

Inspirational Leadership of School Principals and Ways to Enhance it :A Case Study

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Abstract

The current study aimed to identify the most important Inspirational leadership practices of school principals and ways to enhance them. The researchers used the mixed approach. The study sample consisted of (37) teachers from UNRWA schools in Khan Yunis. To achieve the study objectives, the researchers developed a scale of inspirational leadership practices. , and the use of semi-regular interviews, in addition to observation, and the study concluded that the relative weight of the leadership practices got a relative weight of (78.6%), and the strategic direction dimension came first with a relative weight of (89.1%), while self-confidence dimension came second with a relative weight of (88.5%), heart encouragement came third with a relative weight of (72.2%), and challenging operations it got the fourth place with a relative weight of (72%), and finally empowering Employees came fifth with a relative weight of (71%) .

The researchers recommend that school principals should apply this Inspirational leadership exercise to change many fields within the school and educational environment, and the pioneer teachers should be given continuous support and leadership at school.

keywords: inspirational leadership, school principals, case study

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I. Introduction:

The recent period witnessed many developments that included various aspects, leading to the “academic” educational system, to work on finding outputs that are appropriate and in line with our ambitions, aspirations, and desires in the light of the development that surrounds us and in light of human needs and desires.

One of the most important matters covered by the change in the educational system is School leadership.

School leadership came at the forefront of educational activities that should be given attention for its role in the educational process in planning and implementation.

That was confirmed by the study of Al-Roqi and Al-Sharif (2019) that to achieve the goals of education there must be effective leadership and administrative system that seeks to arouse enthusiasm and invest potentials and resources as well as coordination between the various efforts.

The educational leadership seeks to raise the level of quality of school performance, in terms of its realization that effective leadership in educational institutions is centered around the learner, and this is in line with the plans of the Ministry of Education, which seeks to achieve advanced positions in the quality of education and educational output (Al-Subaie and Al-Ajri, 2020), and this What was confirmed by the study of Gyansah that motivating educational leadership contributes to raising the level of achievement among students (Gyansah et. al, 2020).

To obtain these outputs, the educational leader must implement some practices in the power of influence in the group of teachers when he possesses the strength of personality, leadership skills and competencies and his collective participation emotionally and practically through implementing reinforcement and motivation processes and his ability to manage conflict and change and develop a sense of responsibility and work to involve everyone in decision-making.

That can be applied by opening the ways of communication among everyone by various means and making the best use of the potential energies in order to achieve efficiency and raise the level of productivity, in addition to creating the appropriate organizational curriculum and spreading the appropriate organizational

culture for work and creativity, and all these practices aim to achieve educational goals (Hashem, 2003). Abdel Hamid (2012) also indicated that the use of the intellectual and mental energies of individuals and the strengthening of human capabilities and energies to help them discover their skills leads to achieving the required educational goals in the best possible way.

The implementation of these practices by school leaders always aims to reach quality, excellence, and success within the educational and school environment, and this success may be due to the leadership styles that exist within the school or the system followed by the educational leader in the educational environment.

The success of any organization is linked to how the organization and the leadership behavior that it exercises and its ability to employ their potential towards work (Daham et al., 2019). As for leadership styles, it has evolved through the ages from a form of control through which subordinates compulsorily accept the process of direction and control from one person to another to a process of influencing the behavior of individuals which proved its effectiveness as a result of the characteristics and attributes that the leader possesses, the nature of individuals and the requirements of situations. Many modern leadership styles have emerged. Transformational leadership, transactional leadership, charismatic, and inspirational leadership (Greenerge and Barron, 2004)

Inspirational leadership is considered one of the leadership styles, which is distinguished in its characteristics and attractiveness in its entity, and seeks to encourage the relationship between Employees in the organization by influencing their performance, loyalty, and behavior resulting from their fascination with the leading ideas sought by officials in the organization (Al-Halabi, 2017). Songklin et al. (2021) study analyzes sustainable inspirational leadership for an educational organization and found six factors (shared vision, core competency, human resource development, good organizational culture, ethics, and creative thinking).

Among what is Joshi et al. (2009) is that it is leadership that requires the leader to have the intention that makes them think about the followers and put them in front of his eyes before he thinks of himself, and directs the followers towards performance, and the initiative to apologize and admit mistakes when he works, and flexibility to change when needed (Joshi et al., 2009).

