Total | Mean | 3.44 | 3.72 | 3.48 | 3.53 |
| | N | 150 | 150 | 150 | 150 |
| | Standard deviation | .784 | .801 | .820 | .687 |

attributed to the training programs offered to corporate leaders, which are concerned with developing spiritual leadership skills. The result may also be attributed to the leaders' awareness of the importance of adopting spiritual leadership because of its effective role in appreciating and respecting employees' efforts. As those leaders communicate with their followers in a friendly manner and mutual respect among them. And they strive to fulfil their duties, responsibilities and are also ready to solve the problems facing their institutions. This embodies the messenger of Allah saying(ﷺ) that, "The believers in their mutual kindness, compassion, and sympathy are just like one body. When one of the limbs suffers, the whole body responds to it with wakefulness and fever."

The result of this study is consistent with the result of (Polat, 2011), which indicated that university students are more influenced by altruism than faith and vision. The result of this study also agreed with the result of (Ismail, 2017), which came with a high degree. While the result of this study differed from the result of (Al-Yousifi & Al-Arousi, 2018), which came with a medium degree.

Results of the second question:

"Are there statistically significant differences at the significance level ($\alpha < 0.05$) in the participants' responses of the degree of academic leaders' practice of spiritual leadership in Jordanian universities, due to the effect of the variables (university type, college type, & academic rank)?" To answer this question descriptive analysis was conducted (see Table 4).

| Variables | Analysis | Hope/faith | Vision | Altruistic love | Total |
|----------------------------|--------------------|------------|-----------|-----------------|-----------|
| Professor | Mean | 3.49 | 3.67 | 3.49 | 3.53 |
| | N | 52 | 52 | 52 | 52 |
| | Standard deviation | .731 | .893 | .778 | .781 |
| Associate Professor | Mean | 3.50 | 3.80 | 3.50 | 3.59 |
| | N | 61 | 61 | 61 | 61 |
| | Standard deviation | .740 | .848 | .918 | .708 |
| Assistant Professor | Mean | 3.28 | 3.68 | 3.45 | 3.43 |
| | N | 37 | 37 | 37 | 37 |
| | Standard deviation | .915 | .556 | .722 | .488 |
| Total | Mean | 3.44 | 3.72 | 3.48 | 3.53 |
| | N | 150 | 150 | 150 | 150 |
| | Standard deviation | .784 | .801 | .820 | .687 |
| Scientific | Mean | 3.47 | 3.80 | 3.54 | 3.53 |
| | N | 82 | 82 | 82 | 82 |
| | Standard deviation | .781 | .916 | .857 | .755 |
| Huanities | Mean | 3.41 | 3.64 | 3.41 | 3.53 |
| | N | 68 | 68 | 68 | 68 |
| | Standard deviation | .792 | .631 | .773 | .600 |
| Total | Mean | 3.44 | 3.72 | 3.48 | 3.53 |
| | N | 150 | 150 | 150 | 150 |
| | Standard deviation | .784 | .801 | .820 | .687 |

There are significant differences in the means and standard deviations of the degree to which academic leaders practice spiritual leadership in

Jordanian universities attributed to the effect of variables: (type of university, college, and academic rank).

Table (5). Three-way ANOVA of the variables' effect on the degree of practicing spiritual leadership

