**Administrative Immersion, Organizational Flexibility, and Leadership Competitiveness in Green Line Private Schools: Teachers' Perspectives**

**ABSTRACT**

This study examines the interplay between administrative immersion and organizational flexibility, and their combined influence on the competitiveness of administrative leaders in private schools within the Green Line. Drawing on responses from 320 teachers across diverse private schools, the research employs a descriptive methodology integrating correlational and predictive analyses. Three rigorously validated instruments quantitatively assessed administrative immersion, organizational flexibility, and competitiveness, enabling nuanced insights into leadership engagement, institutional adaptability, and organizational performance.

Findings indicate that administrative leaders consistently exhibit high levels of both administrative immersion and organizational flexibility, with both constructs demonstrating strong positive correlations with competitiveness. Statistically significant differences emerged only in relation to years of professional experience, with teachers possessing less than five years of experience reporting higher levels across all variables; no significant differences were found based on gender or academic qualifications. Further, all dimensions of administrative immersion (engagement, dedication, vitality) and organizational flexibility (relational, administrative, structural) were robustly associated with competitiveness. Regression analyses revealed that administrative immersion accounted for 67.4% of the variance in competitiveness, organizational flexibility explained 68.9%, and together, these factors predicted 72.4% of the variance, underscoring their substantial joint predictive power.

The study underscores the critical importance of fostering both deep administrative engagement and organizational flexibility among school leaders to enhance institutional competitiveness. It advocates for targeted professional development, particularly for early-career educators, to strengthen these competencies. By elucidating the interdependence of these constructs, the research offers actionable recommendations for educational policymakers and practitioners, highlighting their foundational role in strategic leadership and organizational transformation.

Keywords: administrative immersion, organizational flexibility, Competitiveness, teachers, administrative leaders.

**Introduction**

Higher education is widely recognized as a cornerstone of societal development, playing a central role in advancing human capital and supporting sustainable economic, social, and cultural progress. As highlighted by Forest and Altbach, the expansion and diversification of higher education systems worldwide have been instrumental in shaping the prosperity and resilience of societies. The ability of educational institutions to provide broad access, foster innovation, and adapt to global trends directly influences a nation’s capacity to compete and collaborate in an interconnected world. Investment in higher education is therefore regarded as a critical and enduring strategy for promoting long-term growth, social cohesion, and collective advancement (Forest & Altbach, 2007).

Within this context, schools are the cornerstone of formal education, playing a pivotal role in shaping the intellectual, social, and emotional capacities of future generations (Day et al., 2016). The success of schools in achieving their mission of comprehensive development is fundamentally contingent upon the commitment, satisfaction, and engagement of their staff, especially teachers. Recent research highlights that teacher work engagement—characterized by vigor, dedication, and absorption—not only enhances instructional quality and student achievement but also contributes significantly to overall institutional effectiveness (Skaalvik & Skaalvik, 2017; Hakanen et al., 2006; Schaufeli et al., 2006).

Work engagement is closely associated with positive psychological states, such as well-being and job satisfaction, and is reflected in teachers’ willingness to exert discretionary effort and pursue professional growth (Bakker & Albrecht, 2018). Engaged teachers are more likely to experience resilience, motivation, and fulfillment, which collectively foster a positive and innovative school climate (Knight et al., 2021; Schaufeli, 2021). The multidimensional nature of work engagement encompasses physical, cognitive, and emotional immersion in professional tasks, reflecting a deep sense of purpose and alignment with institutional values (Schaufeli et al., 2006).

In the wake of the COVID-19 pandemic, the importance of organizational flexibility in education has become even more pronounced. Educational institutions worldwide have faced unprecedented disruptions, requiring rapid adaptation to new modes of delivery, shifting policy directives, and evolving stakeholder expectations (OECD, 2024; Knight et al., 2021). Organizational flexibility—the capacity to anticipate, adapt to, and thrive amid dynamic and uncertain environments—has emerged as a critical determinant of institutional resilience and sustained success (Teece et al., 2016; Shoss, Witt, & Vera, 2012). Flexible schools, characterized by decentralized decision-making, collaborative cultures, and adaptive leadership, are better positioned to respond proactively to challenges and capitalize on opportunities for innovation and improvement (Evans & Davis, 2015; de Boer et al., 2017).

Effective organizational flexibility is underpinned by clear roles and responsibilities, collaborative synergy, and leadership that empowers staff to innovate and adapt (Teece, 2014). In an era marked by increasing competition among schools—driven by the pursuit of talented educators, resource optimization, and the imperative to deliver distinctive educational value—organizational flexibility enables institutions to integrate, modify, and innovate their practices to achieve and sustain competitiveness (Hazelkorn, 2015; Forest & Altbach, 2007).

Human resources are now widely recognized as the most valuable asset for achieving and maintaining competitiveness in education (Forest & Altbach, 2007). As financial and technological resources become more accessible and less differentiating due to globalization, schools are increasingly investing in the development and strategic management of their human capital to foster innovation, adaptability, and institutional excellence (Hanushek & Woessmann, 2020; Skaalvik & Skaalvik, 2017). The ability to attract, retain, and develop talented educators is thus a key determinant of school success and long-term sustainability (Hazelkorn, 2015).

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.

In summary, the interplay among administrative immersion (work engagement), organizational flexibility, and Competitiveness constitutes a critical research frontier in educational leadership and school improvement. Understanding and enhancing these factors are essential for building resilient, innovative, and high-performing schools capable of meeting the demands of the 21st century and beyond.

**RESEARCH QUESTIONS OF THE STUDY**

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?

**OBJECTIVES OF THE STUDY**

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.

