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The role of administrative leadership in enhancing the effectiveness of education: An analytical study of the impact of leadership styles on the performance of instructors - technical institute of administration – Baghdad

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Abstract

The current research aims to clarify the importance of administrative leadership and its impact on achieving effective learning. This will be accomplished through a study of a sample of faculty members and staff at the Technical Institute of Administration, using them as a case study, and extrapolating the results to encompass other specializations within the field of administrative sciences. The researcher conducted this study to answer a specific inquiry: the primary focus of the research is to determine the nature of the relationship between leadership and learning effectiveness, which manifests in several aspects. Leadership plays a critical role in achieving and enhancing the efficiency of learning objectives. The research also aimed to study and analyze the nature of the relationship between the variables to provide advice to decision-makers in educational institutions and the labor market. One of the necessary steps was to conduct a questionnaire survey, which allows to receive information from primary sources. The questionnaire was of 30 items and was administered to 59 faculty members of the institute. The Statistical Package for the Social Sciences (SPSS) program was used to process and analyse the research questionnaire. The study established that there is a strong relationship between the variables as administrative leadership is regarded as one of the indispensable components in enhancing the learning outcomes by offering direction, encouragement, encouragement, and total control of the learning context. Engaging leaders help employees and learners alike to become more productive. It is possible to increase the quality of learning when people are engaged and have positive interaction with educational content. In addition, leaders who are able to identify needs and provide for the required support and resources like training and technology which are always relevant, help develop the right educational climate that would increase learning effectiveness. Proper administrative management leads to the development of an educational climate that supports creativity and critical thinking thus improving on the quality and efficiency of learning.

Keywords: Leadership, learning, effectiveness, training, creativity

Introduction

ICT is one of the most dynamic sectors in the contemporary world and has been experiencing some of the drastic changes. Contemporary technologies of artificial intelligence have significantly impacted the ways in which financial and social activities are performed resulting in significant changes in the overall life. In the recent past, there has been advancements in various aspects of modern culture that has affected the lives of people in both their personal and working capacity as well as affecting several aspects of society and the world at large. The relationship between leadership and learning effectiveness is evident in several dimensions whereby leadership has a central role in the delivery of the learning outcomes and improvement of effectiveness by setting a clear vision and clear objectives for learning process. These goals can only be achieved when leaders ensure that human and materials resources are provided to support these goals. The attainment of knowledge and information has therefore emerged as one of the critical components of human interaction due to the many problems that employees encounter in organizational behaviors in the current world.

Such challenges include the need to learn basic skills to enable one to compete for new technologies and digital ways of working that alter behavior and that one has to catch up with. Some of the challenges that employees undergo include change readiness, and the ability to manage digital transformations, which are very challenging for them. To achieve the research objectives, the study was divided into four chapters: the first section of the paper was the research methodology which was followed by the second section on the theoretical framework of the research which was followed by the third section on the practical aspects of the organization under research and the final section was the recommendation and conclusion section of the paper.

First: Research Problem

Leadership is a social phenomenon that is closely linked to an individual's personality type and their level of performance in a leadership position. Due to the lack of attention to the importance of administrative leadership in Iraqi organizations, particularly in the area of research (the Technical Institute of Administration), the research problem has focused on the impact of administrative leadership on learning effectiveness. The research aims to assess the level of successful administrative leadership within the organization under study and its effect on organizational performance. Learning is considered one of the critical factors influencing employment in today's world. Various obstacles have emerged in the behavior of employees within organizations, and these organizations must find a way to effectively balance these obstacles among their employees and the competent individuals capable of handling the challenges imposed by the nature of work requirements. In the current era, organizations must work to enhance their internal environment to meet operational requirements effectively and must possess the necessary effectiveness to keep pace with these tasks. Employees must perform their duties as required by the organization. The research problem is defined by addressing the following questions:

- To what extent are the study variables (administrative leadership, learning effectiveness) present from the perspective of the research sample?
- What is the nature of the correlation between leadership and learning effectiveness as perceived by the participants in the research sample, and is it statistically significant?
- Does leadership have an impact on the variable of learning effectiveness as perceived by the participants in the research sample?
- Can the use of contemporary technologies in administrative tasks enhance learning efficiency?

