



ISSN: 1994-4217 (Print) 2518-5586(online)

Journal of College of Education

Available online at: <https://eduj.uowasit.edu.iq>

Dr. Manal Majed Abu
Minshar

Hebron university

Email:

manalm@hebron.edu

Keywords:

**Organizational
ambidexterity,
exploration
ambidexterity,
exploitation
ambidexterity.**

Article info

Article history:

Received 15.JUL.2023

Accepted 2.OCT.2023

Published 20.NOV.2023



The Organizational Ambidexterity of School Principals in Hebron Governorate from the Teachers' Point of View

A B S T R A C T

This study aimed to determine the extent of organizational ambidexterity among secondary school principals in Hebron governorate, as perceived by teachers. Additionally, it sought to investigate whether there were statistically significant differences, at a significance level of $\alpha \leq 0.05$, in the average responses of the study sample members based on the following variables: gender, educational qualification, years of experience, and educational stage. The study adopted an analytical descriptive (quantitative) approach.

During the academic semester of 2022/2023, a sample of 323 male and female teachers was selected using the stratified random sampling method. These teachers were given a questionnaire consisting of 46 items, divided into four areas: ambidexterity in optimizing opportunities, ambidexterity in exploring new opportunities, ambidexterity in maximizing material resources, and ambidexterity in maximizing human resources.

The study findings revealed a high degree of availability of organizational ambidexterity among school principals, as perceived by teachers. The total score indicated an arithmetic mean of 3.88. Furthermore, there were no statistically significant differences, at a significance level of $\alpha \leq 0.05$, in the average responses of the study sample regarding the availability of organizational prowess, with concern to the variables of educational qualification and years of experience. However, statistically significant differences were observed, at the same significance level, in the average responses of the study sample regarding the availability of organizational prowess, based on the variables of gender and educational stage.

© 2022 EDUJ, College of Education for Human Science, Wasit University

DOI: <https://doi.org/10.31185/eduj.Vol53.Iss1.3566>

البراعة التنظيمية لدى مديري المدارس في محافظة الخليل من وجهة نظر المعلمين

د. منال ماجد أبو منشار

جامعة الخليل / دكتوراه مناهج أساليب تدريس - لغة انجليزية

الملخص

هدفت هذه الدراسة إلى التعرف على مدى البراعة التنظيمية لدى مديري المدارس الثانوية في محافظة الخليل من وجهة نظر المعلمين. بالإضافة إلى ذلك، سعت إلى معرفة ما إذا كانت هناك فروق ذات دلالة إحصائية عند مستوى دلالة $\alpha \leq 0,05$ في متوسط استجابات أفراد عينة الدراسة تبعاً للمتغيرات التالية: الجنس، والمؤهل العلمي، وسنوات الخبرة، والمرحلة التعليمية. واعتمدت الدراسة المنهج الوصفي التحليلي (الكمي).

تم خلال الفصل الدراسي ٢٠٢٢/٢٠٢٣ اختيار عينة مكونة من ٣٢٣ معلماً ومعلمة باستخدام طريقة العينة العشوائية الطبقية. تم إعطاء هؤلاء المعلمين استبياناً يتكون من ٤٦ عنصراً، مقسمة إلى أربعة مجالات: البراعة في تحسين الفرص، البراعة في استكشاف الفرص الجديدة، والبراعة في تحسين الموارد المادية، والبراعة في تحسين الموارد البشرية. وقد كشفت نتائج الدراسة عن وجود درجة عالية من البراعة التنظيمية لدى مديري المدارس من وجهة نظر المعلمين. كما أشارت النتيجة الإجمالية إلى وسط حسابي قدره ٣,٨٨. كما أنه لا توجد فروق ذات دلالة إحصائية عند مستوى دلالة $\alpha \leq 0,05$ في متوسط استجابات أفراد عينة الدراسة حول مدى توفر البراعة التنظيمية، وذلك لصالح متغيري المؤهل العلمي وسنوات الخبرة. بينما لوحظت فروق ذات دلالة إحصائية، وبنفس مستوى الدلالة، في متوسط استجابات أفراد عينة الدراسة حول مدى توفر البراعة التنظيمية، تبعاً لمتغيري الجنس والمرحلة التعليمية.

الكلمات المفتاحية: البراعة التنظيمية ، البراعة الاستكشافية ، براعة الاستغلال.

Introduction.

In light of recent developments and changes, educational institutions, including schools, are now facing a myriad of challenges as they transition into the public sphere. Education itself is no longer the sole focus; rather, the demand lies in enhancing and improving the quality of education. This need for progress and advancement comes at a time when educational methods are intertwined with technology and modern pedagogical theories that promote the development of technical sciences. Consequently, schools are actively seeking competitive advantages and striving for creative performance by embracing contemporary theories and administrative ideas, while moving away from traditional management practices.

Schools hold a crucial role as influential institutions that contribute to the advancement of society and development across various economic, social, and educational domains. They strive to enhance the quality of education, improve students' skills, and accomplish other vital

objectives. The success of a school largely hinges on its management, which serves as the fundamental pillar upon which the institution is built. The principal, as the leader of the educational and administrative system, bears the responsibility of guiding and managing the school. They act as the representative of the educational authority and play a pivotal role in educational development and the cultivation of human resources. This involves devising strategies, identifying effective approaches, and implementing methods to attain the set goals while enhancing overall performance within the school. Additionally, the principal assumes a clear role in formulating plans and organizing various activities to foster continuous institutional growth and improvement.