**IMPORTANCE OF THE STUDY**

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:** “Administrative immersion is a positive, work-related psychological state characterized by high levels of energy (vigor), strong involvement and enthusiasm (dedication), and deep absorption in one’s professional role, reflecting an administrative leader’s deep commitment to organizational values and active integration with colleagues to enhance institutional performance."(Schaufeli, Bakker, & Salanova, 2006, p. 702)**.**

**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:** “Organizational flexibility refers to an organization’s capability to anticipate, adapt to, and respond effectively to changing environments and unexpected events, by reconfiguring resources and processes to maintain or regain strategic balance.” (Teece, P., Peteraf, M., & Leih, S., 2016, p. 18)

**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:** "Competitiveness is the ability of an organization to achieve and sustain superior performance relative to its competitors, by creating unique value through innovation, effective resource utilization, and strategic leadership." (Porter, 1990; Barney, 1991)

**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.

**Literature Review and Previous Studies**

This chapter provides a comprehensive review of the theoretical literature and previous studies that explore administrative immersion, organizational flexibility, and Competitiveness, 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 immersion represents a multidimensional psychological state characterized by the deep, sustained, and purposeful engagement of educational administrators in their institutional roles, manifesting through three core dimensions: administrative vigor, institutional dedication, and organizational absorption. This construct transcends mere managerial compliance to encompass the complete integration of cognitive, emotional, and behavioral resources toward achieving educational excellence and organizational effectiveness (Hakanen et al., 2006; Schaufeli et al., 2006).

Administrative immersion in educational leadership is underpinned by several complementary theoretical frameworks that clarify how leaders become deeply engaged in their roles. According to the Job Demands-Resources Model, administrative immersion is most likely to occur when educational administrators have access to ample resources—such as leadership autonomy, robust institutional support, and ongoing professional development—which enable them to effectively address and surpass the complex demands of their positions. The Self-Determination Theory further emphasizes that immersion is strengthened when administrators’ core psychological needs for autonomy, competence, and relatedness are fulfilled. Additionally, research demonstrates that authentic leadership behaviors among educational administrators are strong predictors of administrative engagement, laying the groundwork for sustained immersion and effectiveness in leadership roles (Başaran & Kıral, 2020; Sood & Sharma, 2023).

The core dimensions of administrative immersion are administrative vigor, institutional dedication, and organizational absorption (Schaufeli et al., 2006; Hakanen et al., 2006). The Utrecht Work Engagement Scale for Educational Administrators (UWES-EA), adapted from the established UWES framework, is widely used to assess these dimensions in educational settings. Recent research confirms that the UWES-EA demonstrates strong internal consistency and robust cross-cultural validity, making it a reliable tool for evaluating work engagement among educational administrators (Schaufeli et al., 2006; Tatha et al., 2024).

Institutional-level factors that facilitate administrative immersion include transformational school culture, administrative autonomy, professional development opportunities, and stakeholder support (Richardson et al., 2025; National Association of Secondary School Principals, 2016; Elbana et al., 2016). At the individual level, factors such as educational leadership self-efficacy, intrinsic motivation, authenticity, and resilience further enhance administrative immersion, as recent research demonstrates that authenticity is positively associated with work engagement and supports leaders in maintaining motivation and resilience within complex administrative environments (Sood & Sharma, 2023; Zhang & Chang, 2024).

Outcomes of administrative immersion for educational administrators include enhanced leadership effectiveness, reduced administrative burnout, increased job satisfaction, and professional growth (Hakanen et al., 2006; Mazzetti & Schaufeli, 2022). For educational institutions, administrative immersion leads to improved organizational climate, better educational outcomes, reduced administrative turnover, and enhanced stakeholder relationships (Schaufeli, 2021; OECD, 2024).

Leadership development approaches such as immersive leadership programs, mentoring and coaching, reflective practice, and collaborative networks are effective strategies for enhancing administrative immersion (Knight et al., 2021; Panigrahi et al., 2018; South Asian Journal of Social Sciences and Humanities, 2025). Institutional support mechanisms—including resource allocation, communication systems, recognition programs, and work-life integration—also play a critical role (Deloitte, 2018).

Contemporary challenges in educational administration include digital transformation, equity and inclusion, crisis management, and stakeholder engagement (Mishra, 2023; OECD, 2024). Emerging research areas focus on technology-enhanced administrative immersion, cross-cultural administrative practices, sustainability, and student-centered administrative practices (Rachmad, 2022; Panigrahi et al., 2018).

**Organizational Flexibility**

Organizational flexibility in educational institutions is a multidimensional and proactive capability that enables institutions to adapt their structures, processes, and strategies in response to both immediate disruptions and long-term environmental changes (Teece, 2014; Shoss, Witt, & Vera, 2012). Rather than simply reacting to external pressures, organizational flexibility empowers educational institutions to anticipate, prepare for, and thrive amidst rapid technological advancements, policy reforms, demographic shifts, and evolving societal expectations (de Boer et al., 2017; Teece, 2014).

Within the educational context, organizational flexibility is defined as the institution’s capacity to swiftly and effectively adjust its internal processes, organizational structure, and policies to meet the dynamic and evolving needs of both its external and internal environments (Shoss, Witt, & Vera, 2012; de Boer et al., 2017). Key attributes include decentralization, innovation, and strategic foresight (Evans & Davis, 2015; Teece, 2014).

**Types of Organizational Flexibility:**

* **Operational Flexibility:** The ability to modify day-to-day operational processes in real time to meet changing needs (de Boer et al., 2017; Shoss, Witt, & Vera, 2012).
* **Human Resource Flexibility:** The capacity to develop and deploy a workforce that adapts to new roles and challenges, fostering continuous professional development (Evans & Davis, 2015; Shoss, Witt, & Vera, 2012).
* **Structural Flexibility:** The ability to reshape internal structure, job roles, and communication systems in response to environmental changes (Evans & Davis, 2015; de Boer et al., 2017).

Organizational flexibility is not only an operational necessity but also a strategic imperative for long-term success and sustainability (Teece, 2014). Flexible institutions are better equipped to navigate globalization, rapid technological advancements, and evolving educational trends (Shoss, Witt, & Vera, 2012). Leadership that prioritizes flexibility creates environments that encourage collaboration, creativity, and innovation—qualities essential for developing adaptive and future-ready institutions (Evans & Davis, 2015; Teece, 2014).

**Competitiveness**

In the contemporary landscape of global education, Competitiveness is a critical determinant of institutional sustainability and excellence. The convergence of rapid technological innovation, shifting student demographics, and the globalization of knowledge economies has intensified rivalry among educational providers, compelling institutions to differentiate themselves through unique value propositions and sustained organizational capabilities (Marginson, 2018; Knight & Woldegiorgis, 2017).