Second: Research Objectives

The research aims to achieve the following objectives:

- Identify the level of leadership implementation at the Technical Institute of Administration - Baghdad.
- Assess the level of learning effectiveness among the faculty members at the Technical Institute of Administration - Baghdad.
- Determine the extent of the impact of leadership on the variable of learning effectiveness within the research sample.

- Propose a set of recommendations to support the application of leadership dimensions and programs to enhance organizational performance in the organization under study, and provide several mechanisms for their implementation.

Third: Research Importance

- The importance of this research lies in its focus on a rapidly evolving field that aligns with global trends and addresses specific needs. It aims to clarify the various aspects and essential requirements of leadership and its practical application within the businesses under study.
- The current research builds upon previous studies and research that have addressed the dimensions of leadership and the field impact of these dimensions on learning effectiveness. It seeks to meet the needs and requirements of the organization and its employees, treating them in an ethical and humane manner, which positively contributes to the development and enhancement of the work environment.
- The research provides a set of recommendations based on its findings to develop and improve performance. It also highlights the results related to the presence of each variable at both the overall and specific levels within the organization and its senior management.

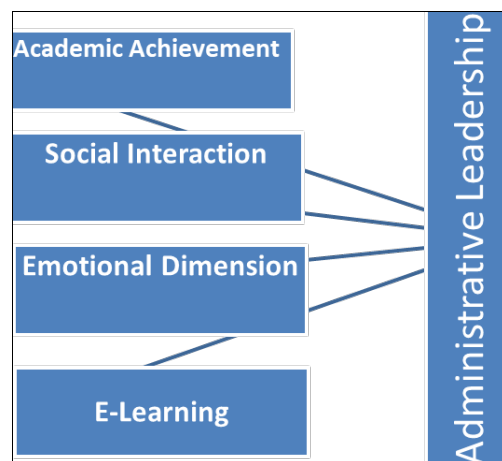
Fourth: Research Hypotheses

To address the research question and achieve the research objectives, the study is based on the following hypotheses:

1. **Main Hypothesis:** There is a statistically significant correlation between administrative leadership and learning effectiveness.
2. **Main Hypothesis:** There is a significant impact of administrative leadership on learning effectiveness.

Fifth: Research Framework

To effectively address the research problem, it is important to construct a conceptual research framework that illustrates the relationship between the research and the various factors involved. This framework should also define the essence of the relationship and its predominant course. The research methodology, as illustrated in Figure 1, aims to identify the correlation and impact between the research variables.



Source: Prepared by the Researcher

Fig 1: Research Framework

Fifth: Research Population

The research sample included 59 faculty members to whom the questionnaire was distributed. The characteristics of the sample are detailed in the following table:

Table 1: Description of the Research Sample

S		Data	Number	Percentage
1	Gender	Male	27	45.8%
		Female	32	54.2%
2	Age	20-29	4	6.8%
		30-39	19	32.1%
		40-49	22	37.3%
		50 and above	14	23.8%
3	Education Level	Master's	47	79.7%
		PhD	12	20.3%
4	Experience	Less than 5 years	21	35.6%
		5-10 years	29	49.1%
		More than 15 years	9	15.3%

The Cronbach's Alpha coefficient was tested, and the value ranged from 0.877 to 0.890, while the reliability of the questionnaire was 0.894. This indicates a high level of consistency in the statistical measures used in the questionnaire.

Sixth: Statistical Methods Used

The methods employed were as follows:

- **Arithmetic Mean:** Calculates the average value of responses for a specific variable.
- **Standard Deviation:** Measures the extent of deviation of responses from their arithmetic mean, indicating the level of dispersion.
- **Correlation Coefficient:** Evaluates the nature and degree of the relationship between the independent variable and the dependent variable.

Seventh: Research Limitations

The limitations of the current research are outlined in terms of temporal, spatial, and research boundaries. The temporal boundary of the research is from April 1, 2024, to June 1, 2024. The spatial boundary was set at the Technical Institute of Administration / Zafrania, located in Baghdad and affiliated with the Middle Technical University, as the research field.