The literature strongly emphasizes the pivotal role of leadership in attaining organizational ambidexterity . Leaders bear the responsibility of actively exploring opportunities, driving change, and effectively utilizing available resources and prospects (Al-Janazra, 2020). The success of the educational process, effective management, and the overall enhancement of teaching rely heavily on leaders possessing a significant level of organizational ambidexterity and competence.

Numerous studies validate that organizational ambidexterity plays a critical role in comprehending the delicate equilibrium that leaders must maintain within complex organizational environments. It also promotes organizational support by simultaneously emphasizing both exploitation and exploration. This balanced approach cultivates the ability to adapt to the ever-evolving environment, thereby positioning leaders to gain a substantial competitive advantage in the twenty-first century (Silenti, 2015). Organizational ambidexterity revolves around the pursuit of novelty and innovation, followed by the skillful exploitation of the discoveries made.

In response to the growing number of competitors and the increasing presence of private and public schools, school administrations find themselves compelled to continually enhance and reinvent their practices. They must strive for S, seizing every available opportunity and actively seeking new avenues for adaptation within their environment. This pursuit positions them in the race towards achieving superior management capabilities and the effective utilization of human and material resources, ultimately leading to sustainable development and setting them apart from their counterparts in the educational sector.

Given the aforementioned circumstances, the significance of this study becomes apparent. Its purpose is to assess the degree of organizational ambidexterity among school principals in Hebron Governorate, as perceived by teachers. By examining this aspect, the study aims to ensure that educational leaders attain the required level of proficiency in implementing organizational ambidexterity, as it greatly influences the advancement and progress of their institutions.

Problem Statement and Study Questions.

Organizational ambidexterity plays a pivotal role in the development of institutions and the improvement of school administration performance, thereby enhancing the overall efficiency of organizations. This claim is supported by various studies conducted by Al-Jumai and Al-Harathi (2021), Al-Jabour (2020), Jargon (2019), Al-Sarhani (2019), Severgni (2019), and Soares (2018).

In light of this context, the study aims to address the problem of the degree of availability of organizational ambidexterity among school principals in Hebron Governorate. This investigation holds significant importance as it serves as a fundamental basis for the advancement of educational institutions, providing valuable insights into the current state of ambidexterity within these institutions. More specifically, the problem of the study is determined by answering the following main question:

What is the degree of availability of organizational ambidexterity among school principals in Hebron Governorate from the teachers' point of view?

From the main questions, the following sub-questions emerge:

1. What is the degree of ambidexterity in optimizing opportunities for school principals in Hebron Governorate from the teachers' point of view?
2. What is the degree of ambidexterity in exploring new opportunities among school principals in Hebron Governorate from the teachers' point of view?
3. What is the degree of availability of the best investment ambidexterity for material resources among school principals from the teachers' point of view?
4. What is the degree of availability of the best investment ambidexterity for human resources among school principals from the teachers' point of view?
5. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of school teachers' estimates of the degree of availability of organizational ambidexterity due to the variables (gender, educational qualification, years of experience, educational stage)?

Study Hypotheses:

From the fifth questions, the following null hypotheses were formulated:

<p>– There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of school teachers' estimates of the degree of organizational ambidexterity of school principals in Hebron Governorate, due to the gender variable.</p>
<p>– There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of male and female school teachers' estimates of the degree of organizational ambidexterity of school principals in Hebron Governorate due to the educational qualification variable.</p>
<p>– There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of male and female school teachers' estimates of the degree of organizational ambidexterity among school principals in Hebron Governorate, due to the variable of years of experience.</p>
<p>– There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the averages of school teachers' estimates of the degree of organizational ambidexterity among school principals in Hebron Governorate, due to the educational stage variable.</p>

Objectives of the Study:

The study sought to identify the degree of availability of organizational ambidexterity in its dimensions of exploitation and exploration of new opportunities, and to know the degree of availability of investment in material and human opportunities among school principals in Hebron Governorate from the point of view of teachers.

Importance of Studying:

The significance of this study stems from its direct application in the area of education, which is undeniably one of the most crucial domains within society. Organizational ambidexterity, the focal subject of this study, stands out as one of the prominent topics that receive attention from various global, economic, commercial, and other institutions. In this context, the study assumes an important and distinctive role as one of the few studies delving into the concept of organizational ambidexterity within the educational sphere.

Moreover, this research holds great value in enriching the reader's understanding by introducing modern administrative concepts, including the concept of organizational prowess.

Study Terms and Procedural Definitions:

- **Organizational Ambidexterity(procedurally):** The ability of the school principal to meet the current requirements and adapt to environmental variables, and to achieve optimal utilization of available opportunities and explore new opportunities and optimal investment of material and human resources at the same time, which was measured through the degree of response of the respondents to the items of the questionnaire related to organizational ambidexterity consisting of four domains.
- **Exploration prowess (procedurally):** The degree obtained by school principals through the degree of respondents' response to the items of the questionnaire related to the ambidexterity of optimal exploration of opportunities.
- **Dexterity of exploitation (procedurally):** The degree obtained by school principals through the degree of respondents' response to the items of the questionnaire related to the ambidexterity of optimal exploitation of opportunities.