The principal inside the school has many opportunities to influence the teachers and the students and to provide assistance to everyone at different times and places within the school. Darwish, 2019), Inspirational leadership behaviors can also achieve work effectiveness in light of the changing environment, as well as the exploration of achieving organizational creativity, in addition to its important role in all elements of the organization and the ability to influence the behavior of employees and deal with renewable and changing situations (Alwan, 2021), The Akurut and Rukundo (2021) study confirmed that inspirational leadership contributes significantly to teachers' commitment to their work, and principals' inspirational leadership traits can help motivate teachers to engage in activities, and make them exceed job requirements in a way that makes them perform their best performance and commit better towards their duties (Akurut and Rukundo, 2021).

The study of Shrestha (2022) showed that for inspirational leadership to exist, there must be supportive relationships, appreciation culture, critical thinking, and emotional attachment in the work environment (Shrestha, 2022), and the study of Hashim et al. (2021) emphasized the necessity of creating motivational and thought-provoking suggestions in the school environment for the inspiring roles of the school principal (Hashim et al., 2021)

Hence, the researchers wanted to study the importance of leadership practices among school principals in light of the emerging trends and successive programs in UNRWA, since the nature of work in the educational field is renewable and diverse, and this allows more opportunities for creativity and innovation, which makes the educational institution and school principals an appropriate topic for research, in addition to the continuous changes in the directions and programs on which UNRWA is based.

Study problem: The study problem was represented in answering the following main question:

What are the most important Inspirational leadership practices of school principals at UNRWA, and what are the ways to enhance them?

Objectives of the study:

1- Knowing the most important Inspirational leadership practices of school principals at UNRWA and ways to enhance them.

Importance of studying:

The importance of the study is highlighted by the following:

1- It is considered one of the first studies in the Gaza Strip, within the limits of the researchers' knowledge, which focused on the study of the Inspirational leadership of school principals

2- It identifies the most important and Inspirational leadership practices of school principals at UNRWA.

3- It highlights the Inspirational leadership practices applied by principals in schools.

4- It encourages researchers to research about these practices and the degree to which they change based on multiple variables.

Terminology of study

Leadership practices: All performances and actions undertaken by the school principal to improve performance, the ability to influence others, direct their behavior through good communication, motivate employees, direct and lead work teams to achieve specific joint educational goals (Mohamed, 2020).

Inspirational leadership: the art of establishing balanced relationships between colleagues, subordinates, and those dealing with the organization (Drawn, 2003).

The two researchers define procedurally inspirational leadership: it is the degree that is reached on the known scale from the teachers' point of view.

The limits of the study:

Topic Limit: The inspirational leadership practices of school principals.

Time limit: This study was conducted in the scholastic year of 2021 - 2022 AD.

Spatial limit: This study was applied at Al-Jadida Preparatory Girls School in Khan Yunis in the Gaza Strip.

Human Limit: Teachers of Al-Jadida Preparatory Girls School.

Previous studies:

A set of previous studies related to the current study was reviewed, and they were arranged from most recent to the least according to two domains, the first domain is leadership practices, and the second domain is inspirational leadership.

First Domain: Leadership Practices:

The study of Hilal and Muhammad (2021) showed that some teachers in public secondary schools in Egypt occupy administrative positions that are not commensurate with their qualifications.

While Soliman's study (2020) showed that the lack of leadership practices in its various forms (communication - delegation - meeting management - conflict management - control - motivation) affects the performance of principals of basic education schools in Egypt, and also found that school principals need more regulations and laws for leadership practices.

The Daas study (2020) also showed that the middle leadership of the principal is of great importance in school work and that its presence is essential and necessary in the school.

While the study of Al-Subaie and Al-Hajri (2020) concluded that leadership practices that support professional learning communities in public education schools in Dammam are very high and that the study sample sees the existence of obstacles that prevent their leadership practices in support of professional learning communities with a high degree of appreciation, most notably, the large workload.

The Al-Sharif and Al-Rouqi study (2019) also found that the domain of the Supreme Administrative Council of the University (the University Council), leadership, planning, integrity, male and female sections, policies and regulations, and university-related institutions are practiced to a large extent, while the work environment domain is moderately practiced.

The study of Salah al-Din (2018) showed that the degree of response of the sample about school leadership practices that support the achievement of competitive advantage is weak. It also found that the least practiced domains are the domain of integrated organizational structure and flexibility, followed by the domain of the quality of the educational service provided, then the domain of human resources, and finally the best material and financial resources.