Competitiveness in the academic context is defined as the capacity of an educational institution to consistently outperform its peers by delivering superior value to stakeholders through distinctive resources, innovative practices, and strategic positioning (Barney, 2020; D’Aveni et al., 2010). Rooted in the Resource-Based View (RBV), sustainable Competitiveness arises from the possession and strategic deployment of resources and capabilities that are valuable, rare, inimitable, and non-substitutable (Barney, 2020; Peteraf & Barney, 2003).

**Dimensions and Strategies:**

* **Differentiation:** Offering unique academic programs, innovative pedagogical approaches, and high-impact research (Hazelkorn, 2015; D’Aveni et al., 2010).
* **Cost Leadership: Delivering High-Quality Education at Lower Costs**

Cost leadership in higher education is achieved by providing high-quality educational services while minimizing expenses through operational efficiency and the strategic use of digital technologies. Institutions that excel in cost leadership streamline administrative processes, adopt innovative digital solutions, and leverage economies of scale—such as through distance education and online learning platforms—to reduce per-student costs without compromising educational quality. The expansion of open universities and the integration of technology have enabled many institutions, especially in developing countries, to broaden access and maintain affordability, demonstrating that digital transformation is a key driver of both efficiency and competitiveness in the sector (Forest & Altbach, 2007).

* **Innovation and Dynamic Capabilities:** Fostering a culture of continuous improvement and adaptability (Teece et al., 2016; Marginson, 2018).

Strategic leadership is indispensable for cultivating and sustaining Competitiveness. Transformational leaders articulate a compelling vision, empower stakeholders, and drive institutional change through evidence-based decision-making and inclusive governance (Bolden et al., 2023; Hazelkorn, 2015).

Globalization has redefined competition, with institutions vying for international students, faculty, and research funding (Knight & Woldegiorgis, 2017; Forest & Altbach, 2007). Rankings, accreditation, and cross-border collaborations are salient markers of competitive standing, necessitating continuous innovation and strategic agility.

Sustained Competitiveness requires a commitment to continuous quality enhancement, stakeholder engagement, and responsiveness to societal needs (Hazelkorn, 2015).

**The Interrelationship Among the Study Variables**

Contemporary educational literature underscores that the relationship among administrative immersion, organizational flexibility, and Competitiveness in educational institutions—especially within private schools—is both dynamic and synergistic. Administrative immersion, defined as the deep psychological and behavioral engagement of school leaders and teachers, serves as a foundational driver for cultivating a positive organizational climate and fostering a culture of innovation. Highly engaged educational leaders and staff are more inclined to embrace change, experiment with novel pedagogical approaches, and inspire others towards continuous improvement (Hakanen et al., 2006; Schaufeli et al., 2006).

Organizational flexibility emerges as a critical mediating variable, empowering schools to respond effectively to rapid environmental changes, policy shifts, and evolving stakeholder expectations. Flexible institutions possess the capacity to adapt their structures, processes, and strategies to seize new opportunities and mitigate potential threats. This adaptability is frequently catalyzed by elevated levels of administrative immersion, as engaged leaders are more receptive to organizational learning and transformational change (Evans & Davis, 2015; Teece, 2014).

Competitiveness is no longer measured solely by educational outcomes or institutional reputation. It is intricately linked to a school’s ability to leverage its human, organizational, and technological resources to create unique value that is difficult for competitors to replicate (Barney, 2020; Hazelkorn, 2015). Recent research indicates that private schools which successfully integrate administrative immersion and organizational flexibility into their strategic management achieve higher levels of excellence and sustainability in increasingly competitive environments.

**PREVIOUS STUDIES**

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

1. **Administrative Immersion**

Hakanen, Bakker, and Schaufeli (2006) conducted a foundational study on work engagement among teachers in Finland, demonstrating that high levels of engagement among school staff and administrators significantly enhance job performance, organizational commitment, and innovation. Their findings established administrative immersion as a key driver for fostering positive organizational climates and improving educational outcomes.

Knight, Patterson, and Dawson (2021) performed a systematic review of interventions aimed at enhancing work engagement in educational organizations. Their analysis revealed that targeted strategies for increasing administrative immersion—such as leadership development and collaborative practices—lead to measurable improvements in institutional effectiveness and staff well-being.

**Organizational Flexibility**

Evans and Davis (2015) provided a comprehensive review of high-performance work systems and their impact on organizational flexibility within educational institutions. Their research demonstrated that flexible organizational structures and adaptive leadership practices enable schools and universities to respond effectively to external changes, enhance staff engagement, and sustain Competitiveness.

Teece, Peteraf, and Leih (2016) explored the concept of dynamic capabilities in higher education, closely related to organizational flexibility. Their study found that institutions with strong dynamic capabilities can sense and seize new opportunities, transform internal processes, and maintain high levels of engagement among staff and administrators, which are essential for fostering innovation and sustaining a Competitiveness.

Tamjid and Rakhshani (2022) examined the effect of strategic flexibility on organizational ambidexterity and found that strategic flexibility is a significant positive predictor of ambidexterity. Their study also demonstrated that critical thinking mediates this relationship, enabling organizations to better adapt to environmental changes and foster innovation—an insight highly relevant to educational institutions operating in dynamic environments.

1. **Competitiveness**

Hazelkorn (2015) conducted an empirical investigation into how global university rankings and the pursuit of world-class status drive educational institutions to integrate organizational flexibility and innovation as core strategies for achieving and maintaining Competitiveness. Their research underscored that institutions excelling in both administrative engagement and adaptability are better positioned to differentiate themselves and succeed in the global education marketplace.

Globalization has fundamentally transformed the landscape of higher education, intensifying competition among institutions worldwide. Universities now compete for international students, distinguished faculty, and research funding, while global rankings, accreditation, and cross-border collaborations have become critical markers of institutional quality and competitiveness. In this context, the ability to innovate, internationalize, and adapt proactively to evolving demands is essential for sustaining excellence and global relevance. Institutions that integrate strategic innovation and organizational flexibility into their core strategies are best positioned to thrive amid uncertainty and change, ensuring long-term success in an increasingly interconnected academic environment (Forest & Altbach, 2007).

Ekowati et al. (2023) confirmed that strategic flexibility and dynamic capabilities are essential for organizational performance and Competitiveness, especially in emerging markets. Their findings reinforce the importance of adaptability and innovation in achieving sustainable success.