The Limitations of the Study:

The limits of the study are as follows:

- **Human limitation:** The study was limited to male and female School teachers in Hebron Governorate.
- **Spatial limitation:** The study was limited to schools in Hebron Governorate (the four governorates).
- **Temporal limitation:** The study was applied during the second semester (2021/2022).
- **Topic-specific limitations:** The study dealt with the organizational ambidexterity of school principals in Hebron Governorate from the teachers' point of view, with its dimensions of exploitation and exploration.

Previous Studies:

The study of Al-Jumaili , Al-Harthy (2021) aimed to assess the level of organizational ambidexterity among female teachers' perception of private school leaders in Taif city. Additionally, the study aimed to identify statistically significant differences in teachers' responses regarding the availability of organizational ambidexterity based on variables such as educational qualification, number of courses, and years of experience. The research employed a descriptive survey method, with a study population consisting of all teachers (totaling 316) in private schools in Taif. A questionnaire was designed and distributed to the study sample, receiving high ratings from the participants' perspective.

Abu Rahma (2021) conducted a study that aimed to identify the role of organizational ambidexterity in achieving institutional excellence through an applied study on employees at Gaza University. Their number is (61) employees, and the questionnaire was distributed to a sample of (54) employees, and the results showed the university's keenness to achieve justice,

concern and understanding for students, and interest in suggestions and complaints submitted by students in order to improve its institutional performance.

Al-Jabour's study (2020) aimed to identify the degree of application of the principles of transformational leadership by school principals of Marka governorate and its relationship to the level of organizational prowess from the point of view of teachers, and to detect differences in the average responses of the study sample to the degree of school principals applying the principles of transformational leadership due to the variables (gender, educational qualification, and years of experience) and to achieve the objectives of the study. The descriptive survey method was used. The study population consisted of all male and female teachers of the Directorate of Education of Marka governorate, whose number is (5417) male and female teachers, and the questionnaire was relied upon as a tool for the study.

Al-Janazara (2020) conducted a study that aimed to identify the degree of availability of organizational ambidexterity among private school principals in the capital Amman governorate and its relationship to management by wandering from the point of view of educational supervisors and assistant principals. In order to achieve the objectives of the study, the descriptive correlational approach was used. Two questionnaires were developed to collect data and ensure their validity and reliability. The sample of the study consisted of (362) educational supervisors and assistant principals from private schools in the capital Amman Governorate. In the end, it was concluded that the degree of availability of organizational ambidexterity among the principals of the private schools was medium, and that the degree of practicing management by roaming among the principals of the private schools was medium.

Al-Awda (2020) conducted a study that aimed to identify the level of achievement of organizational ambidexterity among the leaders of government secondary schools from the point of view of female teachers in the Qassim region. The results of the study concluded that the level of achievement of organizational ambidexterity among the leaders of government secondary schools from the point of view of female teachers in the Qassim region came to a large degree.

Shamlakh (2020) aimed to identify the impact of organizational ambidexterity in achieving competitive advantage, a comparative study between the Islamic University and Al-Azhar University in Gaza, and to study the impact of the three dimensions of organizational ambidexterity: (exploitation, exploration, and flexible organizational structure) on achieving competitive advantage. To achieve this, the researcher used the descriptive approach. The questionnaire was used as a tool for the study, and the study population consisted of (226) administrative and academic employees in an administrative positions at the Islamic University and Al-Azhar University in Gaza.

Gergon (2019) aimed to identify the reality of strategic thinking among secondary school principals in the southern governorates of Palestine and its relationship to organizational prowess, in order to achieve this, the descriptive/relational approach was used, and the

sample consisted of (471) male and female teachers, to whom the questionnaire was applied. The study concluded that the total degree of teachers' appreciation for the level of organizational ambidexterity of principals in the two areas of organizational ambidexterity came to a large degree, and there were statistically significant differences between the total score of the organizational ambidexterity questionnaire attributed to the educational directorate variable.

Sirhani's study (2019) aimed to identify the role of organizational ambidexterity in developing the organizational climate in public schools in Al-Kharj Governorate from the point of view of its leaders. It came in a medium degree, and the level of the organizational climate came in a large degree.

while **Severgnini's study (2019)**. Aimed to find out how concurrent work with exploration and exploitation affects organizational performance. The study adopted the descriptive analytical research methodology. The data was collected through surveys in three high-tech parks in China in the middle of the year (2006), and a randomly selected company was handed questionnaires to a total of (227), and the results concluded that to improve the performance of the software company, it should focus on implementing the exploitation.

Al-Gharabawi (2019) expanded to identify the role of the five leadership practices (common vision, desire for change, support, verification, and dissemination of a culture of creativity and effective communication) in building organizational ambidexterity within private schools in Mansoura, the study sample reached (231) teachers, and the study concluded that there is a significant impact of the five leadership practices On organizational ambidexterity.

Al-Masri (2019) aimed to identify the degree of the practice of transactional leadership among secondary school principals in the governorates of Gaza, and its relationship to their level of organizational ambidexterity from the teachers' point of view. The study used the descriptive correlational approach. The sample consisted of (459) male and female teachers. A questionnaire was applied to them. The study found that the degree of principals' practice of transactional leadership was "significant", and that the level of organizational ambidexterity of the principals was "significant".

Rashid and Al-Aboudi (2018) aimed to verify the nature of the relationship between the types of strategic behavior of managers and the level of achieving organizational prowess by examining the opinions of a sample of advanced administrative staff from the heads of departments and administrative units operating in a cement factory, in which the descriptive survey method was used, and the results showed a clear tendency to practice investment activities without exploratory .