The study of Abu Gilban (2015) confirmed that the leadership practices of school principals as perceived by teachers are average, and also found that there are differences between the averages of leadership practices as perceived by teachers according to the gender variable in favor of males, and also found that there are no differences that cover the teacher's academic qualification.

Second Domain: Inspirational Leadership:

The study of Shrestha (2022) indicated that the reason for the high levels of inspirational leadership and its dimensions (intellectual stimulation, visualization, impression management, forming followers' expectations) was due to the presence of supportive relationships, an appreciative and innovative culture, critical thinking, and emotional attachment among school teachers, as well as meaning-making as a dimension of inspirational leadership, is identified as a very high level of supportive relationships, an appreciative and innovative culture, critical thinking, and emotional attachment among school teachers. Social exchange relationships also inspired teachers.

The Hashim et al. (2021) study demonstrated that principals play roles in inspiring people in the school by creating motivational and thought-provoking overtones to transform school leadership.

The Akurut and Rukundo (2021) study showed that inspirational leadership is critical to teachers' commitment to their work, moreover, leadership traits can help motivate teachers to engage in activities, beyond job requirements, in a way that makes them perform better in their commitments.

Alwan's study (2021) concluded that university leaders at Zagazig University suffer from weakness and shortcomings in practicing the dimensions of Inspirational leadership arranged as follows (self-confidence, change management, strategic direction, empowering Employees), and also found a strong relationship and correlation between the dimensions of Inspirational leadership and the dimensions of leadership. Organizational ingenuity at Zagazig University from the point of view of faculty members is one of its most important dimensions and factors for its achievement.

While the study by Gyansah et al. (2020) showed that motivational leadership behaviors had a clear positive impact on the academic achievement of the two students.

The study by Daham et al. (2019) showed that the level of practicing inspirational leadership was at a medium level and that the level of organizational conflict among working individuals was at a high level, and also found the effect of inspirational leadership in its two dimensions (future vision, sensitivity to environmental constraints) in reducing organizational conflict. Employees in Jordanian private hospitals

Darwish's study (2019) confirmed that the average of the research sample on the total score of the scale is at the intermediate level, and also found that there are no differences in the degree of practicing inspirational leadership styles among physical education teachers according to the gender variable.

Comments on previous studies:

The current study agreed with previous studies in Highlight on the leadership practices and Inspirational leadership of principals, whether from their point of view or from the point of view of the Employees under their command. Choosing the method used and building the study tools.

The current study was characterized by handling the topic of leadership practices and inspirational leadership, and it was unique in studying these variables for the first time within the limits of the researchers' knowledge in the Gaza Strip.

II. METHOD AND PROCEDURE:

First: Study Methodology:

In their study, the researchers followed the mixed approach, which aims to identify the most important and Inspirational leadership practices of school principals.

Second: Study Population:

The study population consists of all the teachers of the New Girls Preparatory School and UNRWA in Gaza governorates, who are (37) teachers, in addition to the school principal, the psychological counselor, and the school council, who were used in the interviews.

Third: Study sample:

The study sample consisted of (35) female teachers from the New Girls Preparatory School, the researchers used the consensus survey method in selecting the sample and applying questionnaires to them, while the researchers conducted (25) interviews, divided as follows: (17) teachers from different specialties (4 Arabic language - 3 English language - 2 Islamic education - 3 mathematics - 2 science - 2 social studies - 1 computer) the deputy school principal, three member of the school council and four educational specialists. Principal of West Khan Yunis Educational District - 4 educational especialistas - 3 lecturers specializing in educational administration)

Fourth: Study Tools:

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

The two researchers developed the scale, which aims to measure inspirational leadership practices, by referring to the theoretical frameworks, and previous measures such as the Abu Ghali study (2019), and the scale in its final form consists of (30) paragraphs and Appendix No. (1) shows the questionnaire in its form. Finally, the researchers also used semi-regular interviews, and Appendix No. (2) shows the interview questions, in addition to observation through the researchers' coexistence with female teachers in the school as they are under their supervision for seven years. Then, the researchers calculated the psychometric properties of the scale, as follows:

First: The validity of the anxiety scale:

Apparent validity

The researchers verified the implications of the content validity of the scale by presenting it in its initial form to (9) reviewers who specialize in the field of educational administration, to identify the implications of the content validity of the tool to suit the objectives of the study and its new environment.

reviewing was done according to specific criteria such as the appropriateness of the paragraphs for the total score, and the linguistic correctness of the paragraphs, the proposed modifications approved by (90%) of the reviewers were taken into account.