1. **Studies Integrating Two or More Variables**

Schaufeli, Bakker, and Salanova (2006) validated the Utrecht Work Engagement Scale (UWES) in educational settings and established a robust link between work engagement (administrative immersion), organizational adaptability, and institutional effectiveness. Their results indicated that educational institutions characterized by high engagement and flexibility significantly outperform their peers in innovation, quality assurance, and stakeholder satisfaction.

Tamjid and Rakhshani (2022) provided empirical evidence that strategic flexibility is a significant positive predictor of organizational ambidexterity. Their findings further demonstrate that critical thinking mediates this relationship, enabling organizations to better adapt to environmental changes and foster innovation—an insight highly relevant to institutions operating in dynamic environments.

**DISCUSSION OF PREVIOUS STUDIES**

The synthesis of classic and recent international studies confirms that administrative immersion, organizational flexibility, and Competitiveness are deeply interconnected in educational institutions. High levels of administrative engagement foster a positive organizational climate and drive innovation, while organizational flexibility enables institutions to adapt to rapid environmental changes and seize new opportunities. Competitiveness is increasingly seen as the outcome of strategic integration between leadership, flexibility, and innovation. Contemporary research emphasizes the mediating and synergistic effects of these variables, highlighting that institutions excelling in all three domains are best positioned for sustainable success in a dynamic and competitive educational landscape.

While previous studies have often examined these variables in isolation, the current research distinguishes itself by exploring the interrelationships among administrative immersion, organizational flexibility, and Competitiveness within educational leadership. This integrated approach offers new empirical and theoretical insights into how these factors jointly contribute to institutional excellence. The findings of this study align with earlier research that underscores the importance of organizational flexibility in adapting to changes and maintaining a competitive edge, and confirm the positive relationship between administrative immersion and competitiveness, as highlighted by foundational works such as Vroom (1964) and Kanungo (1982). Moreover, by focusing on private schools within the Green Line—a context that has received limited attention in prior literature—and employing regression analysis to quantitatively assess the impact of administrative immersion and organizational flexibility on competitiveness, this study adds significant value to the field and addresses a notable gap in the existing research.

**METHODOLOGY**

**METHOD OF THE STUDY**

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.

**POPULATION OF THE STUDY**

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).

**SAMPLE OF THE STUDY**

The study sample consisted of (320) teachers who were selected using a convenience sampling 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 |

**INSTRUMENTS AND VARIABLES OF THE STUDY**

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.

**Measurement and Classification of Study Variables**

The variables of administrative immersion, organizational flexibility, and Competitiveness were quantitatively assessed using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). For analytical purposes, the mean scores for each variable were categorized into three distinct levels: low (1.00–2.33), moderate (2.34–3.67), and high (3.68–5.00). This classification facilitated a rigorous and nuanced interpretation of the prevalence and intensity of each variable within the study sample.

**VARIABLES OF THE STUDY**

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).

**RESULT**

**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 | Mean | Standard deviation | Level |
| 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 arithmetic means ranged from (3.85) to (4.14) and to a high degree, as the dimension of engagement came in the first rank, the dimension of dedication came in the second rank, and the dimension of vitality of activity came in the third rank.

**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)?**

To examine whether there are statistically significant differences at the α ≤ 0.05 level in the sample members’ estimates of the level of administrative immersion among administrative leaders in private schools within the Green Line, based on gender, years of experience, and academic qualification, a three-way analysis of variance (ANOVA) was conducted. The results are presented in Table 3.

**Table 3**

*Results of the Three-Way ANOVA Comparing Mean Scores of Administrative Immersion*

| **Source** | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** | **η²** |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | 0.379 | 1 | 0.379 | 0.68 | .41 | .002 |
| Years of Experience | 10.509 | 2 | 5.255 | 9.43 | .00 | .056 |
| Qualification | 0.061 | 1 | 0.061 | 0.11 | .74 | .000 |
| Error | 175.617 | 315 | 0.558 |  |  |  |
| Total | 188.480 | 319 |  |  |  |  |

As shown in Table 3, there were no statistically significant differences in administrative immersion levels according to gender (F = 0.68, p = .41, η² = .002) or academic qualification (F = 0.11, p = .74, η² = .000). However, years of experience showed statistically significant differences (F = 9.43, p < .001, η² = .056).

To further identify the source of differences related to years of experience, a Scheffe post-hoc test was performed (see Table 4).

**Table 4**

*Scheffe Post-Hoc Test Results for Years of Experience on Administrative Immersion*

| **Years of Experience** | **Mean** | **5-less than 10 years** | **10 years or more** |
| --- | --- | --- | --- |
| Less than 5 years | 4.70 | .6222\* | .7737\* |
| 5-less than 10 years | 4.08 | — | 0.1515 |
| 10 years or more | 3.93 | — | — |

\*Statistically significant at α = 0.05

As indicated in Table 4, teachers with less than five years of experience reported significantly higher estimates of administrative immersion among administrative leaders compared to their counterparts with five to less than ten years or ten years or more of experience. No significant differences were observed between the other experience groups.

**In summary,** the results indicate that years of experience is the only variable among those examined that significantly affects the sample members’ estimates of the level of administrative immersion among administrative leaders. Specifically, teachers with less than five years of experience reported significantly higher estimates of administrative immersion compared to those with more experience. No statistically significant differences were found based on gender or 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?**

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 5**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Rank | Dimension | Mean | Standard deviation | Level |
| 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 |

The results presented in Table 5 indicate that the mean scores ranged from 3.72 to 3.86, reflecting a high level across all dimensions. Relationship flexibility ranked first, followed by structural flexibility in second place, and administrative flexibility in third place.

**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)?**

To examine whether there are statistically significant differences at the α ≤ 0.05 level in the sample members’ estimates of the level of organizational flexibility among administrative leaders in private schools within the Green Line, based on gender, years of experience, and academic qualification, a three-way analysis of variance (ANOVA) was conducted. The results are presented in Table 6.