| Source of variance | Dimensions | SS | DF | MS | F value | Sig |
|--------------------|-----------------|-------|----|-------|---------|------|
| Type of university | Hope/faih | .013 | 1 | .013 | .033 | .855 |
| | Vision | .005 | 1 | .005 | .009 | .926 |
| | Altruistic love | .001 | 1 | .001 | .002 | .967 |
| | Overall tool | .023 | 1 | .023 | .058 | .810 |
| Academic rank | Hope/faih | 2.578 | 2 | 1.289 | 3.382 | .037 |
| | Vision | .291 | 2 | .146 | .248 | .781 |
| | Altruistic love | .401 | 2 | .200 | .369 | .692 |
| | Overall tool | .196 | 2 | .098 | .245 | .783 |
| Type of collage | Hope/faih | 1.799 | 1 | 1.799 | 4.721 | .032 |
| | Vision | 1.929 | 1 | 1.929 | 3.283 | .072 |
| | Altruistic love | 7.479 | 1 | 7.479 | 13.771 | .000 |
| | Overall tool | 2.334 | 1 | 2.334 | 5.836 | .017 |
| Total | Hope/faih | 3.997 | 1 | 3.997 | 10.487 | .002 |
| | Vision | .673 | 1 | .673 | 1.145 | .287 |

| Source of variance | Dimensions | SS | DF | MS | F value | Sig |
|--------------------|-----------------|----------|-----|-------|---------|------|
| | Altruistic love | 2.759 | 1 | 2.759 | 5.081 | .026 |
| | Overall tool | .311 | 1 | .311 | .777 | .380 |
| Error | Hope/faih | 50.309 | 132 | .381 | | |
| | Vision | 77.582 | 132 | .588 | | |
| | Altruistic love | 71.688 | 132 | .543 | | |
| | Overall tool | 52.792 | 132 | .400 | | |
| Total | Hope/faih | 1870.680 | 150 | | | |
| | Vision | 2174.320 | 150 | | | |
| | Altruistic love | 1919.520 | 150 | | | |
| | Overall tool | 1942.469 | 150 | | | |
| Adjusted total | Hope/faith | 91.510 | 149 | | | |
| | Vision | 95.583 | 149 | | | |
| | Altruistic love | 100.175 | 149 | | | |
| | Overall tool | 70.273 | 149 | | | |

Table (5) shows that:

- Regarding the university type variable: The findings showed that there were no statistically significant differences at the level of significance ($\alpha < 0.05$) for the level of academic leaders' practice of spiritual leadership in Jordanian universities attributable to the variable "university type". The F value was (4.588), and at the level of significance (0.034). This result is attributed to the fact that public and private universities are striving to gain the confidence of the local community through itefficient outputs. This result may also be attributed to the spiritual leadership style which is used by academic leaders and reflected positively on the performance of their followers. However, previous studies did not show differences due to the variable of university type.
- Regarding the academic Rank: The results revealed no statistically significant differences attributed to the academic rank variable. This result may be attributed to the

position of the academic leader, regardless of his scientific rank. The previous studies did not show any differences due to the academic rank variable.

- As for the job title variable: The result also showed that there were no statistically significant differences at the level of significance ($\alpha < 0.05$) due to the variable of the job title. This result may be attributed to the powers granted to the administrative leader, and the role he plays in maintaining the position of his institution with excellence and upgrading the quality of its services, and his powers also granted to him by employing and investing the results of research and studies obtained by members and students at the college, and studies dealing with the job title did not appear.

Results of the third question:

"What is the level of academic leaders' practice of organizational ambidexterity in Jordanian universities from the viewpoint of faculty members?" To answer this question, descriptive analysis was obtained (see Table 6).

Table (6). *Descriptive analysis of participants' responses to the Organizational ambidexterity*

| N | Items | Mean | SD | Rank | Level |
|----|--|------|------|------|-------|
| 7 | The leader is interested in offering fresh knowledge to employees through training on what is new and new technical ways to stimulate the educational process. | 3.72 | 1.08 | 1 | High |
| 12 | The leader is actively seeking new technology. | 3.70 | 0.98 | 2 | High |
| 13 | The leader is continually responding to changes in the environment. | 3.68 | 1.07 | 3 | High |
| 4 | Through research and development, the leader seeks out fresh ideas to give new services. | 3.65 | 1.17 | 4 | High |

