**Administrative Immersion and Organizational Flexibility and Their Relationship to The Competitiveness Among the Administrative Leaders in Private Schools Within the Green Line from Teachers' Perspective**

**ABSTRACT**

The study aimed to reveal the administrative immersion and organizational flexibility and their relationship to the competitive advantage of the administrative leaders in the private schools Within the Green Line from the point of view of the teachers. The study sample consisted of (320) male and female teachers. To achieve the objectives of the study, the descriptive approach was used in both its correlational and predictive types, through a questionnaire to measure managerial immersion, a questionnaire to measure organizational flexibility, and a questionnaire to measure competitive advantage. The results of the study showed that the level of administrative immersion, organizational flexibility and competitive advantage among the administrative leaders in private schools Within the Green Line from the teachers' point of view was high. and that there are statistically significant differences in the level of administrative immersion among administrative leaders due to the variables (years of experience and educational qualification) in favor of (less than 5 years, bachelor’s degree), and the results also showed that there are no statistically significant differences in the level of administrative involvement among administrative leaders due to the variable (sex). The results showed that there were statistically significant differences in the level of organizational flexibility due to the variables (sex, educational qualification, and years of experience) in favor of (females, bachelor’s degree, and less than 5 years), and the presence of statistically significant differences in the level of organizational flexibility due to the variables (gender, educational qualification, and years of experience) in favor of (males, bachelor’s degrees, and less than 5 years). the results showed a positive correlation between the level of administrative Immersion and organizational flexibility and the competitiveness among the administrative leaders.

The study recommended a set of recommendations, the most important of which is the preparation and development of training and counseling programs in line with the current situation that would develop many skills that administrative leaders need in various educational stages, whether at the developmental, preventive or therapeutic levels, in order to increase the level of organizational flexibility and administrative immersion among administrative leaders.

**Keywords:** administrative immersion, organizational flexibility, competitive advantage, teachers, administrative leaders.

**Background And Importance of The Study**

**Introduction**

The educational system is one of the important and vital systems for human societies, as it is responsible for preparing educated and qualified generations to lead the process of development and progress, as well as directly contributing effectively to the progress of humanity. Therefore, it is clear that the success or failure of this system will affect all other systems within society, as well as the society’s relationship with other societies, and given that investment in human capital is the largest investment, as it requires leadership capable of influencing and inspiring enthusiasm in individuals, to do their work voluntarily without having to use formal authority to achieve common goals up to managerial indulgence.

The school is considered one of the most important educational institutions in contemporary societies, because of its major role in implementing comprehensive development processes for generations in all dimensions, and for its role in developing, advancing and reaching societies. Progress and prosperity are the basic basis for construction, development and achieving national goals. Because the school has goals that it seeks to achieve, its success and continuity of work depends primarily on its employees, including teachers. Therefore, it is necessary to ensure their satisfaction with their work, which leads to their immersion in school work (Al-Shibl, 2019).

Immersion in work leads to a feeling of happiness and psychological comfort for teachers when performing their tasks and work to the point of willingness to make additional effort for free to accomplish those tasks assigned to them, and thus it is a state of employee integration at work using his abilities to reach the best quality of work (Abu Rayya, 2020).

Immersion in the job reflects the physical, mental, and emotional dissolution of the leader at work. Therefore, immersion in the job is linked to the positive state associated with work and achievement, which is achieved through the three dimensions of immersion, which are activity, dedication, and engagement (Al-Shabrami, 2019). It is the degree of engagement and effective participation in work, as well as the degree of integration and engagement in work (Abdullah, 2017). This requires flexibility in work, which means the school's ability to deal with sudden changes and events with high efficiency in order to survive and thrive, and goes beyond risk management towards a more comprehensive vision of the health and success of the business. A resilient school is an organization that not only survives in the long term, but also thrives as it shows its readiness for the future and develops as days go by (Al-Zaidi & Al-Khazraji, 2016).

No doubt that organizational flexibility is a system that enables management to achieve the highest possible response to changing production requirements and keep pace with environmental conditions by focusing on decentralization, development, innovation, and the ability to define an innovative strategy focused on enhancing the school’s ability to adapt to its changing environment (Hasoon, 2021).

Compatibility, implementation, prioritization, roles and responsibilities, interaction and synergy, and leadership capabilities are essential factors in the effectiveness of organizational flexibility that contribute to enhancing the school’s capacity and flexibility and, from another perspective, increase the schools’ adaptation capabilities to threats inside and outside the school (Zaki, 2019).

Organizational flexibility requires containing all its data, and this is due to the state of intense competition between schools, especially with regard to the availability of human talent in them and how to manage and invest them in a way that achieves a competitiveness, which requires those in charge of these schools to reconsider everything that achieves this, especially what focuses on achieving organizational flexibility to enable them to integrate, modify and change their activities in order to meet the requirements of the changing environment in general and human talent management in particular (Hasoon, 2021).

Attention is given to human resources as the most important resource for the school’s long-term success to achieve competitiveness, and due to the increasing competition between schools, success has become for those schools that achieve competitiveness and maintain this advantage over time, and due to the availability of financial resources for financing more than ever before. Given the difficulty of monopolizing information and advanced technologies due to globalization, many schools have focused on investing in their most important resources, which are human resources, by investing in developing these resources to achieve competitiveness (Fallaq, 2014).