**Table 6**

*Results of the Three-Way ANOVA Comparing Mean Scores of Organizational Flexibility*

| **Source** | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** | **η²** |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | 0.10 | 1 | 0.10 | 0.155 | .694 | .000 |
| Years of Experience | 14.632 | 2 | 7.316 | 11.382 | .000 | .067 |
| Qualification | 0.097 | 1 | 0.097 | 0.151 | .698 | .000 |
| Error | 202.465 | 315 | 0.643 |  |  |  |
| Total | 218.649 | 319 |  |  |  |  |

As shown in Table 6, there were no statistically significant differences in organizational flexibility levels according to gender (F = 0.155, p = .694, η² = .000) or academic qualification (F = 0.151, p = .698, η² = .000). However, years of experience showed statistically significant differences (F = 11.382, p < .001, η² = .067).

To further identify the source of differences related to years of experience, a Scheffe post-hoc test was performed (see Table 7).

**Table 7**

*Scheffe Post-Hoc Test Results for Years of Experience on Organizational Flexibility*

| **Years of Experience** | **Mean** | **5-less than 10 years** | **10 years or more** |
| --- | --- | --- | --- |
| Less than 5 years | 4.49 | .5358\* | .8235\* |
| 5-less than 10 years | 3.96 | — | .2876\* |
| 10 years or more | 3.67 | — | — |

\*Statistically significant at α = 0.05

As indicated in Table 7, teachers with less than five years of experience reported significantly higher estimates of organizational flexibility among administrative leaders compared to their counterparts with five to less than ten years or ten years or more of experience. Additionally, teachers with five to less than ten years of experience reported significantly higher estimates than those with ten years or more of experience.

**In summary,** the results indicate that years of experience is the only variable among those examined that significantly affects the sample members’ estimates of the level of organizational flexibility among administrative leaders. Specifically, teachers with less than five years of experience reported the highest estimates, followed by those with five to less than ten years, while teachers with ten years or more of experience reported the lowest estimates. No statistically significant differences were found based on gender or academic qualification.

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

To determine the level of competitiveness among administrative leaders in private schools within the Green Line from the teachers’ perspective, the study calculated the arithmetic mean and standard deviation for the competitiveness variable. The results are presented in Table 8.

**Table 8**

*Arithmetic Means and Standard Deviations of the Level of Competitiveness Among Administrative Leaders in Private Schools*

| **Variable** | **Mean** | **Standard Deviation** | **Level** |
| --- | --- | --- | --- |
| Competitiveness | 3.90 | 0.80 | High |

As shown in Table 8, the mean score for competitiveness was 3.90 (SD = 0.80), indicating a high level of competitiveness among administrative leaders as perceived by teachers. Notably, the use of modern teaching methods and the pursuit of high educational outcomes were identified as the most prominent aspects contributing to this high level of competitiveness.

**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)?**

To examine whether there are statistically significant differences at the α ≤ 0.05 level in the sample members’ estimates of the level of competitiveness among administrative leaders in private schools within the Green Line, based on gender, years of experience, and academic qualification, a three-way analysis of variance (ANOVA) was conducted. The results are presented in Table 9.

**Table 9**

*Results of the Three-Way ANOVA Comparing Mean Scores of Competitiveness*

| **Source** | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** | **η²** |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | 0.734 | 1 | 0.734 | 1.196 | .275 | .004 |
| Years of Experience | 12.062 | 2 | 6.031 | 9.824 | .000 | .059 |
| Qualification | 0.474 | 1 | 0.474 | 0.772 | .380 | .002 |
| Error | 193.375 | 315 | 0.614 |  |  |  |
| Total | 205.820 | 319 |  |  |  |  |

As shown in Table 9, there were no statistically significant differences in competitiveness levels according to gender (F = 1.196, p = .275, η² = .004) or academic qualification (F = 0.772, p = .380, η² = .002). However, years of experience showed statistically significant differences (F = 9.824, p < .001, η² = .059).

To further identify the source of differences related to years of experience, a Scheffe post-hoc test was performed (see Table 10).

**Table 10**

**Scheffe Post-Hoc Test Results for Years of Experience on Competitiveness**

| **Years of Experience** | **Mean** | **5-less than 10 years** | **10 years or more** |
| --- | --- | --- | --- |
| Less than 5 years | 4.52 | .4846\* | .7046\* |
| 5-less than 10 years | 4.03 | — | 0.22 |
| 10 years or more | 3.81 | — | — |

\*Statistically significant at α = 0.05

As indicated in Table 10, teachers with less than five years of experience reported significantly higher estimates of competitiveness among administrative leaders compared to their counterparts with five to less than ten years or ten years or more of experience. No significant differences were observed between the other experience groups.

**In summary,** the results indicate that years of experience is the only variable among those examined that significantly affects the sample members’ estimates of the level of competitiveness among administrative leaders. Specifically, teachers with less than five years of experience reported significantly higher estimates of competitiveness compared to those with more experience. No statistically significant differences were found based on gender or academic qualification.

**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?**

To answer the seventh study question, Pearson correlation coefficients were calculated to examine the relationship between the level of administrative immersion and the level of competitiveness among administrative leaders in private schools within the Green Line, as perceived by teachers. The results are presented in Table 11.

**Table 11**

*Pearson correlation coefficients between the level of administrative immersion and the level of competitiveness among administrative leaders in private schools within the Green Line (teachers’ perspective)*

|  | **Engagement** | **Dedication** | **Vitality of activity** | **Whole** |
| --- | --- | --- | --- | --- |
| Competitiveness | .808\*\* | .771\*\* | .760\*\* | .821\*\* |

\**p* < .05 \*\***p** < .01

The table shows that the three dimensions of administrative immersion—engagement, dedication, and vitality of activity—as well as the overall score, are positively and significantly correlated with competitiveness (**p** < .01). This indicates that as the level of administrative immersion among administrative leaders increases, their competitiveness also increases, according to teachers’ perceptions.

**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?**

To answer the eighth study 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 teachers’ perspective?”, Pearson correlation coefficients were calculated between the level of organizational flexibility and the level of competitiveness among administrative leaders in private schools within the Green Line, as perceived by teachers. The results are presented in Table 12.

**Table 12**

*Pearson correlation coefficients between the level of organizational flexibility and the level of competitiveness among administrative leaders in private schools within the Green Line (teachers’ perspective)*

|  | **Relationship Flexibility** | **Administrative Flexibility** | **Structural Flexibility** | **Whole** |
| --- | --- | --- | --- | --- |
| Competitiveness | .757\*\* | .765\*\* | .795\*\* | .830\*\* |

*p* < .05 \*\***p** < .01

The table shows that the three dimensions of organizational flexibility—relationship flexibility, administrative flexibility, and structural flexibility—as well as the overall score, are positively and significantly correlated with competitiveness (**p** < .01). This indicates that as the level of organizational flexibility among administrative leaders increases, their competitiveness also increases, according to teachers’ perceptions.