Internal consistency validity

This type of honesty is based on calculating the correlations of the paragraphs' scores with the total degree of the dimension to which they belong, where the internal consistency validity was calculated on an exploratory sample consisting of (30) teachers from the same study sample, and the correlation coefficient between each of the scale's paragraphs was calculated with the degree college for the dimension to which it belongs, and the results were as follows:

Table No. (1) Correlation coefficient between each paragraph of a scale with the total degree of the dimension to which it belongs

Dimensions	paragraph number	correlation coefficient	Indication level	Dimensions	paragraph number	correlation coefficient	Indication level
The first dimension: Self-confidence	1	**0.890	0.00	Fourth dimension: Challenging operations	1	**0.845	0.00
	2	**0.898	0.00		2	**0.805	0.00
	3	**0.894	0.00		3	**0.859	0.00
	4	**0.854	0.00		4	**0.554	0.00
	5	**0.848	0.00		5	**0.506	0.00
	6	**0.783	0.00		6	**0.589	0.00
The second dimension: strategic direction	1	**0.651	0.00	The fifth dimension: heart encouragement	1	**0.826	0.00
	2	**0.800	0.00		2	**0.783	0.00
	3	**0.842	0.00		3	**0.845	0.00
	4	**0.849	0.00		4	**0.844	0.00
	5	**0.736	0.00		5	**0.806	0.00
	6	**0.820	0.00		6	**0.827	0.00
The third dimension: Empowering Employees	1	**0.745	0.00				
	2	**0.767	0.00				
	3	**0.801	0.00				
	4	**0.882	0.00				
	5	**0.650	0.00				
	6	**0.706	0.00				

** Statistically significant at 0.01 . level

Table No. (1) shows that the correlation coefficient between each paragraph of the scale with the total degree of the dimension to which it belongs was a function at a level of significance less than 0.01, which indicates that there is internal consistency between all the paragraphs and their dimension.

Structural consistency validity

This type of honesty is based on calculating the correlations of the dimensional degrees with the total degree of the scale, where the internal consistency validity was calculated on a survey sample consisting of (30) teachers from the same sample of the study, and the correlation coefficient between each dimension of the scale was calculated with the total degree of the scale, The results were as follows :

Table No. (2) Correlation of each dimension of the scale with the total score of the scale

The dimension	correlation coefficient	indication
Self-confidence	0.634	0.00
strategic direction	0.608	0.00
Empowering Employees	0.638	0.00
Challenging operations	0.717	0.00
heart encouragement	0.618	0.00

Table No. (2) shows that all dimensions of the scale are related to the total score of the scale at the level of significance of 0.01, and this shows that the scale has a high degree of validity.

Second: Scale stability:

Stability coefficient according to Cronbach's alpha method as shown in Table No(5.3)

Table No. (3) Stability coefficient of a scale according to Cronbach's alpha method

The dimension	number of paragraphs	Cronbach's alpha coefficient
Self-confidence	6	0.930
strategic direction	6	0.868
Empowering Employees	6	0.847
Challenging operations	6	0.792
heart encouragement	6	0.901
Total marks	30	0.896

Table No. (3) shows that the value of the stability coefficient for the scale as a whole using (Cronbach's alpha) was (0.896), and it is considered a high stability coefficient, which indicates that the scale has high stability.

Split-half method: The reliability coefficient was calculated according to this method by dividing the resolution and dimensions into two groups, and the Pearson correlation coefficient was calculated between them, and the correlation coefficient was corrected using Spearman's coefficient of even dimensions, and the results are shown in the following table:

Table No. (4) Stability coefficient of a scale according to the split-half method

The dimension	number of paragraphs	Stability factor before adjustment	Stability coefficient after adjustment
Self-confidence	6	0.871	0.931
strategic direction	6	0.703	0.836
Empowering Employees	6	0.635	0.777
Challenging operations	6	0.633	0.775
heart encouragement	6	0.757	0.862
Total marks	30	0.719	0.834

Table No. (4) shows that the stability coefficient of the total degree of the scale according to the method (Cronbach's alpha) was 0.95, and it is considered a reliable and high stability coefficient.

Fifth: The statistical methods used in the study:

To test the hypotheses of the study, the following statistical methods were used:

- Arithmetic means, standard deviations, and t-value for one sample, for each scale of anxiety and depression
- Pearson correlation coefficient.