Chapter Two

Theoretical Framework

First: Administrative Leadership

1. Concept of Administrative Leadership

The contemporary state of administrative leadership is characterized by challenges arising from the complex nature of administrative issues faced by educational institutions. Consequently, applying previously used methods and concepts for managing these institutions has become increasingly difficult. Therefore, the current professional environment requires administrative leadership with influential and effective traits to successfully address the demands and obstacles of the modern era. Many experts and practitioners in the field of leadership have observed that managing educational institutions requires a distinct set of administrative leadership traits and skills. This includes flexibility, continuous knowledge enhancement, a strong

understanding of cultural diversity, and decision-making abilities. It also encompasses the capacity for deep and reflective thinking about the role of the manager, openness to the exchange of ideas and concepts, and overcoming obstacles related to narrow and traditional thinking (Abu Khdeir, 2016:)^[1].

Leadership is the process of coordinating and influencing individuals' behavior to achieve specific goals (Al-Nakhla, 2015: 39)^[2]. Kouzes defines leadership as the integration of traits and benefits of influence with managerial activities such as planning, organizing, and coordinating employees' efforts to achieve specific goals (Kouzes, 2016: 8). Administrative leadership involves exerting influence over individuals and groups to effectively direct and organize available resources, ultimately aiming to achieve organizational objectives. It encompasses tasks such as inspiring and guiding employees, making decisions that help the organization achieve its goals in a productive and efficient manner. An administrative leader must possess a range of abilities, including effective communication, strategic thinking, change management, and a deep awareness of the organizational environment and the ability to adapt to it (Yukl, 2020: 57)^[13]. The concept of administrative leadership includes (Northouse, 2021: 122)^[12].

1. **Influence and Motivation:** Administrative leadership heavily relies on the leader's ability to influence others, whether individuals or teams. This is achieved through building trust, inspiring others, and motivating individuals towards achieving goals.
2. **Decision-Making:** Executives are responsible for making pivotal decisions that affect the company's trajectory. These decisions involve resource allocation, goal setting, and strategy formulation.
3. **Planning and Organization:** Administrative leadership involves the effective allocation of resources and guiding individuals to successfully achieve goals. This is accomplished through strategic planning and effective organization of activities.
4. **Change Management:** In dynamic work environments, an administrative leader must have the ability to oversee and guide change effectively. This can be achieved through proactive planning, transparent communication, and enabling teams to adapt to new conditions.

2. Importance of Administrative Leadership

Hafizi (2011: 269)^[3] identifies the importance of strong leadership as one of the key factors in effective and successful organizations. It is:

1. **Organizational Effectiveness and Improvement:** The effectiveness and improvement of an organization are significantly influenced by administrative leadership.
2. **Strategic and Enabling Role:** The leader of a successful organization plays a crucial role in linking the structural aspects of reform with organizational performance outcomes, acting as a strategic and enabling force.

Mark Rodd identifies seven essential competencies that an administrative leader must possess in the 21st century:

1. **Systematic Thinking:** The ability to consider all

- aspects of the organization, including inputs, processes, outputs, and interrelationships, when dealing with different situations and events.
- 2. **Change Influence Capability:** The ability to initiate and implement desired changes within the educational institution, overseeing and managing the process effectively.
- 3. **Innovation Skill:** In the modern work environment, it is crucial for leaders to have innovation skills. This involves creating opportunities for success and differentiating from competitors. Leaders should foster a work environment that encourages experimentation, enabling the educational institution and its employees to overcome challenges.
- 4. **Intrinsic Willingness to Help Others:** True leadership is demonstrated when a person is motivated and ambitious to assist and support others.
- 5. **Multitasking and Management:** The ability to efficiently manage multiple projects, tasks, and employees simultaneously. In the current era, leaders need to effectively oversee and coordinate various tasks and interact with many individuals in each specific situation.
- 6. **Knowledge Acquisition and Guidance:** These skills are critical and necessary for engaging in continuous learning while actively performing job duties to achieve success in their profession. One of the essential skills is the ability to create a coherent and shared vision for the educational institution, ensuring that this vision is significant to the staff within the organization.
- 7. **Vision Creation:** The ability to build and establish a collective vision for the educational institution, guiding others toward the desired future and goals the institution aims to achieve (Abu Khdeir, op. cit.: 30-31) [1].