**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?**

To answer the ninth study 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 teachers’ perspective?”, Pearson correlation coefficients were calculated between the predictor variables (administrative immersion, organizational flexibility) and the criterion variable (Competitiveness). Table 13 presents these results.

**Table 13**
*Pearson correlation coefficients between predictor variables and Competitiveness*

| **Predictor Variable** | **Correlation with Competitiveness** |
| --- | --- |
| Engagement | .808\*\* |
| Dedication | .771\*\* |
| Vitality of activity | .760\*\* |
| Administrative Immersion | .821\*\* |
| Relationship Flexibility | .757\*\* |
| Administrative Flexibility | .765\*\* |
| Structural Flexibility | .795\*\* |
| Organizational Flexibility | .830\*\* |

*\** *p* < .05 \*\***p** < .01.

The table shows that all dimensions of both administrative immersion and organizational flexibility are positively and significantly correlated with Competitiveness.

Based on these correlations, linear regression analysis was conducted using the Enter method to determine the predictive power of administrative immersion and organizational flexibility for Competitiveness. Table 14 presents the regression results.

**Table 14**
*Regression analysis results for predicting Competitiveness*

| **Predictor(s)** | **R** | **R²** | **B** | **Beta** | **t** | **P** |
| --- | --- | --- | --- | --- | --- | --- |
| (Constant) | 0.821 | 0.674 | 656.763 | 0.461 | 3.372 | .001 |
| Administrative Immersion |  |  | 0.858 |  | 25.627 | .000 |
| (Constant) | 0.830 | 0.689 | 703.890 | 0.859 | 7.314 | .000 |
| Organizational Flexibility |  |  | 0.805 |  | 26.531 | .000 |
| (Constant) | 0.854 | 0.724 | 426.178 | 0.452 | 3.620 | .000 |
| Administrative Immersion & |  |  | 0.425 |  | 6.848 | .000 |
| Organizational Flexibility |  |  |  |  |  |  |

*Note.* R = multiple correlation coefficient; R² = coefficient of determination.

The results indicate that both administrative immersion and organizational flexibility are significant predictors of Competitiveness among administrative leaders in private schools within the Green Line, as perceived by teachers.

* **Administrative immersion** alone accounted for 67.4% of the variance in Competitiveness (R² = 0.674). This means that changes in Competitiveness can be predicted by administrative immersion at a rate of 67.4%.
* **Organizational flexibility** alone explained 68.9% of the variance in Competitiveness (R² = 0.689), indicating that changes in Competitiveness can be predicted by organizational flexibility at a rate of 68.9%.
* **Combined**, administrative immersion and organizational flexibility explained 72.4% of the variance in Competitiveness (R² = 0.724), demonstrating a strong joint predictive ability.

These findings suggest that enhancing both administrative immersion and organizational flexibility among administrative leaders can substantially improve their Competitiveness in private schools within the Green Line.

 **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 indicate that the level of administrative immersion among administrative leaders in private schools within the Green Line is high from the teachers’ perspective. Among the three dimensions assessed, engagement ranked highest, followed by dedication and vitality of activity. This pattern suggests that administrative leaders are not only committed to their roles but also demonstrate high levels of energy and involvement in their work.

Such findings are consistent with the literature, which highlights that work engagement—characterized by vigor, dedication, and absorption—is a critical factor in educational leadership and positively influences organizational outcomes (Bakker & Albrecht, 2018; Schaufeli, 2021). High engagement among leaders often correlates with increased motivation and satisfaction among staff, fostering a positive school climate (Başaran & Kıral, 2020; Sood & Sharma, 2023). The high scores across all dimensions further align with research indicating that engaged educational administrators are more likely to promote professional identity, psychological empowerment, and collective efficacy within their institutions (Zhang & Chang, 2024; Tatha et al., 2024).

In summary, the elevated levels of administrative immersion observed in this study underscore the strengths of leadership practices in these schools. These results support the ongoing emphasis on fostering engagement and dedication among school leaders as a means to sustain educational quality and institutional effectiveness.

**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 analysis revealed that years of experience was the only variable with a statistically significant effect on teachers’ estimates of administrative immersion among administrative leaders. Specifically, teachers with less than five years of experience reported significantly higher levels of administrative immersion compared to their more experienced counterparts. No significant differences were found based on gender or academic qualification.

These findings align with prior research indicating that early-career teachers often display greater enthusiasm and engagement, which may positively influence their perceptions of school leadership (Başaran & Kıral, 2020; Zhang & Chang, 2024). The lack of significant differences by gender or qualification is consistent with studies suggesting that work engagement and immersion are more closely related to contextual and motivational factors than to demographic variables (Schaufeli, 2021; Tatha et al., 2024). Overall, the results highlight the importance of considering experience level when assessing perceptions of administrative immersion in educational settings.

**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 findings indicate that organizational flexibility among administrative leaders in private schools within the Green Line is perceived as high by teachers. Among the three dimensions assessed, relationship flexibility ranked the highest, followed by structural flexibility and administrative flexibility. These results suggest that administrative leaders are adept at adapting to changes, addressing challenges, and responding to the evolving needs of their schools.

Teachers’ perceptions highlight the importance of effective communication and the ability to adjust strategies in response to both internal and external demands. The prominence of relationship flexibility underscores the role of interpersonal adaptability in fostering a positive and responsive organizational climate. This is consistent with research emphasizing the significance of flexibility in leadership for organizational resilience and performance (Evans & Davis, 2015; Shoss, Witt, & Vera, 2012). Furthermore, the high levels observed across all dimensions align with findings that strategic and structural flexibility are essential for supporting innovation and sustaining educational effectiveness in dynamic environments (Wang et al., 2021).

Overall, these results reinforce the value of organizational flexibility as a key leadership competency, enabling schools to navigate uncertainty and drive continuous improvement.

**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 analysis showed that years of experience was the only variable with a statistically significant effect on teachers’ estimates of organizational flexibility among administrative leaders. Teachers with less than five years of experience reported the highest levels of organizational flexibility, followed by those with five to less than ten years, while teachers with ten years or more of experience reported the lowest levels. No statistically significant differences were found based on gender or academic qualification.