| N | Items | Mean | SD | Rank | Level |
|-------------------------------------|---|-------------|-------------|------|-------------|
| 11 | The leader is continuously searching for fresh technical ideas through creative thinking. | 3.62 | 1.03 | 5 | High |
| 9 | A leader encourages employees to come up with novel ideas that question conventional wisdom. | 3.60 | 1.07 | 6 | High |
| 14 | The leader offers the required services to meet the demands of the community in which it operates. | 3.57 | 1.15 | 7 | High |
| 3 | The leader uses a variety of continual ways to ascertain the tendencies of the individuals involved. | 3.56 | 1.18 | 8 | High |
| 8 | The leaders care about their staff and help them improve their interpersonal abilities. | 3.55 | 1.11 | 9 | High |
| 5 | The leader communicates with faculty members regularly& solicits comments from them. | 3.53 | 1.03 | 10 | High |
| 10 | The leader eagers to improve the use of technology | 3.51 | 1.09 | 11 | High |
| 6 | The leader believes that developing individual employees' skills leads to support for the work team's approach. | 3.49 | 1.04 | 12 | High |
| 2 | The leader employs specific criteria for selecting staff following the educational service's needs. | 3.35 | 1.29 | 13 | Medium |
| 1 | The leadership communicates with the graduate regularly& solicits their feedback. | 3.21 | 1.33 | 14 | Medium |
| Organizational ambidexterity | | 3.56 | 0.49 | | High |

Table (6) shows that high organizational ambidexterity among the participants with a mean (3.56).The means of the items ranged between (3.21 - 3.72) and with a standard deviation ranging between (1.08 - 1.33) at a (high) level. Statement (5), which reads, “The leader is interested in offering fresh knowledge to employees through training on what is new and new technical ways to stimulate the educational process.” came in the first place with a mean of (3.72), and with a high level.

This high result may be attributed to the degree of academic leaders' belief in the importance of providing faculty members with all that is new whether in terms of knowledge or modern technological methods to enhance the educational process, as the leader seeks effectively to reveal new creative and authentic ideas that challenge the traditional ones, and this is evident by items (7,12,13,11,5), which came in a high degree.This high result may be attributed to the academic leaders' continuous follow-up of the skills and experiences of

employees within the institution which they follow to assess their strengths and weaknesses and provide them with appropriate feedback. As those leaders realize the importance of developing employees' skills and their consequences on the organization. Regarding the two statements which demonstrated a medium level, their level indicates the weak application of sound standards in selecting employees in the institution,as there may be some workers who do not meet the standards of the educational process. Statement (1), which came in the last rank indicated a significant weakness in the mechanism of leaders' communication with graduates and following up on their needs and developments.This result indicates a wide gap between leaders and academic staff and the graduates. This high result agreed with the results of (Chandrasekaran, 2009; Albashqali&Dawod, 2015; Shehadh, 2018; Abu Janab, 2020) which obtained a high level.

Results of the fourth question:

“Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) in the faculty members’ responses to the level of academic

leaders’ practice of organizational ambidexterity in Jordanian universities, due to the variables (university type, college, and academic rank)?” Descriptive analysis was calculated to answer this question (see Table 7).

Table (7). *Descriptive analysis of the participants’ responses on Organizational ambidexterity Scale*