Effective administrative leadership involves reorganizing administrative and organizational structures to enhance coherence and identify the most effective methods for work and creativity. Its ultimate goal is to increase the awareness of subordinates and the organization as a whole (Kotter, 1996: 126) [8].

3. Dimensions of Administrative Leadership

Several literatures have examined the dimensions of successful administrative leadership. Researchers have relied on the following dimensions:

- **Sources of Leader Power:** The power of a leader can be attributed to various sources, including reward power, coercive power, legitimate power, expert power, referent power, and charismatic power (Jumaa & Nouri, 2011: 308) [5].
- **Leader's Influence on Subordinates:** The leader's influence on subordinates refers to the ability to shape the values and behaviors of individuals and groups, guiding them towards a desired goal. This influential power is characterized by the leader's ability to engage in reciprocal relationships with subordinates, provide guidance and advice, and promote a shared goal. Aamer *et al.* (2018: 170) highlight the importance of this influential ability in establishing personal connections between the leader and subordinates.

- **Leader Skills:** Leader competencies can be categorized into technical, human, and conceptual skills, which contribute to creating an organizational climate that fosters high levels of performance (Nazmiya *et al.*, 2019: 104).



Source: Prepared by the researcher

Fig 2: Dimensions of Leadership Process

2. Effectiveness of Learning

1. Concept of Learning Effectiveness

Learning effectiveness refers to the extent to which individuals achieve specific educational goals and acquire the necessary understanding. Simply put, it measures the effectiveness of the educational process in transferring knowledge and skills to learners. Learning effectiveness encompasses various aspects, including (Muijs & Reynolds, 2011: 188) [11]:

1. **Teaching Quality:** The degree to which teaching methods and curricula succeed in achieving learning objectives.
2. **Student Understanding:** The extent to which students are able to comprehend and absorb the material presented to them.
3. **Academic Achievement:** The degree to which students succeed in achieving desired outcomes through exams or projects.
4. **Interaction and Engagement:** The extent to which students actively participate and engage in educational activities.
5. **Application of Knowledge:** The ability of students to use the information they have acquired in real-life or professional contexts.

Effective learning occurs when students actively participate in activities such as writing, reading, discussing, problem-solving, conducting experiments, analyzing data, studying cases, and similar tasks. This contrasts with passive learning, where students simply listen to the teacher's explanation, even if it is delivered through technology, and then memorize it for later use in exercises (Mohzana *et al.*, 2024: 3) [9]. Specifically, effective learning involves acquiring knowledge that requires learners to engage in higher-order cognitive processes, such as analyzing, summarizing, and evaluating information. Effective learning refers to any educational approach, method, or technique that actively involves the learner in activities that stimulate critical thinking about the subject matter. The level of

student engagement and motivation in learning is often influenced by the teacher’s efficiency and creativity in capturing learners’ interest and attention. Additionally, a positive relationship between students and their teacher plays a significant role in inspiring learning. Evaluating learning effectiveness is crucial in educational institutions to ensure high-quality education and the academic success of individuals (Muijs & Reynolds, 2011: 189) ^[11].

2. Main Factors Affecting Learning Effectiveness

Several factors influence learning effectiveness, and these can be categorized into different groups, including the educational environment, personal characteristics of learners, curricula, and teaching quality. Key factors include (Bahasoan *et al.*, 2020: 102) ^[7]:

1. Teaching Excellence

- **Competence of the Instructor:** The effectiveness of the instructor in conveying knowledge, employing various teaching techniques, and inspiring and engaging students significantly impacts learning effectiveness.
- **Personal Interaction:** Facilitating effective communication between the teacher and students and encouraging active participation through questions and discussions greatly enhances students’ understanding of the material.

2. Personal Characteristics of Learners

- **Motivation:** The level of motivation a student has towards studying greatly influences their academic achievement. Students with higher motivation levels typically achieve superior academic results.
- **Individual Learning Preferences:** Every student has his learning style (visual, auditory or kinesthetic) and the enhancement of these styles in the design of educational methods may increase effectiveness of learning.