Soares (2018) aimed to understand and explain the effect of organizational ambidexterity on the variation in the number of students in higher education institutions in Brazil. The study used the descriptive approach. The study sample consisted of (79) administrators in higher education institutions. The results showed that organizational ambidexterity can be divided into four sub-dimensions: ambidexterity, construction, semi-development, and development.

Nicholson (2016) aimed to measure the relationship between the type of leadership of leaders in educational institutions and its relationship to organizational prowess, the descriptive correlational approach was used it, and the study population consisted of workers in academies in Bristol, and a stratified random sample of (105) workers in the academies was chosen. In order to achieve the goal, a questionnaire was developed as a tool to obtain the required data. The results of this study concluded that there is a correlation between the type of leadership style and organizational prowess.

Study Approach:

The study adopted the descriptive analytical (quantitative) approach due to its suitability to the nature of the study, which needs to collect, classify, analyze and interpret data in order to extract indications and reach results that can be generalized. The necessary data and information about it, and the classification and organization of this information in addition to books, references and previous studies related to the subject of the study.

Study Population and Sample:

The study population comprises all school teachers in Hebron Governorate during the second semester of the academic year (2022/2023). The total number of male and female teachers amounted to 8,525. From this population, a stratified random sample of 323 male and female teachers was selected. The questionnaire was distributed to them electronically. The table below presents the distribution of characteristics. The study sample is presented based on its variables as follows:

Table No. (1): Characteristics of the Study Sample According to its Variables

Variable	Group	Number	Percentage %
Gender	male	123	%38.1
	female	200	%61.9
Qualification	Bachelor's degree or less	160	%49.5
	Master's degree and above	163	%50.5
Years of Experience	Less than 5 years	85	%26.3
	From 5-10 years	91	%28.2
	More than 10 years	147	%45.5
Educational level	Primary	167	%51.7
	Prep	102	%31.6
	High School	54	%16.7

Study Tool:

The study used a questionnaire as a tool for data and information collection. The research instrument was developed after reviewing relevant literature, previous studies, books, and scientific references, and related theses to the current study topic. The purpose was to investigate the degree of organizational ambidexterity among school principals in Hebron Governorate from the perspective of teachers. The researcher developed a questionnaire consisting of two main sections. The first section addressed the personal information of the study participants, including gender, educational qualification, years of experience, and educational stage. The second section comprised the study domains and their dimensions, consisting of 46 items divided into four areas as follows:

Area One: Ambidexterity of optimal exploitation of opportunities.

Area Two: Ambidexterity of exploring new opportunities.

Area Three: Ambidexterity of the best investment of material resources.

Area Four: Ambidexterity of the best investment of human resources.

Validity of the tool:

The validity of the questionnaire in its initial form was verified by presenting it to a group of educators and specialists in the field of education. It was shared with several experienced reviewers who have expertise in education to gather their opinions on its suitability and the linguistic formulation of the statements. Based on the feedback received, which was agreed upon by 80% of the reviewers, certain statements were deleted and others were reformulated, resulting in the final version of the questionnaire.

Furthermore, Pearson correlation coefficients were calculated to assess the strength of the relationship between each questionnaire item and the total score of its corresponding domain. The study tool is considered to have a high level of validity when the correlation coefficients, or a majority of them, are statistically significant (with a significance level below 0.05). This indicates a higher internal consistency of the questionnaire items within their respective domains.

Table No. (2): The Results of the Pearson Correlation Coefficient for the Correlation Matrix of the Degree of Each Area of Study with the Total Score of the Questionnaire

Domains	value (t)	Statistical significance
The ambidexterity of making the best use of opportunities	0.924	0.000
The ambidexterity of exploring new opportunities	0.956	0.000
The ambidexterity of the best investment of material resources	0.954	0.000
The ambidexterity of the best investment for human resources	0.948	0.000

Table No. (3): The Results of the Pearson Correlation Coefficient for the Correlation Matrix of the Statements of Each Domain with its Total Score.

The ambidexterity of making the best use of opportunities			The ambidexterity of exploring new opportunities		
number	value (t)	Statistical significance	number	value (t)	Statistical significance
1	0.768	0.000	1	0.839	0.000
2	0.735	0.000	2	0.825	0.000
3	0.802	0.000	3	0.814	0.000
4	0.834	0.000	4	0.824	0.000
5	0.846	0.000	5	0.798	0.000
6	0.860	0.000	6	0.851	0.000
7	0.800	0.000	7	0.871	0.000
8	0.810	0.000	8	0.857	0.000
9	0.817	0.000	9	0.849	0.000
10	0.819	0.000	10	0.821	0.000
11	0.798	0.000	11	0.807	0.000
The ambidexterity of the best investment of material resources			The ambidexterity of the best investment of human resources		
number	value (t)	Statistical significance	number	value (t)	Statistical significance
1	0.795	0.000	1	0.843	0.000
2	0.834	0.000	2	0.861	0.000
3	0.748	0.000	3	0.817	0.000
4	0.830	0.000	4	0.806	0.000
5	0.821	0.000	5	0.854	0.000
6	0.856	0.000	6	0.858	0.000
7	0.858	0.000	7	0.863	0.000
8	0.823	0.000	8	0.848	0.000
9	0.809	0.000	9	0.845	0.000
10	0.793	0.000	10	0.817	0.000
11	0.840	0.000	11	0.840	0.000
12	0.825	0.000	12	0.836	0.000