| Type of university | gender | Academic rank | | | | | | | | Total | |
|--------------------|--------------|---------------|-------------|---------------------|-------------|---------------------|-------------|-------------|-------------|-------------|-------------|
| | | Lecturer | | Assistant Professor | | Associate Professor | | Professor | | | |
| | | Mean | SD | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Public | Male | 3.56 | 0.52 | 3.64 | 0.50 | 3.59 | 0.52 | 3.71 | 0.44 | 3.63 | 0.49 |
| | Female | 3.45 | 0.51 | 3.47 | 0.51 | 3.51 | 0.43 | 3.61 | 0.45 | 3.51 | 0.48 |
| | Total | 3.52 | 0.51 | 3.57 | 0.51 | 3.56 | 0.49 | 3.67 | 0.44 | 3.58 | 0.49 |
| Private | Male | 3.49 | 0.52 | 3.43 | 0.39 | 3.44 | 0.57 | 3.58 | 0.66 | 3.48 | 0.52 |
| | Female | 3.30 | 0.30 | 3.20 | 0.41 | 3.75 | 0.41 | 3.60 | 0.52 | 3.37 | 0.45 |
| | Total | 3.45 | 0.47 | 3.32 | 0.41 | 3.51 | 0.55 | 3.58 | 0.61 | 3.44 | 0.50 |
| Total | Male | 3.54 | 0.52 | 3.60 | 0.49 | 3.55 | 0.53 | 3.68 | 0.49 | 3.59 | 0.50 |
| | Female | 3.42 | 0.48 | 3.40 | 0.50 | 3.55 | 0.43 | 3.61 | 0.45 | 3.48 | 0.47 |
| | Total | 3.50 | 0.50 | 3.52 | 0.50 | 3.55 | 0.50 | 3.66 | 0.47 | 3.55 | 0.49 |

There are significant differences between the means of the participant's responses to the overall organizational ambidexterity scale attributable to the variable (type of university,

academic rank, and college). To determine the statistical significance of these apparent differences, the Three-way ANOVA was applied as shown in Table (8).

Table (8) *Three-way ANOVA of the participants’ responses due to the variable (type of university, academic rank, college)*

| Variable | SS | DF | MS | F value | Sig |
|---|---------------|------------|-----|---------|-----|
| University type | .42 | 1 | .42 | 1.72 | .19 |
| Academic Rank | 1.34 | 3 | .45 | 1.85 | .14 |
| College | .214 | 1 | .21 | .89 | .35 |
| University type x academic rank | .70 | 3 | .23 | .96 | .41 |
| University type x college | .100 | 1 | .10 | .40 | .53 |
| Academic rank x college | .83 | 3 | .28 | 1.15 | .33 |
| University type x academic rank x college | .47 | 3 | .16 | .65 | .58 |
| The error | 88.40 | 366 | .24 | | |
| Adjusted total | 93.242 | 381 | | | |

There is no statistically significant difference shown at the level of statistical significance ($\alpha < 0.05$) between the two means of the participant's responses on the overall scale of organizational ambidexterity due to the variables (university type, academic rank, and college), where the value of statistical significance is (.19), which is greater than the level of statistical significance ($\alpha < 0.05$). Table (8) also indicates that there are no differences due to the interaction between them. This result,

which showed no statistically significant differences due to the effect of (university type, academic rank, type of college) and the interaction between them can be explained as follows:

- Regarding the university variable (public, private): which showed that there are no differences between them is because the leader, whether he works in a public or private university strives to prove himself regardless of

his academic position. The type of university is no longer a reason to limit the leader's ingenuity and distinction within his institution.

- Regarding the "college" variable: for which no differences were significant is since the leader, whether in the scientific or humanities colleges, seeks to improve his college and work to elicit the ideas of the academic staff and benefit from their creativity in developing the university. As leaders always strive to enhance the activities and motivation of employees to work and increase the level of their institutional excellence and creativity without being restricted to the type of college.
- As for the "academic rank": in which no statistical differences are significant, this result can be explained by the fact that the leader as perceived by the faculty members, regardless of his academic rank, always seeks to develop himself and his profession. Indeed, any person who is at the beginning of his professional path seeks to prove himself and achieve more professional development and this can be shown from responses. Indeed, the

lecturer and assistant do more effort, perseverance, and accuracy to prove themselves, and the leader with the rank of professor is a possessor of wisdom, skill, and experience, and this also enhances his leadership role, and both of them seek to advance and support their staff, motivate them, and encourage them to create and excel within their organization. This result agreed with the result of the study of (Abu Janb, 2020), which concluded no differences due to the academic rank variable.