3. Educational Environment

- **Infrastructure:** Availing of effective learning tools, current technology and learning resources, and effective classroom setting also determine improved learning outcomes.
- **Psychological Environment:** Psychological and social support in education leads to participation and learning without stress and or anxiety in a student.

4. Curricula

- **Curriculum Design:** Coherent and equitable curricula that address students’ individual needs and are connected to real-world applications enhance learning effectiveness.
- **Curriculum Flexibility:** Allowing for personalized learning and accommodating the unique needs of individual students can improve educational outcomes.

5. Educational Technology

- **Technical Utilization:** The use of technological resources such as e-learning platforms, digital tools, and multimedia can enhance students’ understanding and improve learning effectiveness.

- **Distance Learning:** Virtual learning environments are crucial for facilitating self-directed learning and improving students’ digital skills.

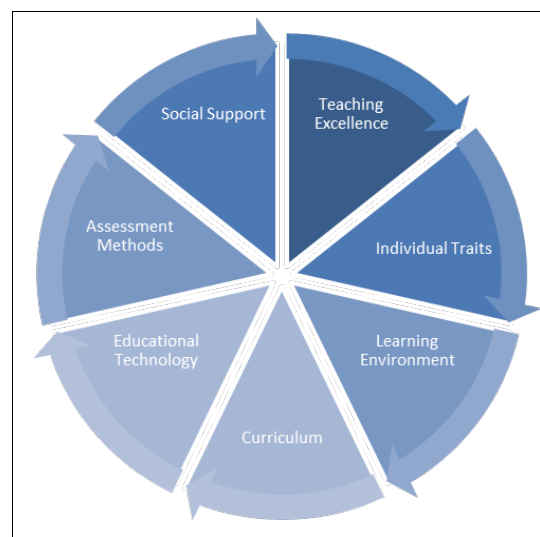
6. Assessment Methods

- **Assessment Techniques:** Employing a variety of comprehensive assessment methods enhances the accuracy of evaluating students’ understanding and use of materials.
- **Formative Assessment:** Providing ongoing feedback to students facilitates their progress and allows them to correct mistakes and gradually improve their performance.

7. Social and Family Support

- **Family Support:** Assistance and encouragement from family members and the community enhance students’ commitment to their studies and boost their motivation to achieve educational goals.
- **Effective Management:** Efficient educational management supports teachers and fosters a supportive learning climate, leading to improved learning outcomes.

Combining these factors significantly affects the learning process and the level of achievement of educational goals. Enhancing any of these attributes can help improve the effectiveness of learning.



Source: Prepared by the researcher

Fig 3: Factors Determining Learning Effectiveness

3. Dimensions of Learning Effectiveness

Learning effectiveness encompasses multiple dimensions related to factors that affect the quality of the educational process and the achievement of educational goals. These dimensions help in evaluating and enhancing learning effectiveness from various perspectives. The core dimensions are:

- **Academic Achievement:** This dimension evaluates students’ ability to meet necessary academic goals through exams, projects, and other academic efforts. It also involves developing essential skills such as critical thinking, problem-solving, and both oral and written

communication skills.

- **Social Interaction:** This dimension pertains to the extent to which students can effectively interact with their peers and teachers, facilitating collaborative learning and teamwork. It also involves students' ability to apply acquired knowledge in diverse social settings and actively participate in the community.
- **Emotional Dimension:** This dimension assesses students' engagement with educational content and their inclination towards acquiring knowledge. Increased motivation improves the ability to sustain learning over time.
- **E-Learning:** This dimension measures the use of e-learning platforms and digital resources to enhance students' understanding and expand their experiences.

These dimensions encompass a wide range of characteristics affecting learning effectiveness. By focusing on developing each of these aspects, it becomes possible to improve the quality of the educational process and achieve superior educational outcomes.