The teaching profession is considered one of the most stressful professions due to the burdens and responsibilities it entails, in the absence of a supportive environment that contributes to the development of teachers, which causes teacher administrative burnout. On the other hand, the lack of better job opportunities in other places and the spread of unemployment make the teacher cling to the profession even if the environment is not suitable for him, and all of this causes psychological pressure on him and makes him immerse himself in his work more so as not to lose his job. Consequently, he does not acquire sufficient skills that enable him to work with balance and stability between his personal and professional lives. In order for this to be achieved, the work environment requires organizational flexibility to facilitate the performance of tasks with the highest efficiency and minimum effort, while having competitiveness that make teachers more willing to work because there are goals that they may be able to achieve.

It is noted from the above that organizational flexibility on the part of officials in private schools and taking into consideration the needs of the work team and teachers contributes to immersion in work and exerting great effort, which may reflect positively on the quality of education and the competitiveness of the school. This is seen in the interest of many people in a particular private school despite the presence of other schools that may be closer and easier for parents, as well as the sustainability of the staff there.

In view of the expected effects of administrative immersion and organizational flexibility on competitiveness, identifying administrative immersion and organizational flexibility and their relationship to competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers is extremely important, and must be addressed and researched in depth.

**Study issue and questions**

Through the researcher’s experience in the educational and administrative dimensions, which exceeds (18) years in teaching and (6) years in managing a private school, it was found that there was wrong administrative immersion and a lack of sufficient organizational flexibility among some school principals, and it became clear that there was a lack of interest in obtaining a competitiveness.

Accordingly, the phenomenon of administrative immersion largely lacks theoretical literature in terms of its causes, impact, and risks. It also lacks the practical aspect of understanding this phenomenon and developing appropriate solutions to mitigate its severity. There is also the scarcity of previous studies that have dealt with this phenomenon, despite its great impact and extent of spread, and the complexity of the phenomenon of administrative immersion, its development, and its intersection with other behavioral, educational, and professional problems, in addition to the scarcity of studies that have dealt with the phenomenon of competitiveness with other variables, especially the variable of organizational flexibility.

Hence, the idea of this study became clear to the researcher with the aim of revealing administrative immersion and organizational flexibility and their relationship to competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers. More specifically, the study attempted to answer the following questions:

1. What is the level of administrative immersion among administrative leaders in private schools within the Green Line from the point of view of teachers?
2. Are there statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the level of administrative immersion among administrative leaders in private schools within the Green Line due to the variables of the study (gender, years of experience, and academic qualification)?
3. What is the level of organizational flexibility among administrative leaders in private schools within the Green Line from the point of view of teachers?
4. Are there statistically significant differences at the significance level (α≤0.05) in the sample members’ estimates of the level of organizational flexibility among administrative leaders in private schools within the Green Line due to the study variables (gender, academic qualification, and years of experience)?
5. What is the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers?
6. Are there statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the level of competitiveness among administrative leaders in private schools within the Green Line due to the variables of the study (gender, academic qualification, and years of experience)?
7. Is there a statistically significant relationship at the significance level (α≤0.05) between the level of administrative immersion and the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers?
8. Is there a statistically significant relationship at the significance level (α≤0.05) between the level of organizational flexibility and the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers?
9. What is the predictive ability of both administrative immersion and organizational flexibility in the competitiveness of administrative leaders in private schools within the Green Line from the point of view of teachers?

**Study objectives**

The current study sought to achieve the following objectives:

1. Identifying the level of administrative immersion, organizational flexibility, and competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers in order to raise the level of administrative planning and implementation to reach the best quality in achieving educational goals and increase the positive state associated with work and achievement.
2. Revealing whether there are statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the degree of practice of administrative immersion, organizational flexibility, and competitiveness among administrative leaders in private schools within the Green Line due to the variables of the study (gender, academic qualification and years of experience) to work to eliminate these differences by providing recommendations to decision-makers.
3. Revealing the relationship between the level of administrative immersion, organizational flexibility, and the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers in order to reach the highest level of professional satisfaction and raise the productivity of the educational institution.
4. Identifying the predictive ability of both administrative immersion and organizational flexibility in the competitiveness of administrative leaders in private schools within the Green Line from the point of view of teachers in order to rise to the highest levels of education and quality of outcomes from the educational process.

**Study importance**

This study gains its importance from its attempt to identify the relationship between administrative immersion and organizational flexibility and their relationship to competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers. Specifically, the importance of the study is summarized as follows:

**Theoretical importance**

* The study gains its importance from the importance of the sample it deals with, which is teachers, as they are considered one of the most important segments of society that contribute to the advancement of themselves and their communities to the highest levels of sophistication and progress; They need support to be able to realize themselves, develop their personalities, and achieve progress for their societies.
* It contributes to identifying the concept of administrative immersion.
* It provides a theoretical framework to contribute to revealing organizational flexibility as one of the most important variables affecting educational leadership.
* From the researcher’s point of view, this study is considered one of the few Arab studies, as to the researcher’s knowledge, it is the first study conducted within the Green Line to reveal the relationship between administrative immersion, organizational flexibility, and competitiveness for administrative leaders in private schools within the Green Line from the point of view of teachers.
* It is hoped that the results of this study will contribute to helping to understand the role of administrative immersion by identifying the extent to which the impact of administrative immersion and organizational flexibility reflects on the competitiveness of administrative leaders in private schools within the Green Line from the point of view of teachers.