Tool Reliability:

The researcher verified the reliability of the study tool through two methods, namely the split-half method and the Cronbach's alpha coefficient. This was done as explained below:

Table No. (4): Results of the Stability Coefficient by the Split Half Method

Study scales and fields	correlation coefficient	corrected correlation coefficient	Getman coefficient
The ambidexterity of making the best use of opportunities	0.858	0.924	0.917
The ambidexterity of exploring new opportunities	0.917	0.957	0.950
The ambidexterity of the best investment of material resources	0.872	0.932	0.932
The ambidexterity of the best investment for human resources	0.899	0.947	0.947
Total	0.905	0.950	0.947

The data contained in Table No. (4) indicate that the values of the Gitman coefficients for the fields of the study tool ranged between (91.7%-95.0%), and the value of the Gitman coefficient at the total score of the tool amounted to (94.7%), and thus the tool (questionnaire) is enjoyed according to the value of the coefficient Gitman has a high degree of stability and can be relied upon to achieve the objectives of the study.

Table No. (5): Results of the Cronbach alpha Coefficient for the Stability of the Study Tool

Domains	The number of statements	Alpha value
The ambidexterity of making the best use of opportunities	11	0.947
The ambidexterity of exploring new opportunities	11	0.956
The ambidexterity of the best investment of material resources	12	0.955
The ambidexterity of the best investment for human resources	12	0.962
Total	46	0.986

The data presented in Table 5 indicate that the reliability values of the study instrument ranged from 94.7% to 96.2% for the different domains. The overall reliability coefficient, Cronbach's alpha, reached a value of 98.6%. Therefore, the instrument (questionnaire) exhibits a high level of reliability and can be confidently used to achieve the study objectives.

Statistical Analysis:

The data were subjected to statistical analysis, including the extraction of frequencies, percentages, means, standard deviations, Pearson correlation coefficient, Guttman correlation coefficient, Independent T-Test, One Way ANOVA Analysis of Variance, post hoc LSD comparisons, and the Cronbach's alpha reliability equation. The Statistical Package for the Social Sciences (SPSS) was used for conducting the statistical analysis.

Table No. (6): Correction keys

SMA	degree
4.21 – 5.00	Very few
3.41 – 4.20	few
2.61 – 3.40	Medium
1.81 – 2.60	High
1.00 – 1.80	Too high

Study Results and Discussion:

Presentation of Results related to the Main Research Question: What is the degree of availability of organizational ambidexterity among school principals in Hebron Governorate from the perspective of teachers?

To answer the above question, the means and standard deviations were calculated for the degree of availability of organizational ambidexterity among school principals in Hebron Governorate from the perspective of teachers, as shown in Table 7.

Table 7: Means and Standard Deviations of the Degree of Availability of Organizational Ambidexterity among School Principals in Hebron Governorate from the Perspective of Teachers.

Domains	Arith metic mean	standard deviation	degree	Percenta ge %
The ambidexterity of making the best use of opportunities	3.90	0.735	High	78.0%
The ambidexterity of exploring new opportunities	3.86	0.753	High	77.2%
The ambidexterity of the best investment of material resources	3.82	0.779	High	76.4%
The ambidexterity of the best investment for human resources	3.90	0.778	High	78.0%
The degree of availability of organizational ambidexterity among principals from the teachers' point of view	3.88	0.721	High	77.4%

The data presented in Table No. (7) reveal that the degree of availability of organizational ambidexterity among school principals in Hebron Governorate, as perceived by teachers, is high. The mean score for organizational ambidexterity was (3.87) with a standard deviation of (0.72), representing a percentage of (77.4%). The most significant dimensions of organizational ambidexterity were identified as the ambidexterity of optimum utilization and the ambidexterity of the best investment of human resources, which scored equally. They were followed by the ambidexterity of exploring new opportunities, and lastly, the ambidexterity of the best investment of material resources.

This result indicates the presence of a high degree of organizational ambidexterity among managers. This could be attributed to the presence of leaders who are capable of adapting to change and transitioning from a traditional bureaucratic style to a collective participatory style. They efficiently allocate resources and tasks across different types of activities related to investment and exploration. They also effectively address challenges that hinder the achievement of organizational ambidexterity. These leaders demonstrate a commitment to improving their managerial skills and strive to provide the best outcomes. They recognize that organizational ambidexterity is a contemporary scientific approach that guides educational institutions towards development and innovation.

To attain the administrative position, individuals must possess a strong educational and administrative background. They have likely faced significant challenges and undergone multiple stages of development, spanning at least 10 years, to refine their administrative abilities. The experience gained as a teacher, deputy, and eventually as a director can greatly contribute to their proficiency in exploring new opportunities and capitalizing on existing ones. Effective change management within the school positively impacts the performance of the administration and its ability to fulfill its responsibilities. Additionally, the Ministry of Education supervises mandatory training courses in various administrative and educational domains, which are integral to the continuous education programs for principals.

Overall, the availability of a high degree of organizational ambidexterity among managers is a result of their competent leadership, continuous development, and commitment to advancing the educational institution.

The following sub-questions were branched out from the main question:

The first sub-question: What is the degree of ambidexterity in optimizing opportunities for school principals in Hebron Governorate from the teachers' point of view?