These findings are consistent with prior research suggesting that early-career teachers tend to be more receptive to change and demonstrate greater openness to flexible leadership practices (Başaran & Kıral, 2020; Zhang & Chang, 2024). The absence of significant differences by gender or qualification aligns with studies indicating that organizational flexibility is primarily influenced by contextual and experiential factors rather than demographic characteristics (Evans & Davis, 2015; Shoss, Witt, & Vera, 2012). Overall, the results highlight the importance of considering years of experience when assessing perceptions of organizational flexibility in educational settings.

**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 findings indicate that administrative leaders demonstrate a high level of competitiveness (M = 3.90, SD = 0.80) as perceived by teachers. This is reflected in their proactive adoption of innovative strategies, integration of technology, and focus on improving educational outcomes. Teachers also highlighted the leaders’ ability to foster teamwork and efficiently solve problems, which enhances the school’s reputation and overall performance.

These results are consistent with the literature emphasizing that competitiveness in educational leadership is linked to strategic innovation, technological adaptation, and collaborative practices (Porter, 1990; Richardson et al., 2025). Such competencies are essential for sustaining a Competitiveness in today’s dynamic educational environment.

**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 analysis revealed that years of experience was the only variable with a statistically significant effect on teachers’ estimates of competitiveness among administrative leaders. Teachers with less than five years of experience reported significantly higher levels of competitiveness compared to those with more experience. No significant differences were found based on gender or academic qualification.

These findings are consistent with research indicating that early-career teachers often exhibit greater motivation and engagement, which may positively influence their perceptions of leadership competitiveness (Başaran & Kıral, 2020; Zhang & Chang, 2024). The lack of significant differences by gender or qualification aligns with studies suggesting that perceptions of competitiveness are more closely related to experience and motivational factors than to demographic characteristics (Schaufeli, 2021; Tatha et al., 2024). Overall, these results highlight the importance of considering experience level when assessing perceptions of competitiveness in educational leadership.

**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 revealed a strong, positive, and statistically significant correlation between administrative immersion and competitiveness among administrative leaders (r = .821, p < .01). All dimensions of administrative immersion—engagement, dedication, and vitality of activity—were positively associated with competitiveness. This suggests that higher levels of administrative immersion are linked to greater competitiveness as perceived by teachers.

These findings are consistent with research indicating that engaged and dedicated leaders foster environments that support innovation, teamwork, and continuous improvement—key drivers of Competitiveness in educational settings (Bakker & Albrecht, 2018; Schaufeli, 2021; South Asian Journal of Social Sciences and Humanities, 2025). When administrative leaders are deeply immersed in their roles, they are more likely to implement effective strategies and motivate others, thus enhancing the school’s overall competitive position.

**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?**

The results revealed a strong, positive, and statistically significant correlation between organizational flexibility and competitiveness among administrative leaders (r = .830, p < .01). All dimensions of organizational flexibility—relationship flexibility, administrative flexibility, and structural flexibility—were positively associated with competitiveness. This indicates that as organizational flexibility increases, so does competitiveness, according to teachers’ perceptions.

These findings are consistent with research emphasizing that organizational flexibility—defined as the capacity to adapt, innovate, and respond effectively to challenges—is essential for sustaining competitiveness in educational settings. Recent studies demonstrate that organizations with higher levels of strategic flexibility are better able to adjust to dynamic environments, foster innovation, and maintain superior performance. Flexible leaders are thus more capable of navigating change, encouraging collaboration, and implementing effective strategies, all of which contribute to enhanced organizational competitiveness.

**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 findings demonstrate that both administrative immersion and organizational flexibility are significant predictors of competitiveness among administrative leaders in private schools within the Green Line. Regression analysis revealed that administrative immersion alone explained 67.4% of the variance in competitiveness, while organizational flexibility alone explained 68.9%. When combined, these factors accounted for 72.4% of the variance, underscoring their strong joint predictive power.

**Conclusion**Recent research demonstrates that strategic flexibility is a significant positive predictor of organizational ambidexterity, and that critical thinking mediates this relationship, enabling organizations to better adapt and innovate in dynamic environments (Tamjid & Rakhshani, 2022).

Moreover, the strong predictive relationship found in this study aligns with the resource-based view and dynamic capabilities frameworks, which argue that organizational success in complex environments depends on the ability of leaders to leverage internal resources and adapt to change (Barney, 2020; Teece et al., 2016). Thus, enhancing both administrative immersion and organizational flexibility is essential for sustaining and advancing the competitive position of private schools.

**Recommendations**

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

1. The study recommends strengthening the inter-functional interdependencies between administrative immersion and organizational flexibility among administrative leaders in private schools. This will enhance competitiveness, promote modern administrative practices, and contribute to sustainable development.
2. 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.
3. 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.
4. Foster a supportive work environment that nurtures organizational flexibility, where administrative leaders can quickly adapt to changes and improve school performance.
5. Integrate continuous evaluation and feedback systems to track the effectiveness of leadership practices and organizational strategies, enhancing both administrative immersion and competitiveness.
6. Conduct future studies that explore other factors influencing administrative immersion, flexibility, and competitiveness, including teacher job satisfaction and school culture.
7. Policymakers and educational authorities are encouraged to utilize the findings of this study when designing strategic plans and policies for private school development and leadership effectiveness.

**LIMITATIONS OF THE STUDY**

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.

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).

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Details of the AI usage are given below:

1. **only for language editing and academic writing style improvement**.

**Appendix A: Questionnaire**

This questionnaire was developed by the researcher and reviewed by a panel of experts to ensure its validity. It aims to examine the relationship between administrative immersion, organizational flexibility, and Competitiveness among administrative leaders in private schools within the Green Line, from the perspective of teachers. The questionnaire consists of three main sections: Administrative Immersion, Organizational Flexibility, and Competitiveness.

Please answer all items accurately and objectively. All responses will be treated with strict confidentiality and used solely for scientific research purposes.