Sources: Molinillo, 2018 [10]: 42-47; Rosenthal & Zimmerman, 2014, p. 75-76

Chapter Three (Practical Framework)

First: Description and Analysis of the Sample Responses for the Administrative Leadership Variable:

Table 2 presents the mean and standard deviation for the administrative leadership variable as follows:

Table 2: Sample Responses for the Administrative Leadership Variable

S	Paragraphs	Mean	Standard Deviation
1.	Administrative leadership of the organization has a clear vision for the organization's future and develops plans accordingly.	4,1	0,97
2.	It possesses the ability to adapt and align with various levels within the organization, both in terms of work and relationships.	4,17	0,47
3.	The organization's goals and the values of its employees serve as guiding principles to ensure alignment and harmony among them.	4,1	0,77
4.	Risk-taking is essential for providing solutions in various scenarios and adapting to organizational changes.	4,41	0,77
5.	It is beneficial in creating a productive work environment and enhancing work efficiency.	4,29	0,00
6.	The organization aims to gather ideas and suggestions from its distinguished representatives in order to make decisions.	4,2	0,92
7.	The success of administrative leadership is influenced by the organization's values, culture, policies, structure, and type of work.	4,0	0,71
8.	It relies on skilled abilities in managing individuals who contribute to leadership and effective communication.	3,1	0,78
9.	It seeks to set objectives and protocols that help implement the organization's vision.	4,0	0,72
10.	Allocating part of the organization's resources to provide support and assistance to its members.	2,7	0,1
11.	Convincing employees of their potential to achieve the required level of performance.	4,7	0,93
12.	Establishing communication channels that align with the organization's strategic goals.	4,3	0,8
13.	The organization's administrative leadership does not rely on using financial or ethical sanctions to influence employees.	4,2	0,72
14.	It does not depend on official job responsibilities to exert influence.	4,1	0,9
15.	Hiring competent individuals to perform tasks with significant responsibility.	3,20	0,9
	Total	4	0,71

Table prepared by the researcher based on SPSS statistical outputs

According to the table above, the variable of successful administrative leadership had the highest mean of 4.6 and a standard deviation of 0.93. Successful administrative leadership includes the subordinates' belief in their ability to achieve the desired level of success, which implies that the organization rarely allocates part of its resources to support

and assist the work performed by its employees, as indicated by the lower mean of 2.7 and a standard deviation of 0.10.

Second: Description and Diagnosis of the Sample Responses to the Variable of Learning Effectiveness:

In Table 3, the mean and standard deviation for the variable of learning effectiveness are presented as follows:

Table 3: Sample Responses to the Variable of Learning Effectiveness

S	Paragraphs	Mean	Standard Deviation
1.	Students benefit significantly from the educational activities provided by the instructor.	2,08	0,80
2.	The use of technology in education enhances the efficiency of the learning process.	2,99	0,77
3.	The diversity of assessment techniques improves the efficiency of the learning process.	4,77	0,7
4.	Using real-life examples enhances students' understanding of the topics.	3,10	0,7
5.	The educational information provided is suitable for the students' academic levels.	2,11	0,0
6.	Immediate feedback enhances the effectiveness of student learning.	4,92	0,21
7.	Enhancing critical thinking skills among students improves their understanding of the topic.	3,27	0,00
8.	When implemented properly, e-learning can be as effective as traditional learning.	4,88	0,78
9.	Students respond well to the teaching techniques used by the instructor.	4,40	0,7
10.	Allocating extra time to clarify complex concepts enhances the effectiveness of the learning process.	3,77	0,71
	Total	3.68	0.6

The table was prepared by the researcher based on SPSS statistical outputs

It can be observed from Table 3 that the highest mean was 4.92 with a standard deviation of 0.21, indicating that feedback has the greatest impact on increasing learning effectiveness. In contrast, the lowest mean was 2.11 with a standard deviation of 0.67, suggesting that the organization under study does not encourage the use of technology to

enhance learning efficiency and effectiveness.

Third: Analysis of Results and Testing of Research Hypotheses

1. Correlation Analysis: Table 4 illustrates the correlation values between the variables with their main and sub-dimensions.