To answer the previous question, the arithmetic means and standard deviations were extracted. The degree of availability of ambidexterity in optimal exploitation of opportunities among school principals in Hebron Governorate, from the point of view of teachers, in order of importance, as shown in Table No. (8).

Table No. (8): Arithmetic means and standard deviations of the degree of optimal opportunity exploitation proficiency among school principals in the schools affiliated with the Hebron Governorate, from the perspective of teachers, ranked by importance.

Rank	state ment numb er	statements	Arith metic mean	standard deviatio n	degree	Percentage %
1	1	The principal monitors available teacher and student development opportunities	4.12	0.846	High	82.4%
2	7	The principal is keen to employ the technological techniques available in the school in order to use the time efficiently	3.97	0.875	High	79.4%
3	3	The principal enables teachers to deal with changing circumstances	3.92	0.930	High	78.4%
4	6	The manager makes continuous improvements to his current efforts and ideas	3.91	0.922	High	78.2%
5	11	The principal adopts the opinions of the employees to invest in the services available in the school	3.89	0.920	High	77.8%
6	8	The principal employs multiple methods to detect students' needs.	3.87	0.879	High	77.4%
7	10	The principal makes school decisions in a timely manner	3.86	0.916	High	77.2%
7	2	The principal sets timetables for the implementation of all tasks and activities related to the school administration	3.86	0.850	High	77.2%
7	4	The manager develops organizational strategies to adapt to various environmental conditions	3.86	0.932	High	77.2%
8	9	The manager invests in current creative opportunities and ideas	3.84	0.963	High	76.8%
9	5	The manager develops strategies to invest in opportunities and face challenges	3.83	0.959	High	76.6%
Total			3.90	0.735	High	78.0%

The data presented in Table No. (8) demonstrates a high degree of ambidexterity in the optimal exploitation of opportunities among school principals in the Hebron Governorate, as perceived by teachers. The arithmetic mean was (3.90) with a standard deviation of (0.74), resulting in a percentage of (78.0%).

The researcher attributes this outcome to the managers' ability to capitalize on available opportunities and effectively utilize the existing resources. They show a strong commitment

to achieving the required efficiency by optimally allocating these resources and distributing them appropriately within the integrated institutional unit.

Exploiting opportunities is considered relatively easy since they already exist, and principals must exert their efforts to make the most of them for the benefit of their schools. Additionally, municipal schools, in particular, possess abundant resources, large budgets, and numerous opportunities, including the provision of new technologies. This creates a supportive and fertile environment for principals to leverage the opportunities present in their surroundings and utilize them in a way that benefits their schools, thereby driving development and improvement within the educational institution.

The second sub-question: What is the degree of ambidexterity in exploring new opportunities for school principals in Hebron Governorate from the teachers' point of view?

To answer the previous question, arithmetic means and standard deviations were calculated for the degree of availability of expertise in exploring new opportunities among school principals in the schools in Hebron Governorate, as perceived by teachers. They are ranked by importance, as illustrated in Table No. (9).

Table No. (9): The arithmetic means and standard deviations of the degree of ambidexterity in exploring new opportunities for school principals in Hebron Governorate from the point of view of teachers, in order of importance

Rank	statement number	statements	Arithmetic mean	standard deviation	degree	Percentage %
1	11	The principal allows teachers to present new initiatives and proposals	3.97	0.907	High	79.4%
2	1	The manager creates an organizational climate supportive of change	3.92	0.877	High	78.4%
3	4	The principal encourages school staff to come up with original ideas that challenge traditional ideas	3.91	0.914	High	78.2%
4	10	The principal delegates sufficient powers to the teachers to enable them to perform the new tasks assigned to them	3.90	0.916	High	78.0%
5	7	The manager uses appropriate methods to attract experienced individuals	3.86	0.908	High	77.2%
6	9	The principal sets flexible organizational rules to increase the school's ability to adapt its performance according to the needs of its internal and external communities	3.85	0.872	High	77.0%
7	6	The manager studies new ideas to	3.84	0.891	High	76.8%

		implement them				
8	3	The manager is constantly responding to changes in the external environment	3.83	0.909	High	76.6%
9	5	The staff participates in brainstorming sessions to determine the school's future directions	3.82	0.948	High	76.4%
9	8	The Principal adjusts the school's goals and reschedules its work according to the new opportunities it detects	3.82	0.906	High	76.4%
10	2	The principal uses the scientific method in designing new strategies for school development	3.80	0.903	High	76.0%
Total			3.86	0.753	High	77.2%

The data presented in Table No. (9) reveals a high degree of ambidexterity in exploring new opportunities among school principals in the Hebron Governorate, as perceived by teachers. The arithmetic mean was (3.86) with a standard deviation of (0.75), resulting in a percentage of (77.5%).

The researcher explains these findings based on her experience as a teacher in the municipality's schools and highlights the Ministry's continuous efforts to stay updated with developments and introduce new initiatives to enhance the educational process. The Ministry encourages principals to actively engage in these initiatives and provides training courses to support their implementation in schools.

The third sub-question: What is the degree of availability of the best investment ambidexterity for material resources among school principals in Hebron Governorate from the teachers' point of view? To answer the previous question, the arithmetic means and standard deviations were extracted for the degree of availability of the best investment ambidexterity for material resources among the principals of schools affiliated to the Hebron Governorate from the point of view of teachers, in order of importance, as shown in Table No. (10).