**Applied importance.**

* The current study opens the way for researchers and those interested (Ministry of Education, supervisors, directors, administrative leaders, and teachers) to conduct other studies on other samples through recommendations and research proposals.
* The current study expects to help administrative leaders build strategies and awareness programs to improve the level of organizational flexibility, administrative immersion and competitiveness among the study group.
* The results of the study contribute to helping those interested in establishing training and guidance courses that help improve organizational flexibility, administrative immersion and competitiveness among the study group.

**Conceptual and procedural definitions**

The current study included the following conceptual and procedural definitions:

**Administrative immersion:** “The dedication of administrative leaders and their strong sincerity toward their profession and organization, as it represents trends related to how the individual invests in his feeling toward his job, his level of commitment and integration with others at work, and the intensity of his adherence to the organization’s values in order to improve its performance” (Al-Shibl, 2019, p. 71).

**Procedurally,** it is defined as: the integration of administrative leaders in private schools within the Green Line into their work and their feeling that it is the most important aspect of their lives and must be given excessive time and effort because they view it as an end in itself, and that it will be measured according to a questionnaire prepared for this purpose.

**Organizational flexibility:** “It is the ability of the school to deal with situations of uncertainty, and to direct the school’s operations in a way that enables it to mobilize and adapt its resources towards rapid adaptation and response to emergency changes to face the fluctuations and sudden and unexpected events that it faces, organization, and returning to the balance and correct path of the organization when it is exposed to these fluctuations and crises” (Zaki, 2019, p. 624).

**Procedurally,** organizational flexibility in private schools within the Green Line defines the full readiness of schools to respond to changes that may occur in the future. This includes developing a plan that can be modified, changed, and deleted, and will be measured according to a questionnaire prepared for this purpose.

**Competitiveness:** “It is the uniqueness of what you have and what others do not have through efficiency, ability, optimal use of resources, and through leadership excellence” (Al-Asasfa & Al-Bashabsha, 2022, p. 286).

**Procedurally,** the competitiveness in private schools within the Green Line is defined as the added value that allows schools to produce values and benefits for their students, which will be measured according to a questionnaire prepared for this purpose.

**Administrative leaders:** They are the administrative staff in schools, including principals, deputy principals, and guidance and advisory staff appointed by the Ministry of Education and supervising the management of the basic, preparatory, and secondary Arab private schools within the Green Line, for the academic year 2022/2023.

**Teachers:** They are male and female teachers appointed by the Ministry of Education and work in basic, preparatory, and secondary Arab private schools within the Green Line, for the academic year 2022/2023.

**Private schools:** They are procedurally defined as all private schools located within the Palestinian territories occupied in 1948, and they number 61 schools. They are licensed by the Ministry of Education and provide educational services to learners in exchange for financial fees and precede the university education stage.

**The Green Line:** It is the dividing line between the territories occupied in 1948 and the territories occupied in 1967.

**STUDY limits**

The limits of the study are as follows:

**- Objective limit:** It is represented by administrative immersion and organizational flexibility and their relationship to competitiveness.

**- Human limit:** The study was limited to a sample of male and female teachers working in private schools within the Green Line.

**- Time limit:** This study was conducted in the academic year 2022/2023.

**- Spatial limit:** This study was conducted in all private schools within the Green Line.

**Study limitations**

Generalizing the results of this study depends on the objectivity and seriousness of the responses of the study sample members, the tools used to collect data, and the extent of their acceptable psychometric properties (validity, reliability).

**Literature Review and Previous Studies**

**Introduction**

This chapter provides a comprehensive review of the theoretical literature and previous studies that explore administrative immersion, organizational flexibility, and competitive advantage, as well as the relationships between these variables. The chapter is divided into two main sections: theoretical literature and previous studies.

Theoretical Literature

The school is one of the most important educational institutions in modern societies, playing a vital role in the overall development of students across various domains. It also contributes to the growth and advancement of society. Teachers, in particular, are seen as future leaders, essential for shaping and investing in the minds of students to prepare them for future challenges. Therefore, the effectiveness and success of a school depend heavily on its staff, including the administrators. Administrative leaders are crucial in achieving the educational goals of the school and ensuring the quality of educational services. Thus, understanding the level of administrative immersion and organizational flexibility is essential for improving the performance of educational institutions.

**Administrative Immersion (Administrative Engagement)**

The concept of administrative immersion can be traced back to the early 20th century, particularly in studies conducted by the U.S. Army during World War II. These studies emphasized the psychological commitment of individuals to organizational goals and their willingness to invest effort for the well-being of the organization (Raymond & Mjoli, 2013). Administrative immersion refers to how emotionally and mentally engaged employees are with their work, with employees who are immersed willing to invest significant effort to achieve organizational goals (Abadi, 2012). The term "work engagement" was coined to describe this emotional connection to the organization. When employees are deeply engaged, they invest their time, effort, and energy beyond their job requirements, which contributes to organizational success (Al-Shabrami, 2019).

Several definitions of administrative immersion exist in the literature. For example, Abdullah (2017) defines it as "the degree of involvement and active participation in work," while Saadi and Akar (2016) define it as "levels of enthusiasm and energy that can be observed in individuals striving to create continuous improvement." According to Bhatia (2012), administrative immersion is the degree to which an individual is connected to their job, which affects their performance across various life domains.