Results of the fifth question:

"Is there a statistically significant relationship at the level of statistical significance ($\alpha = 0.05$) between the degree of academic leaders' practice of spiritual leadership in Jordanian universities and the level of Jordanian organizational ambidexterity from the viewpoint of faculty members?" To answer this question, the Pearson correlation coefficient was calculated between the participants' responses on all of the items of the spiritual leadership scale and all of the items of organizational ambidexterity as shown in Table (9).

Table (9). *Pearson correlation coefficient of the responses on both scales*

| Domains | | Organizational ambidexterity (overall) |
|-----------------|---------------------------------|---|
| Hope/faith | Pearson correlation coefficient | .5 |
| | | .000 |
| Vision | Pearson correlation coefficient | .49 |
| | | .000 |
| Altruistic love | Pearson correlation coefficient | .5** |
| | | .000 |
| Total | Pearson correlation coefficient | 0.69** |
| | | .00 |

Statistically significant at the level of statistical significance ($\alpha = 0.01$).

There is a positive, statistically significant correlation at the level of statistical significance ($\alpha < 0.05$) between the responses of the participants on the items of spiritual leadership and organizational ambidexterity, where the correlation coefficient between them reached (0.69), indicating that an increase in the spiritual leadership among participants lead to an increase in organizational ambidexterity, that is, the relationship between them is a direct relationship.

The result of this result may be attributed to the close relationship between faith and closeness to God, as spiritual leadership has a deep spiritual aspect in which there is closeness to God and

certainty that is not tainted by negative feelings as a result of going through challenges or crises that limit the ability of employees to excel within their organization. It is reflected in the lofty message that academic leaders seek by guiding the faculty staff members to achieve it creatively and distinctly, which proves the efficiency and competence of its employees. This result agreed with the result of (Shehadh, 2018; Abu Janab, 2020), which showed a positive degree.

Conclusion

Through the presentation of the results, the degree of practicing spiritual leadership among academic leaders in Jordanian universities and its relationship to organizational ambidexterity, which came to a great degree, indicates the importance of spiritual leadership in achieving organizational prowess within Jordanian educational institutions, as represented by the following:

- the degree of practicing spiritual leadership among academic leaders in Jordanian universities from the viewpoint of faculty. Where the dimension hope/faith ranked first, Vision dimension came in second followed by Altruism which ranked in last. The result may be attributed to the leaders' awareness of the importance of adopting spiritual leadership because of its effective role in appreciating and respecting employees' efforts. As those leaders communicate with their followers in a friendly manner and mutual respect among them. And they strive to fulfill their duties, responsibilities and are also ready to solve the problems facing their institutions.
- And that the level of academic leaders' practice of organizational ambidexterity in Jordanian universities from the viewpoint of faculty members also came to large degree. This high result may be attributed to the degree of academic leaders' belief in the importance of providing faculty members with all that is new whether in terms of knowledge or modern technological methods to enhance the educational process, as the leader seeks effectively to reveal new creative and authentic ideas that challenge the traditional ones.
- Finally, The result concluded that there is a positive relationship between the degree of academic leaders' practice of spiritual leadership in Jordanian universities and the level of Jordanian organizational prowess from the faculty members' point of view.

Recommendations

Based on the findings of the study, the researchers recommend the following:

- Holding more training courses to educate employees (faculty members) about the concept of spiritual leadership, organizational

ambidexterity, and the importance of its application in administrative practices and making it a part of the vision, mission, and goals of the institution.

- Giving spiritual leadership a prominent role and adopting it as a consistent approach to promoting spiritual standards, having a moral sense, and developing more distinguished ethical relationships with employees by gaining their trust and showing appreciation to them, to facilitate the disclosure of their needs, and to demonstrate their organizational ambidexterity.
- Inviting researchers to study the effect of intermediate variables such as demographic factors for employees on the relationship between spiritual leadership and organizational ambidexterity and linking them to other variables such as job affiliation, organizational trust, and organizational justice in other research societies such as academic institutions.

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