Table No. (10): The arithmetic means and standard deviations of the degree of availability of the best investment ambidexterity for material resources among school principals in Hebron Governorate from the point of view of teachers, arranged according to importance

Rank	statement number	statements	Arithmetic mean	standard deviation	degree	Percent age %
1	3	The principal assigns classes for extracurricular activities in the school	3.95	0.889	High	79.0%
2	1	The principal invests the material resources in the school, such as the laboratory, the computer room, the library, the art room and all that is needed to discover the talents and abilities of the students.	3.91	0.953	High	78.2%
3	12	The principal is keen on the permanent maintenance of material resources in the school.	3.88	0.925	High	77.6%
4	7	In the budget, the Principal sets achievable goals to invest in new opportunities for school development	3.86	0.905	High	77.2%
4	6	The manager provides the necessary financial support to adopt creative ideas	3.86	0.980	High	77.2%
5	5	The principal communicates with donor institutions to fund development projects for the school	3.84	0.951	High	76.8%
6	11	The principal is keen to activate the role of local institutions to enhance the material needs that serve the school	3.83	0.937	High	76.6%
7	9	The principal is keen to provide suitable sports arenas for students.	3.80	0.927	High	76.0%
8	4	The manager promotes the principles of transparency, such as accountability, in how resources are managed	3.77	0.945	High	75.4%
9	8	The principal makes supervisory visits to the school library, laboratory and other resources to follow up on the necessary renovations.	3.72	1.014	High	74.4%
10	2	The principal sets a program to activate the library, laboratories, and others in the classroom schedule	3.71	0.970	High	74.2%
11	10	The director is keen to provide the library with modern books suitable for students.	3.68	1.016	High	73.6%
Total			3.82	0.779	High	76.4%

The data presented in Table No. (10) reveals a high level of ambidexterity in effectively utilizing material resources among school principals in the Hebron Governorate, as perceived by teachers. The arithmetic mean was (3.82) with a standard deviation of (0.78), resulting in a percentage of (76.4%).

The researcher attributes this outcome to the ample capabilities, authorities, and significant budgets provided by the municipality to its affiliated schools. This indicates the principals' ability to leverage all the available resources within their schools for optimal benefit.

The fourth sub-question: What is the degree of availability of the best investment ambidexterity for human resources among school principals in Hebron Governorate from the teachers' point of view?

To answer the previous question, arithmetic means and standard deviations were calculated for the degree of availability of optimal human resource utilization proficiency among school principals in the schools affiliated with the Hebron Governorate, as perceived by teachers. They are ranked by importance, as illustrated in Table No. (11).

Table No. (11): Arithmetic means and standard deviations for the degree of availability of the best investment prowess for human resources among school principals in Hebron Governorate from the teachers' point of view, arranged according to importance

Rank	state ment numb er	statements	Arithme tic mean	standard deviatio n	degree	Perce ntage %
1	1	The principal invests in the teachers by training them and providing them with new knowledge	3.99	0.893	High	79.8%
2	2	The principal is keen to invest the potential of the teachers	3.94	0.893	High	78.8%
3	9	The principal is keen to carry out supervisory classroom visits on an ongoing basis and to provide feedback on them	3.93	0.947	High	78.6%
3	3	The principal takes into account the specialization of teachers in distributing topics and classes	3.93	0.935	High	78.6%
4	12	The principal is keen to invest the talents of teachers in various competitions, school committees, and others	3.92	0.932	High	78.4%
5	8	The experienced director hosts permanently to give developmental courses and workshops	3.91	0.928	High	78.2%
5	6	The principal provides teachers with new knowledge through training in new technologies	3.91	0.935	High	78.2%
6	4	The principal makes sure that the students take physical education and art lessons on an ongoing basis in the school	3.90	0.906	High	%78.0
7	7	The principal approves training programs for all levels of teachers to raise their	3.89	0.922	High	77.8%

		performance levels				
8	5	The principal conducts continuous surveys to find out teachers' attitudes towards school development	3.85	0.938	High	77.0%
9	11	The manager makes the best use of the capabilities of the local community	3.81	0.914	High	76.2%
10	10	The principal permanently activates the role of educational councils in the school	3.79	0.958	High	75.8%
Total			3.90	0.778	High	78.0%

The data presented in Table No. (11) reveals a high level of expertise in effectively utilizing human resources among school principals in the Hebron Governorate, as perceived by teachers. The arithmetic mean was (3.90) with a standard deviation of (0.78), resulting in a percentage of (78.0%).

The researcher attributes this outcome to the abundant capabilities, authorities, and budgets available in schools and the surrounding community. This indicates the principals' ability to capitalize on all the available resources within their schools for optimal benefit.

Where is your Conclusions

The study findings revealed a high degree of availability of organizational ambidexterity among school principals, as perceived by teachers. The total score indicated an arithmetic mean of 3.88. Furthermore, there were no statistically significant differences, at a significance level of $\alpha \leq 0.05$, in the average responses of the study sample regarding the availability of organizational prowess, with concern to the variables of educational qualification and years of experience. However, statistically significant differences were observed, at the same significance level, in the average responses of the study sample regarding the availability of organizational prowess, based on the variables of gender and educational stage.