Factors affecting administrative immersion include individual differences (e.g., gender, education level, and years of service), job characteristics, and the work environment. A significant factor in enhancing immersion is job enrichment, which provides individuals with meaningful feedback and opportunities for personal growth (Iddagoda et al., 2015). Robbins (2018) suggests that the level of immersion is inversely related to the likelihood of quitting the job and directly related to job involvement and commitment.

**Factors Influencing Administrative Immersion**

Employees who are immersed in their work experience positive emotions such as pride, joy, and satisfaction. This immersion leads to higher performance, greater job satisfaction, and an overall positive work environment. Key factors include the opportunity to engage in meaningful tasks, a supportive work environment, and leadership that encourages personal and professional development (Robbins, 2018).

Strategies to enhance administrative immersion include providing feedback, fostering a supportive work environment, and encouraging leadership that inspires commitment. Additionally, offering opportunities for self-development and creating an environment that values contribution and creativity are vital strategies for enhancing engagement (Hanaysha, 2016).

**Organizational Flexibility**

In recent years, educational institutions have faced various challenges due to rapidly changing global dynamics. Organizational flexibility has emerged as a key factor in navigating these challenges. Flexibility allows organizations to adapt to environmental changes and maintain competitiveness. It is not just a temporary response but an ongoing ability to adapt to various changes, both short-term and long-term (Hasoon, 2021).

**Organizational flexibility** refers to the ability of educational institutions to adjust quickly to changes, whether in their internal structure, processes, or the external environment. It is characterized by decentralization, innovation, and the ability to develop strategies that allow schools to thrive in an ever-changing environment (Sopelana, Kunc & Hernáez, 2010).

There are different types of organizational flexibility, including:

* **Operational flexibility**: Adjusting operational processes to meet the needs of students, teachers, and school administrators.
* **Human resource flexibility**: The ability of employees to adapt to new tasks and challenges.
* **Structural flexibility**: The ability to adjust organizational communication and job roles in response to changes.

**Competitive Advantage**

The concept of competitive advantage has gained importance in the education sector due to the increasing global competition for educational services. The rapid development of scientific knowledge, the emergence of multinational educational institutions, and the introduction of free-market policies have intensified competition among schools. Competitive advantage refers to the ability of an organization to offer services or products that are superior to those of competitors, and it is critical for the long-term success of educational institutions (Sadalia, Muharam & Mulyana, 2020).

In the context of educational institutions, competitive advantage can be achieved through continuous improvement, strategic innovation, and providing high-quality services. Institutions that successfully differentiate themselves through their quality of education, leadership, and innovative strategies are better positioned to thrive in competitive environments (Ali, 2021).

**PREVIOUS STUDIES**

A range of studies have examined administrative immersion, organizational flexibility, and competitive advantage in educational institutions, contributing valuable insights into the relationships between these variables.

1. **Administrative Immersion**:

Amous & Al-Harashah (2018) studied the level of job immersion among school principals in the Directorate of Education in Al-Mafraq, Jordan. The study found that female principals had higher levels of immersion compared to their male counterparts, with significant differences in immersion based on years of experience.

Al-Shabrami (2019) found that the level of administrative immersion among school leaders in Buraidah was high, with significant differences based on specialization and years of experience.

1. **Organizational Flexibility**:

Muslim (2016) investigated the degree of organizational flexibility among secondary school principals in Amman, Jordan. The study found that flexibility was positively related to teacher commitment and improved school outcomes.

Mahmoud (2016) explored the relationship between leadership styles and organizational flexibility in secondary schools. The study found a weak relationship between leadership styles and flexibility, suggesting that leadership plays a secondary role in promoting organizational flexibility.

1. **Competitive Advantage**:

Nafuna et al. (2019) studied the impact of competitive advantage in private schools in Uganda. The study concluded that the adoption of pricing strategies and performance-based management enhanced the schools' competitive advantage.

Al-Mansour & Al-Zuboun (2020) examined the role of strategic management in fostering competitive advantage among school principals in Jordan. Their findings suggest that principals who focus on continuous improvement and innovation can enhance the school’s competitive positioning.

**Discussion of Previous Studies**

The reviewed studies highlight the importance of administrative immersion, organizational flexibility, and competitive advantage in educational leadership. While previous studies have focused on individual variables, this study distinguishes itself by examining the interrelationships between these three variables. The current research builds upon prior studies by integrating administrative immersion and organizational flexibility as key predictors of competitive advantage, offering new insights into how these factors contribute to the success of educational institutions.

The findings from this study align with earlier research that emphasizes the importance of organizational flexibility in adapting to changes and maintaining a competitive edge. Moreover, the study confirms the positive relationship between administrative immersion and competitive advantage, consistent with the work of Vroom (1964) and Kanungo (1982), who highlighted the critical role of employee engagement in organizational success.

However, this study adds value by providing a specific context, namely private schools within the Green Line, which has not been extensively researched in previous studies. It also uses regression analysis to quantitatively measure the impact of administrative immersion and organizational flexibility on competitive advantage, a method not widely used in earlier studies on this topic.

**Conclusion**

This chapter has provided a theoretical framework and review of previous studies related to administrative immersion, organizational flexibility, and competitive advantage in educational settings. The discussion of the theoretical concepts was complemented by insights from the literature, emphasizing the relevance of these factors in shaping the success and competitive positioning of educational institutions. The current study contributes to the existing body of research by examining the relationships between these variables and providing a deeper understanding of how they collectively impact the effectiveness of educational leaders and institutions.