Table 4: Correlation Coefficients Matrix

Independent Variable	Dependent Variable	R	F	Sig	B	A	Significance
Administrative Leadership	Academic Achievement	0.480	33.199	0.000	0.837	0.503	Strongly Significant
	Social Interaction	0.398	23.799	0.000	0.776	0.652	Strongly Significant
	Emotional Dimension	0.577	49.088	0.000	0.980	-0.184	Strongly Significant
	E-Learning	0.398	23.799	0.000	0.776	0.652	Strongly Significant

Table Prepared by the Researcher Based on SPSS Statistical Outputs

The correlation coefficients between all variables in Table (4) are statistically significant at the 0.01 level, indicating the strength of internal consistency among the research variables and their dimensions, as well as the quality of the measurement used. This relationship suggests that as administrative leadership acquires the necessary sources of power and the ability to influence subordinates through their diverse skills, the level of learning effectiveness increases. This supports the validity of the first main hypothesis, which states that there is a significant correlation between successful administrative leadership and learning effectiveness within the organization.

4. Analysis of the Impact Relationship between successful administrative leadership and learning effectiveness

Table (5) shows the results of the regression analysis between administrative leadership and learning effectiveness. It is observed that there is a statistically significant effect of administrative leadership on achieving learning effectiveness, as the calculated F value is 12.178, which is greater than its tabular value at the 0.05 significance level, with 42 degrees of freedom. The Beta (B) coefficient of 0.458 indicates that a one-unit change in administrative leadership is associated with a 45.8% change in learning effectiveness. The R-squared value of 0.615 indicates that 61.5% of the total variance in learning effectiveness is explained by administrative leadership, which means there is a good relationship between successful administrative leadership and learning effectiveness.

Table 5: Regression test value between successful administrative leadership and organizational performance

Significance	T	A	B	F	Coefficient
0.05	10.433	1.821	0.458	12.178	0.615

Table prepared by the researcher based on SPSS statistical software outputs Chapter Three (Conclusions and Recommendations)

Conclusions

1. The educational organization's administrative leadership has a clear vision for the future of education and establishes strategies to enhance and develop the

current educational process.

2. The educational organization's leadership aims to create a dynamic learning environment that enhances learning effectiveness and academic achievement.
3. The educational organization's leadership actively participates in the educational decision-making process and encourages initiatives and suggestions from faculty members.
4. The educational organization partially relies on external knowledge to enhance academic success.
5. The educational organization allocates a limited portion of its resources to support educational ideas and initiatives proposed by teachers.
6. The educational organization lacks sufficient support for solving collaborative problems between teachers and students.

Recommendations

1. If the educational organization has a well-defined vision for the future of education and establishes strategies to enhance and improve the current educational landscape, it should further strengthen this vision to achieve educational excellence and compete at a global level.
2. Educational institutions should emulate the approach of this organization in creating a versatile learning environment that enhances educational effectiveness and improves academic achievement.
3. Strengthen educational strategic plans to ensure the achievement of future goals and improve learning efficiency.
4. Several recommendations to enhance the development of e-learning within the educational institution are:
 - **Develop Interactive Educational Curricula:** There is need to develop effective e-learning curricula that will enable students to be more involved. This can be done through the incorporation of the multimedia features like video clips, computerized simulations and other learning activities.
 - **Educate Teachers on Technology Use:** In this regard, systemized training activities should be provided to prepare the teachers to enhance their professionalism in the use of e-learning tools and other modern technologies for delivering effective and interesting educational content.
 - **Facilitate Technical Support for Students:** Offer

technical support to the students in order to help them overcome the challenges of accessing e-learning resources and other technical problems they may face.

- **Implement Blended Learning Approaches:** To optimise the use of e-learning it is suggested that the traditional teaching methods should be complemented with the e-learning teaching methods in order to ensure that both the teachers and the students are involved in the learning process.
- **Evaluate E-Learning Effectiveness:** There should be periodic assessment methods to determine effectiveness of e-learning in terms of academic performance as well as the satisfaction level of the students and then make changes accordingly.
- **Facilitate Electronic Interaction:** Improve the students – teachers' communication through the use of forums, webinars, and learning management systems that should ensure that all members of the learning community are active contributors.
- **Ensure Quality of E-Content:** Propose high quality standards for e-content so that educational information is credible, correct and current.
- **Promote Collaboration Between Educational Institutions:** Promote cooperation between educational institutions to share their experience and introduce the best practices for e-learning and enhance the quality of e-learning.

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