Recommendations:

- Organizing more specialized training courses to enhance managers' organizational prowess.
- Organizing awareness meetings for principals about the importance of organizational prowess and its positive role in achieving excellence and improving the overall performance of their schools. Emphasizing the role of organizational prowess in achieving a balance between exploratory performance and exploitative performance to build future programs.
- Continuing to respond to contemporary changes in educational environments and interacting positively.
- Nominating a group of managers from the Ministry of Education to participate in international conferences that advance management thought.
- Attracting distinguished competencies from faculty members.
- Activating compulsory library classes within the weekly school program, obliging principals to prioritize the library and helping students realize the importance of diversifying knowledge sources, with libraries being a primary resource beyond just relying on the internet.
- Working on increasing awareness of the importance of organizational prowess and enhancing it within schools.
- Providing material and moral incentives to departments that achieve organizational prowess.
- Training managers to develop the necessary strategic plans to leverage available opportunities and explore new ones, makes them an integral part of managers' necessary qualification programs.
- Adopting managers' qualification programs that expose managers to modern scientific methods of management and strategy design.

References:

- Abu Hatab, Aida. (2021). Organizational ambidexterity as a mediating variable between electronic administration and organizational agility in secondary schools in the southern governorates of Palestine. Unpublished master's thesis, Al-Aqsa University, Gaza.
- Abu Rahma, Ibrahim Ahmed. (2021). The role of organizational ambidexterity in achieving institutional excellence: An applied study on Gaza University. *Isra University Journal for Human Sciences, Iraq*, 10(1), 453-487.
- Al-Auda, Anhar Muhammad. (2020). Organizational ambidexterity of female leaders in government secondary schools from the perspective of female teachers in the Qassim region. *Arab Journal for Scientific Publication*, 1(20), 554-579.
- Al-Gharabawi, Muhammad Amin. (2019). The role of leadership practices in building organizational ambidexterity : An applied study on private school teachers in the city of Mansoura. *Business Research Journal, Zagazig University*, 41(2), 104-151.
- Al-Jabour, Hana Awad Mahmoud. (2020). The degree of application of transformational leadership principles by school principals in Marka governorate and its relationship to their level of organizational ambidexterity. Unpublished master's thesis, Al al-Bayt University, Jordan.
- Al-Janazra, Asmaa Ali Mahmoud. (2020). Organizational ambidexterity of private school principals in the capital Amman governorate and its relationship to management by wandering from the perspective of educational supervisors and assistant principals. Unpublished master's thesis, Middle East University, Jordan.
- Al-Jumai, Wafa bint Ayed, & Al-Harithi, Noula bint Eid. (2021). Organizational ambidexterity of private school leaders in Taif city from the perspective of female teachers. *Journal of Research in Education and Psychology*, 36(1), 479-517.
- Al-Slanty, Lamia Al-Saeed. (2015). The impact of the quality of the mutual relationship between the leader and subordinates on employee creativity and organizational ambidexterity : An application to specialized health centers in Damietta. *The Egyptian Journal of Business Studies, Mansoura University, Egypt*, 39(1), 85-122.
- Jansen, Justin, John, Peter. (2005). *Ambidextrous Organizations, A Multiple-Level Study of Absorptive Capacity, Exploratory and Exploitative Innovation and Performance*, **unpublished PH.D.** Dissertation, Erasmus Research Institute of Management (ERIM), Erasmus University Rotterdam.
- Jargon, Wafaa Muhammad. (2019). Strategic thinking of secondary school principals in the southern governorates of Palestine and its relationship to their organizational ambidexterity. Unpublished master's thesis, Al-Azhar University, Gaza, Palestine.
- Masri, Marwan. (2019). The degree of practicing transactional leadership among secondary school principals in the governorates of Gaza and its relationship to their level of organizational ambidexterity. *The Jordanian Journal of Educational Sciences*, 16(1), 65-82.
- Rao-Nicholson, R., Khan, Z., Akhtar, P., & Merchant, H. (2016). The impact of leadership on organizational ambidexterity and employee psychological safety in the global acquisitions of emerging market multinationals. *The International Journal of Human Resource Management*, 27(20), 2461-2487.
- Rashid, Saleh, & Al-Aboudi, Ali. (2018). Strategic behavior and its implications for organizational ambidexterity. *Al-Muthanna Journal of Administrative and Economic Sciences, Al-Qadisiyah University, Iraq*, Volume (1).
- Rashid, Saleh, & Al-Atwi, Amer. (2012). Skilled leaders in educational institutions. International scientific conference, globalization of management in the age of knowledge, Tripoli, Jinan University, Libya.
- Severgnini, E. V. C. Galdamez, V. A. Vieira. (2019). The Effects of Exploration, Exploitation, and Ambidexterity on Software Firm Performance, *RAC, Rio de Janeiro*, v. 23, n. 1, art. 6, pp. 111-134.
- Shamlakh, Farhana Mahmoud Mohamed. (2020). The impact of organizational ambidexterity on achieving competitive advantage: A comparative study between the Islamic University and Al-Azhar University in Gaza. Unpublished master's thesis, Islamic University, Gaza, Palestine.
- Sirhani, Laila. (2019). The role of organizational ambidexterity in developing the organizational climate in public schools in Al-Kharj Governorate from the perspective of its leader. Unpublished master's thesis, Prince Sattam University, College of Education, Saudi Arabia.
- Soares, J; Reis, D; Cunha, J & Neto, P. (2018). Organizational Ambidexterity: A Study in Brazilian Higher Education Institutions, **Journal of Technology Management & Innovation**, 13(3), 36-45.