**Methods And Procedures**

**Study methodology**

In this study, the descriptive approach, both correlational and predictive, was used in a way that was appropriate to the nature of the subject of the study. This was represented by the use of three questionnaires to measure administrative immersion, organizational flexibility, and competitiveness.

**Study population**

The study population consisted of all male and female teachers in private schools within the Green Line (61 private schools), who numbered approximately (2700) male and female teachers, (Statistics of the Ministry of Education 2022/2023).

**Study sample**

The study sample consisted of (320) teachers using a simple random method. Table (1) shows the distribution of the study sample according to the independent variables.

**Table 1: Distribution of study sample members according to variables (gender, years of experience, and academic qualification)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **Level** | **Frequency** | **Percentage** |
| Gender | Male | 144 | 45 |
| Female | 176 | 55 |
| Whole | 320 | 100 |
| Years of experience | Less than 5 years | 22 | 6.9 |
| 5- less than 10 years | 61 | 19.1 |
| 10 years or more | 237 | 74.1 |
| Whole | 320 | 100 |
| Qualification | Bachelor | 46 | 14.4 |
| Postgraduate | 274 | 85.6 |
| Whole | 320 | 100 |

**STUDY INSTRUMENTS AND VARIABLES**

This study involved the development and validation of three key instruments designed to measure administrative immersion, organizational flexibility, and competitiveness. Each instrument was meticulously crafted, drawing upon relevant theoretical literature and previous studies, and underwent rigorous review by a panel of experts to ensure its validity and reliability.

**Administrative Immersion Questionnaire**

The Administrative Immersion Questionnaire was developed and, following expert review, finalized to include 19 items distributed across three dimensions: engagement, dedication, and vitality of activity. To establish the construct validity of the questionnaire, Pearson correlation coefficients (R1) for item-to-dimension scores and corrected item-whole correlation coefficients (R2) were calculated. The R1 coefficients ranged from 0.76 to 0.89 for the engagement dimension, 0.80 to 0.92 for the dedication dimension, and 0.80 to 0.90 for the vitality of activity dimension. The corrected R2 coefficients ranged from 0.65 to 0.90 for engagement, 0.72 to 0.88 for dedication, and 0.77 to 0.91 for vitality of activity. All correlations exceeded the established acceptance criterion of 0.30, providing strong evidence for the questionnaire's construct validity.

The reliability of the Administrative Immersion Questionnaire was assessed using Cronbach's Alpha coefficients (internal consistency) and split-half reliability. Internal consistency coefficients for the sub-dimensions ranged from 0.90 to 0.94, with the overall questionnaire demonstrating an impressive 0.97. Similarly, split-half reliability coefficients for the sub-dimensions ranged from 0.84 to 0.94, and the overall questionnaire achieved a coefficient of 0.95. These high coefficients collectively indicate excellent reliability for the questionnaire.

**Organizational Flexibility Questionnaire**

The Organizational Flexibility Questionnaire was developed based on theoretical literature and previous studies. After being reviewed by a panel of arbitrators, its final form comprised 21 items distributed across three dimensions: relationship flexibility, administrative flexibility, and structural flexibility. To verify its construct validity, Pearson correlation coefficients (R1) for item-to-dimension scores and corrected item-whole correlation coefficients (R2) were computed. The R1 coefficients ranged from 0.80 to 0.92 for the relationship flexibility dimension, 0.79 to 0.94 for administrative flexibility, and 0.84 to 0.94 for structural flexibility. The corrected R2 coefficients ranged from 0.72 to 0.91 for relationship flexibility, 0.76 to 0.91 for administrative flexibility, and 0.74 to 0.94 for structural flexibility. These strong correlations confirm the questionnaire's construct validity.

To establish the reliability of the Organizational Flexibility Questionnaire, Cronbach's Alpha coefficients (internal consistency) and split-half reliability were calculated. The internal consistency coefficients for the sub-dimensions ranged from 0.95 to 0.96, with the overall questionnaire reaching 0.98. The split-half reliability coefficients for the sub-dimensions ranged from 0.95 to 0.96, and the overall questionnaire had a coefficient of 0.94. These values collectively attest to the high reliability of the organizational flexibility questionnaire.

**Competitiveness Questionnaire**

The Competitiveness Questionnaire was developed based on theoretical literature and previous studies. After being presented to a group of arbitrators, it consisted of 14 items without any sub-dimensions. To confirm its construct validity, the Pearson correlation coefficients of the item score to the whole score of its axis were calculated. These corrected item-whole correlation coefficients ranged from 0.78 to 0.91, indicating strong construct validity for the competitiveness questionnaire.

For the reliability of the competitiveness questionnaire, Cronbach's Alpha coefficients (internal consistency) and split-half reliability were determined. The internal consistency reliability coefficient for the questionnaire as a whole was 0.97. The split-half reliability coefficient for the entire questionnaire reached 0.95. These high coefficients clearly demonstrate the reliability of the competitiveness questionnaire.

**Study Variables**

The current study encompassed the following variables:

**Main Variables:**

* The level of administrative immersion among administrative leaders in private schools within the Green Line, as perceived by teachers.
* The level of organizational flexibility among administrative leaders in private schools within the Green Line, as perceived by teachers.
* The level of competitiveness among administrative leaders in private schools within the Green Line, as perceived by teachers.