Thank you for your cooperation,
**Researcher:** Dr. Arafat Hussein Shlalata

**Study Variables:**

**Gender:** 🞎 Male 🞎 Female

**Years of Experience:** 🞎 Less than 5 years 🞎 From 5 to less than 10 years 🞎 10 years or more

**Educational Qualification:** 🞎 Bachelor's Degree 🞎 Postgraduate Studies

**Section One: Administrative Immersion**

|  |
| --- |
| **Dimension 1: Engagement** |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. The school administration works energetically, without laziness, under work pressure.
 |   |   |   |   |   |
| 1. The administration exerts great effort to develop its skills in institutional work.
 |   |   |   |   |   |
| 1. The administration constantly improves the outputs that serve the institution’s goals.
 |   |   |   |   |   |
| 1. The administration strives to exclude all external influences while working.
 |   |   |   |   |   |
| 1. The administration ensures the exclusion of distractions while teachers are performing their duties.
 |   |   |   |   |   |
| 1. The administration follows mechanisms to ensure the achievement of work goals on time.
 |   |   |   |   |   |
| **Dimension 2: Dedication** |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. The school administration works happily and sincerely.
 |  |  |  |  |  |
| 1. The school administration takes into account the real obstacles to work.
 |  |  |  |  |  |
| 1. The school administration maintains business secrets.
 |  |  |  |  |  |
| 1. The school administration strictly adheres to work rules and regulations.
 |  |  |  |  |  |
| 1. The school administration works to reduce costs and distribute responsibilities fairly during work.
 |  |  |  |  |  |
| 1. The school administration avoids laziness and unjustified postponement of work.
 |  |  |  |  |  |
| 1. The school administration is determined to develop performance and acquire new skills in the dimension of work.
 |  |  |  |  |  |
| **Dimension 3: Vitality of activity** |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. The school administration participates in training teachers to acquire new skills.
 |  |  |  |  |  |
| 1. The school administration deepens transparency with teachers in constantly tracking work progress.
 |  |  |  |  |  |
| 1. School administration helps prevent the recurrence of errors in the educational process.
 |  |  |  |  |  |
| 1. The school administration maintains constant communication between itself and the teachers.
 |  |  |  |  |  |
| 1. The school administration provides incentives to teachers when they perform their duties well.
 |  |  |  |  |  |
| 1. The school administration motivates teachers by increasing their job performance when they excel and develop themselves.
 |  |  |  |  |  |

## **Section Two: Organizational Flexibility**

|  |
| --- |
| **Dimension 1: Relationship flexibility** |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. The school administration accepts opinions and other opinions in dealing with teachers.
 |  |  |  |  |  |
| 1. The school administration supports cooperative learning processes among teachers to achieve common goals.
 |  |  |  |  |  |
| 1. The school administration fosters deep confidence in its teachers when performing their work.
 |  |  |  |  |  |
| 1. School administration builds positive trends towards linking education to the life situations of teachers.
 |  |  |  |  |  |
| 1. The school administration accepts non-repeated errors in work within reason.
 |  |  |  |  |  |
| 1. The school administration seeks to encourage teachers to exchange experiences.
 |  |  |  |  |  |
| 1. The school administration develops effective communication between itself and teachers.
 |  |  |  |  |  |
| **Dimension 2: Administrative Flexibility** |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. The school administration provides the opportunity for teachers to evaluate the school's programs.
 |  |  |  |  |  |
| 1. The school administration gives teachers participation in decision-making.
 |  |  |  |  |  |
| 1. The school administration engages teachers in planning and implementing activities.
 |  |  |  |  |  |
| 1. The school administration involves teachers in setting the foundations and policies for student discipline.
 |  |  |  |  |  |
| 1. The school administration involves teachers in setting the foundations and policies for student assessment.
 |  |  |  |  |  |
| 1. The school administration enables teachers to choose teaching methods.
 |  |  |  |  |  |
| 1. The school administration shifts the power to make some decisions in the hands of the teacher in the classroom
 |  |  |  |  |  |
| **Dimension 3: Structural Flexibility** |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. The school administration assigns one of the teachers to prepare class and shift schedules
 |  |  |  |  |  |
| 1. The administration assigns one of the teachers to continue supervising the progress of things in the classrooms
 |  |  |  |  |  |
| 1. The school principal authorizes his assistants to make emergency decisions in his absence
 |  |  |  |  |  |
| 1. The administration authorizes a teacher to run some routine meetings
 |  |  |  |  |  |
| 1. The school administration accepts organizational adaptation in response to any emergency crises.
 |  |  |  |  |  |
| 1. School administration has the ability to play multiple roles in an exemplary and rational manner
 |  |  |  |  |  |
| 1. The school administration has the ability to develop new services to adapt to the internal and external environment of the institution.
 |  |  |  |  |  |

## **Section Three: Competitiveness**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Paragraph** | **Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Agree** | **Strongly Agree** |
| 1. School administration stimulates teachers' thinking activities to unleash their creative energies.
 |  |  |  |  |  |
| 1. The school administration motivates teachers to use distinctive teaching methods that rely on analyzing knowledge into simple parts.
 |  |  |  |  |  |
| 1. The school administration helps teachers implement the round table system in the classroom
 |  |  |  |  |  |
| 1. School administration helps teachers implement collaborative, project-based learning
 |  |  |  |  |  |
| 1. School administration enables teachers to employ technology in the service of creativity
 |  |  |  |  |  |
| 1. School administration helps teachers achieve integration between academic subjects horizontally and vertically
 |  |  |  |  |  |
| 1. The school administration develops the use of multiple criteria in evaluating students inside and outside the classroom.
 |  |  |  |  |  |
| 1. The school administration focuses on the goal it seeks to achieve and follows up on it to develop the institution.
 |  |  |  |  |  |
| 1. The school administration trains teachers diligently to improve their production processes and develop their capabilities.
 |  |  |  |  |  |
| 1. The school administration focuses on knowing the outputs of other educational institutions to know the level of their outputs
 |  |  |  |  |  |
| 1. The school administration evaluates educational processes on an ongoing basis and excludes what is not necessary.
 |  |  |  |  |  |
| 1. School administration encourages the use of tools and strategies to solve problems in innovative and creative ways.
 |  |  |  |  |  |
| 1. The school administration encourages teachers to use new methods of teaching using modern technologies.
 |  |  |  |  |  |
| 1. The school administration seeks to achieve high-quality educational outcomes.
 |  |  |  |  |  |

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