Study results, presentation, and interpretation

Here, the researchers review the results they reached in this study, after answering the questions, using appropriate statistical methods.

From the interviews, the researchers conducted semi-regular interviews with a group of 22 female teachers from different educational disciplines, taking into account the different number of years of service in the school, in addition to the deputy school principal, psychological counselor , and the school council to explain the results and identify the most important leadership practices for each of the dimensions mentioned above.

the questions are attached in Appendix No. (2), and a focus group to answer ways to enhance inspirational leadership practices.

The results of the first question: What are the most important and Inspirational leadership practices of school principals at UNRWA, and What are the ways to enhance them?

To answer the first question; The researchers calculated the arithmetic means, standard deviations, for the dimensions of the scale, and the total score for the scale as shown in the following table :

Table (5) Arithmetic averages, standard deviations, and "t" value

Scale fields	number of paragraphs	average Arithmetic	standard deviation	relative weight	ranking
Self-confidence	6	8.857	0.845	88.5 %	2
strategic direction	6	8.914	0.777	89.1%	1

Empowering Employees	6	7.104	0.779	71%	5
Challenging operations	6	7.209	0.618	72%	4
heart encouragement	6	7.223	0.728	72.2%	3
Total marks	30	7.861	0.480	78.6%	

It is clear from the previous table that the value of the arithmetic mean of the total score of the scale was (7.861) and its relative weight was (78.6%), and the table also shows that the strategic direction dimension came first with a relative weight of (89.1%), while self-confidence dimension came second with a weight Relative (88.5%), while heart encouragement, came third with a relative weight of (72.2%), and challenging operations dimension came fourth with a relative weight of (72%), and finally empowering Employees came fifth with a relative weight of . (%71)

The researchers attribute the first dimension: the strategic direction to the school principal's keenness to involve all Employees in developing an educational message that expresses the school's strategic goals based on the school's needs and arranges them according to priority.

In addition to the involvement of the decisions of school committees and the school council in defining activities and procedures and Which contribute to the effective achievement of these goals while defining a clear mechanism and criteria for following up the progress of work and providing the necessary support promptly.

The researchers believe that UNRWA Education Department directed to unify the school vision for all schools in the region and define the strategic goals that stem from the educational reform policy approved by UNRWA in 2015 and direct the Quality Unit (one of the strategic support units) to follow up school planning and monitor the achievement of goals identified by the department is the main reason that underpins the strategic direction of the principal.

While the researchers attribute the self-confidence dimension to come second to the principal's self-confidence during making sound decisions in different situations without hesitation or regression with full responsibility for the results, in addition to adopting and planning qualitative initiatives and activities and the superior ability to follow up on the implementation of what he planned successfully and distinctly. . Confidence is also demonstrated through integrity in the performance evaluation and discussing teachers in their mid-term and annual evaluation.

The teachers emphasized the strong impact of the principal's confidence in themselves in making decisions that led to the excellence of the school and the improvement of the students' achievement level over the previous years and the achievement of high ranking in the local competition and competitions at the department level. This in turn increases the morale of the teachers and enhances their motivation for productivity. In the same context, the researcher confirms, through their work as an educational supervisor, that the school took the lead in 2017 in the international theater competition, which is implemented by the (Hands Up) program in cooperation with the British Council, and won first place at the national level.

The researcher also mentions through supervising the school for seven years, the principal's ability to maintain the school's level and even make remarkable progress in the level of academic achievement for female students despite the annual change of teaching staff in some specializations as a result of UNRWA's decision to stop appointing new teachers due to the financial crisis that afflicts UNRWA.

The researchers also attribute the third place for heart encouragement, to the fact that most of the teachers emphasized the principal's keenness to create a family atmosphere through everyone's participation in different social occasions and mutual respect. However, some mentioned that the principal has close relations with a certain category of teachers, which in turn provides them with all means of material and moral support to accomplish the tasks entrusted to them.

Decisions or expressing their opinions, especially those who have been transferred from a competing school to the current school, in addition to the principal's use of threatening to push some to complete the work, which leads to weak affiliation and loyalty to the school and then weak teamwork and real participatory work and weakens the morale of some teachers and pushes them to submit transfer requests to other schools. The researchers believe that the heart encouragement aspect is very important to push the Employees to adopt the school's vision, mobilize efforts and determination, and unify the goals towards upgrading the school and achieving pioneering excellence for it.