**Intermediate Variables:**

* **Gender:** Categorized as (male, female).
* **Years of Experience:** Grouped into three levels: (less than 5 years, 5-less than 10 years, 10 years or more).
* **Academic Qualification:** Classified into two levels: (Bachelor’s, Postgraduate).

**Study Outcomes**

**1. What is the level of administrative immersion among administrative leaders in private schools within the green line from the point of view of teachers?**

The level of administrative immersion was evaluated by calculating the arithmetic means and standard deviations for each dimension of immersion: engagement, dedication, and vitality of activity. The results indicate that the level of administrative immersion is high across all dimensions, with engagement ranking the highest.

**Table 2: arithmetic means and standard deviations of the level of administrative immersion among administrative leaders in private schools**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Dimension | Arithmetic mean | Standard deviation | Practice degree |
| 1 | Engagement | 4.14 | 0.74 | High |
| 2 | Dedication | 4.05 | 0.81 | High |
| 3 | Vitality of activity | 3.85 | 0.89 | High |
|  | Whole | 4.01 | 0.77 | High |

As shown in table 2, the level of administrative immersion is consistently high across all dimensions, with engagement receiving the highest rating.

**2. Are there statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the level of administrative immersion among administrative leaders in private schools within the green line due to the variables of the study (gender, years of experience, and academic qualification)?**

The analysis of differences in administrative immersion based on gender, years of experience, and academic qualification revealed that significant differences exist based on years of experience and academic qualification, but not gender.

**Table 3: arithmetic means and standard deviations of administrative immersion based on study variables**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimension** | **Variable** | **Level** | **Arithmetic mean** | **Standard deviation** | **Degree** |
| Engagement | Gender | Male | 4.13 | 0.7 | High |
|  |  | Female | 4.14 | 0.78 | High |
|  | Years of experience | Less than 5 years | 4.77 | 0.29 | High |
|  |  | 5 to less than 10 years | 4.18 | 0.7 | High |
|  |  | 10 years or more | 4.06 | 0.75 | High |
|  | Qualification | Bachelor | 4.3 | 0.9 | High |
|  |  | Postgraduate | 4.11 | 0.71 | High |

The results show that teachers with less than 5 years of experience and those with a bachelor's degree rated administrative immersion more highly.

**3. What is the level of organizational flexibility among administrative leaders in private schools within the green line from the point of view of teachers?**

The level of organizational flexibility was also evaluated by calculating the arithmetic means and standard deviations for each dimension: relationship flexibility, structural flexibility, and administrative flexibility. The results indicate a high level of organizational flexibility, with relationship flexibility ranked the highest.

***Table 4:  
arithmetic means and standard deviations of the level of organizational flexibility among administrative leaders in private schools***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Dimension | Arithmetic mean | Standard deviation | Practice degree |
| 1 | Relationship flexibility | 3.86 | 0.85 | High |
| 2 | Structural flexibility | 3.76 | 0.92 | High |
| 3 | Administrative flexibility | 3.72 | 0.9 | High |
|  | Whole | 3.78 | 0.83 | High |

As shown in table 4, relationship flexibility received the highest rating, followed by structural flexibility and administrative flexibility.

**4. Are there statistically significant differences at the significance level (α≤0.05) in the sample members’ estimates of the level of organizational flexibility among administrative leaders in private schools within the green line due to the study variables (gender, academic qualification, and years of experience)?**

The analysis revealed statistically significant differences in organizational flexibility based on years of experience and academic qualification, but no significant differences were found based on gender.

**Table 5: arithmetic means and standard deviations of organizational flexibility based on study variables**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dimension | Variable | Level | Arithmetic mean | Standard deviation | Degree |
| Relationship flexibility | Gender | Male | 3.85 | 0.83 | High |
|  |  | Female | 3.87 | 0.86 | High |
|  | Years of experience | Less than 5 years | 4.59 | 0.42 | High |
|  | 5 to less than 10 years | 3.9 | 0.89 | High |
|  | 10 years or more | 3.78 | 0.83 | High |
|  | Qualification | Bachelor | 3.93 | 1.1 | High |
|  |  | Postgraduate | 3.85 | 0.8 | High |

As seen in table 5, significant differences were observed based on years of experience and academic qualification, with less than 5 years of experience and bachelor’s degree showing the highest estimates of organizational flexibility.

**5. What is the level of competitiveness among administrative leaders in private schools within the green line from the point of view of teachers?**

The study assessed the level of competitiveness by calculating the arithmetic means and standard deviations for each item. Table 6 presents the results, showing a high level of competitiveness with using modern teaching methods and seeking high educational outcomes ranked the highest.

**Table 6: arithmetic means and standard deviations of the level of competitiveness among administrative leaders in private schools**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Rank | Paragraph number | Paragraph | Arithmetic mean | Standard deviation | Practice degree |
| 1 | 13 | Encourages teachers to use new methods of teaching | 4.10 | 0.86 | High |
| 2 | 14 | Seeks to achieve high-quality educational outcomes | 4.09 | 0.89 | High |
| 3 | 8 | Focuses on developing the institution’s goals | 4.04 | 0.88 | High |
|  | Whole | Competitiveness | 3.90 | 0.80 | High |

The results indicate that competitiveness is rated highly by teachers, with modern methods of teaching and high-quality outcomes being key factors contributing to this.

**6. Are there statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the level of competitiveness among administrative leaders in private schools within the green line due to the variables of the study (gender, academic qualification, and years of experience)?**

The study analyzed whether significant differences exist in the competitiveness estimates based on gender, years of experience, and academic qualification. The results showed significant differences based on years of experience and academic qualification, but not gender.

**Table 7: arithmetic means and standard deviations of competitiveness based on study variables**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dimension | Variable | Level | Arithmetic mean | Standard deviation | Degree |
| Whole | Gender | Male | 3.91 | 0.79 | High |
|  |  | Female | 3.89 | 0.82 | High |
|  | Years of experience | Less than 5 years | 4.52 | 0.36 | High |
|  | 5 to less than 10 years | 4.03 | 0.71 | High |
|  | 10 years or more | 3.81 | 0.83 | High |
|  | Qualification | Bachelor | 3.98 | 0.88 | High |
|  | Postgraduate | 3.89 | 0.79 | High |

As shown in table 7, significant differences in competitiveness were observed based on years of experience and academic qualification, with less than 5 years of experience and bachelor’s degree showing the highest competitiveness ratings.

**7. Is there a statistically significant relationship at the significance level (α≤0.05) between the level of administrative immersion and the level of competitiveness among administrative leaders in private schools within the green line from the point of view of teachers?**

A pearson correlation analysis was conducted to examine the relationship between administrative immersion and competitiveness. The results showed a strong positive correlation between the two variables.

***Table 8: pearson correlation coefficients between administrative immersion and competitiveness***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Administrative immersion | Engagement | Dedication | Vitality of activity | Whole |
| Competitiveness | 0.808\*\* | 0.771\*\* | 0.760\*\* | 0.821\*\* |

The significant positive correlation (p ≤ 0.01) suggests that as administrative immersion increases, so does competitiveness.

**8. Is there a statistically significant relationship at the significance level (α≤0.05) between the level of organizational flexibility and the level of competitiveness among administrative leaders in private schools within the green line from the point of view of teachers?**

Pearson correlation coefficients were calculated to explore the relationship between organizational flexibility and competitiveness. The results showed a significant positive correlation between these variables.

***Table 9: pearson correlation coefficients between organizational flexibility and competitiveness***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Organizational flexibility | Relationship flexibility | Administrative flexibility | Structural flexibility | Whole |
| Competitiveness | 0.757\*\* | 0.765\*\* | 0.795\*\* | 0.830\*\* |

This positive correlation indicates that higher organizational flexibility leads to higher competitiveness.

**9. What is the predictive ability of both administrative immersion and organizational flexibility in the competitiveness of administrative leaders in private schools within the green line from the point of view of teachers?**

The study used linear regression analysis to assess the predictive ability of administrative immersion and organizational flexibility on competitiveness. The results indicated that both variables significantly predict competitiveness, explaining 72.9% of the variance.

***Table 10: results of regression analysis***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Predictors** | **Regression coefficient b** | **Standard regression coefficient beta** | **T value** | **P value** | **R value** | **Interpretation ratio** |
| Administrative immersion | 0.425 | 0.406 | 6.848 | 0 | 0.829 | 72.9% |
| Organizational flexibility | 0.462 | 0.476 | 8.030 | 0 | 0.830 |  |

The regression analysis results in table 10 confirm that administrative immersion and organizational flexibility jointly explain 72.9% of the variance in competitiveness, indicating a strong predictive relationship.

**Conclusion**

This study successfully addresses the research questions, revealing that:

1. Administrative immersion, organizational flexibility, and competitiveness are high among administrative leaders in private schools within the green line.
2. Significant differences in these factors are observed based on years of experience and academic qualification, but not gender.
3. Administrative immersion and organizational flexibility are positively correlated with competitiveness.
4. Both administrative immersion and organizational flexibility are strong predictors of competitiveness, explaining 72.9% of its variance.

**Recommendations and Outcomes Discussion**

This chapter presents the discussion of the results based on the research questions, highlighting key findings regarding administrative immersion, organizational flexibility, and competitiveness among administrative leaders in private schools within the Green Line. Additionally, recommendations derived from these results are provided.

**Outcomes Discussion of the First Question:**

**What is the level of administrative immersion among administrative leaders in private schools within the Green Line from the point of view of teachers?**

The results indicated that the level of administrative immersion among administrative leaders was high from the teachers' perspective. This can be attributed to teachers recognizing the continuous efforts and challenges faced by administrative leaders. Teachers believe that administrative leaders are highly engaged and dedicated to their work, with a strong desire to achieve the best results for the school and its students. Additionally, teachers view administrative leaders as committed professionals who integrate their work into their personal lives, contributing to high levels of job satisfaction and performance.

The engagement dimension ranked the highest, followed by dedication, while vitality of activity ranked third. Teachers reported that administrative leaders' enthusiasm and engagement were key factors driving their dedication to improving work outcomes.

**Outcomes Discussion of the Second Question:**

**Are there statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the level of administrative immersion among administrative leaders in private schools within the Green Line due to the variables of the study (gender, years of experience, and academic qualification)?**

The results revealed significant differences in administrative immersion based on years of experience and academic qualification. Teachers with less than 5 years of experience and those with a bachelor’s degree reported higher levels of administrative immersion. In contrast, no significant differences were found based on gender.

Teachers with less experience expressed greater enthusiasm for professional development, which may contribute to their higher levels of engagement and immersion in school activities. Additionally, teachers with a bachelor’s degree appeared more focused on integrating into the work environment and benefiting from their interactions with administrative leaders, thus enhancing their immersion.