The researchers attribute the fourth place for the aspect of challenging operations, to the fact that it is difficult to describe the principal as an adventurer , as they are very rational and deliberate in all their decisions,

which they take in the interest of the school, students, and teachers, in addition of difficulty of making bold decisions recently due to the Corona pandemic and the associated protocols.

In this case The researchers believe that it is difficult and even risky for the principal to take bold decisions that violate the laws of UNRWA for fear of being held accountable or bearing responsibility in light of the centralization of legislation and follow-up oversight.

The researchers attribute the fifth place for the aspect of empowering Employees that most of the teachers confirmed that the principal was partially able to empower a few teachers in the development team , and the principal of school committees and teachers while following them constantly and emphasizing at refer to the principal and consult them in any updates , While a few teachers mentioned that the principal does not empower anyone at all due to their lack of confidence in their abilities.

The researchers believe that there is ambiguity in distinguishing between the principals' concepts of empowerment and delegation, although they are among the important concepts that were raised in the Leading For The Future program, the principal needs practical training to employ them realistically.

Among the most important recommendations to enhance the Inspirational leadership practices of school principals are:

First: Heart encouragement :

- ❖ Developing the human skills of school principals through:
 - Building a comprehensive plan according to specific career paths that motivate employees.
 - Involving employees in making decisions and evaluating them as a result of the trust granted to them.
 - Motivating employees to constantly innovate and take a positive initiative towards their schools
 - Permanent motivation to return from the method of strict control.
 - Creating an appropriate administrative environment for the practice of educational tasks.
 - Supporting principals and supervisors for the role of teachers professionally and administratively.
 - Benefiting from retired teachers with experience in advisory tasks.
 - Conducting human development courses for school principals in (human empathy - managing opportunities and managing conflict - stimulating morale - self-awareness - social awareness - awareness of social skills)

Second: challenging operations

- ❖ Development of achievement motives among educational leaders through the following:
 - Finding permanent opportunities that represent a challenge for teachers.
 - Supporting and motivating teachers to try new and creative ways.
 - Continuously promoting creative teachers.
 - Setting realistic and achievable goals.
 - Experimenting, taking risks and supporting innovation and excellence.

Third: Empowering Employees:

- ❖ Developing the skills of educational leaders in administrative empowerment
 - Holding lectures for educational leaders on the importance of administrative empowerment and its dimensions (delegating powers - professional growth - following up and organizing work - adopting second-grade leaders - forming harmonious work teams...).
 - Expand the scope of the powers granted to school principals in decision-making processes.
 - Supporting school principals in practicing the skills of delegating tasks and responsibilities.
 - Building professional learning communities among school principals in the region to exchange experiences.
 - Training second-grade leaders in schools on administrative empowerment. (Associate Principals)
 - Building a third class of school principals as alternative leaders in the future from teachers who possess teamwork skills.
 - Clarify the tasks and responsibilities of each individual in the school and provide the necessary support.

Fourth: self-confidence

- ❖ Development of self-confidence among educational leaders through the following:
 - Good planning before doing the work.
 - Leadership according to a specific philosophy and insightful vision.
 - Dealing with situations and problems according to a scientific vision.
 - Continuous development to keep up with all updates.
 - Continuously show achievements.

Fifth, strategic direction

- ❖ Clarify the general strategies of school principals through the following:
 - Inform teachers about UNRWA's reform strategy.

- The involvement of the laboratories contributes to the formulation of a special strategy in light of the general strategy.
- Involve all teachers in the implementation process.
- Continuously follow up on the implementation of the plan and work to overcome obstacles.

Recommendations:

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

- 1- The necessity for school principals to adopt this Inspirational leadership exercise to bring about change in various dimensions of the school and educational environment.
- 2- School principals should provide ongoing support and leadership to the school's leading teachers.
- 3- Working on formulating clear visions, strategies, and objectives for the school in partnership with teachers in light of general strategies.
- 4- Creating sustainable missions for the school and teachers to create a kind of continuous motivation for the administration and teachers.
- 5- Creating a culture and climate that encourages work, belonging, and love for work and the work environment.

Suggestions:

In light of the results of the current study, the researchers suggest the following:

- 1- Personality traits and their relationship to the Inspirational leadership of school principals in the governorates of the Gaza Strip.
- 2- Inspirational leadership among the principals of UNRWA schools and public schools, a comparative study.
- 3- The Inspirational leadership of UNRWA school principals in light of some variables.

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