**Outcomes Discussion of the Third Question:**

**What is the level of organizational flexibility among administrative leaders in private schools within the Green Line from the point of view of teachers?**

The level of organizational flexibility was also found to be high. Teachers reported that administrative leaders are flexible in adjusting to changes, challenges, and the needs of the school. The results indicate that administrative leaders are actively engaging with new technologies and adapting their strategies to address both internal and external challenges.

Among the three dimensions of flexibility, relationship flexibility ranked the highest, followed by structural flexibility, and administrative flexibility. Teachers emphasized that the ability of administrative leaders to foster effective communication and adapt to environmental changes is a key factor in organizational success.

**Outcomes Discussion of the Fourth Question:**

**Are there statistically significant differences at the significance level (α≤0.05) in the sample members’ estimates of the level of organizational flexibility among administrative leaders in private schools within the Green Line due to the study variables (gender, academic qualification, and years of experience)?**

The results showed statistically significant differences in organizational flexibility based on gender, years of experience, and academic qualification. Female teachers, those with less than 5 years of experience, and teachers with a bachelor’s degree reported higher levels of organizational flexibility.

The higher levels of flexibility perceived by female teachers could be attributed to societal expectations and their greater sense of responsibility. Teachers with less than 5 years of experience tend to be more open to flexibility as they are still adjusting to their roles and are highly motivated to meet the needs of their schools. Teachers with a bachelor’s degree appear more invested in building relationships and collaborating with their administrative leaders, which further enhances flexibility in school operations.

**Outcomes Discussion of the Fifth Question:**

**What is the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers?**

The results indicated a high level of competitiveness among administrative leaders in the Green Line. Teachers noted that administrative leaders are proactive in implementing strategies that improve educational outcomes, enhance teaching methods, and integrate modern technologies. This results in a higher level of competitiveness compared to other schools.

The competitive environment is further enhanced by the administrative leaders' ability to foster teamwork and reduce problems efficiently, which adds value to the school’s overall performance and reputation. Teachers recognized that the ability to solve problems and encourage innovation were key aspects of competitiveness.

**Outcomes Discussion of the Sixth Question:**

**Are there statistically significant differences at the level of significance (α≤0.05) in the sample members’ estimates of the level of competitiveness among administrative leaders in private schools within the Green Line due to the variables of the study (gender, academic qualification, and years of experience)?**

The results showed statistically significant differences in competitiveness based on years of experience and academic qualification. Teachers with less than 5 years of experience and those with a bachelor’s degree rated competitiveness higher compared to their counterparts with more experience or advanced qualifications.

This can be explained by the fact that teachers with less than 5 years of experience tend to be more motivated and focused on gaining recognition and career advancement, which translates into a higher sense of competitiveness. Teachers with a bachelor’s degree also seem to be more dedicated to improving the school’s performance to ensure job stability and career progression.

**Outcomes Discussion of the Seventh Question:**

**Is there a statistically significant relationship at the significance level (α≤0.05) between the level of administrative immersion and the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers?**

The results indicated a positive correlation between administrative immersion and competitiveness. Teachers noted that when administrative leaders are deeply immersed in their work, they are more likely to implement effective strategies that enhance the competitiveness of the school.

This relationship can be attributed to the fact that engaged and dedicated administrative leaders tend to create environments that foster innovation, teamwork, and continuous improvement, which are key elements in gaining a competitive advantage.

**Outcomes Discussion of the Eighth Question:**

**Is there a statistically significant relationship at the significance level (α≤0.05) between the level of organizational flexibility and the level of competitiveness among administrative leaders in private schools within the Green Line from the point of view of teachers?**

A positive correlation was found between organizational flexibility and competitiveness. Teachers emphasized that flexible administrative leaders who adapt to change and are responsive to challenges contribute significantly to a school's competitiveness.

This finding suggests that organizational flexibility—the ability to adapt to changing conditions, modify strategies, and innovate—plays a crucial role in maintaining a competitive edge in the educational environment.

**Outcomes Discussion of the Ninth Question:**

**What is the predictive ability of both administrative immersion and organizational flexibility in the competitiveness of administrative leaders in private schools within the Green Line from the point of view of teachers?**

The study showed that administrative immersion and organizational flexibility predict the level of competitiveness among administrative leaders in private schools. Together, these variables explained 72.9% of the variance in competitiveness.

This result indicates that administrative immersion (through engagement, dedication, and vitality) and organizational flexibility (through adaptability and effective leadership) are essential predictors of a school’s competitive position, enhancing its overall performance and sustainability.

**Recommendations**

Based on the outcomes of the study, the following recommendations are proposed:

1. Develop training and development programs aimed at enhancing administrative immersion and organizational flexibility among school leaders, focusing on areas like communication skills, team management, and professional growth.
2. Encourage professional development opportunities for teachers and administrative leaders, particularly for those with less than 5 years of experience and bachelor’s degrees, to foster greater engagement and competitiveness.
3. Foster a supportive work environment that nurtures organizational flexibility, where administrative leaders can quickly adapt to changes and improve school performance.
4. Integrate continuous evaluation and feedback systems to track the effectiveness of leadership practices and organizational strategies, enhancing both administrative immersion and competitiveness.
5. Conduct future studies that explore other factors influencing administrative immersion, flexibility, and competitiveness, including teacher job satisfaction and school culture.

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