



**THE RELATIONSHIP BETWEEN AUTHENTIC LEADERSHIP AND ORGANIZATIONAL EXCELLENCE IN THE FRAMEWORK OF THE ENTREPRENEURIAL BEHAVIOR OF EMPLOYEES**

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**Abstract**

The study aims to clarify the effect of authentic leadership on organizational excellence and to determine whether the entrepreneurial behavior variable mediates this relationship or not, by relying on a survey study conducted in (70) private educational institutions in the city of Diwaniyah, represented by the teaching staff in the mentioned institutions, whose number is (300) teachers. Several descriptive and inferential statistical methods were used to measure the validity of the study hypotheses or not. Therefore, the questionnaire was used as a main tool for collecting data and information for the study, based on the reliable international standards for the above variables. In the final outcome, a number of conclusions were reached, the most important of which was the existence of a direct and indirect influence relationship between the variables of the study, which led to a number of recommendations, the most prominent of which was the need for the educational body of private schools in the city of Diwaniyah to keep pace with the appreciation and reward of employees who show excellence in their work, which pushes workers to Exert more efforts to invest the opportunities available to them in a way that improves the importance of reaching higher levels of organizational excellence and creativity in their work.

**Keywords:** Authentic leadership, Organizational excellence, and Entrepreneurial behavior.

**Introduction**

The phenomenon of superiority in the field of organization is a great ability that is not available to all administrative leaders as much as a few of them are distinguished because it differs according to the organizational environment. The rigid, formal regulatory environment governed by rules, procedures, and texts considers organizational superiority unimportant. While the flexible organizational environment sees excellence as an innovative act to face a special or emergency circumstance carried out by those who are called today in the business world (Entrepreneurs) who focus on previous, distinct, and mutual experiences (Mohamed et al, 2018: 6200). Despite this, we find that its scope of application did not take into account organizational excellence and entrepreneurial behavior in the light of the review that was conducted on previous studies that facilitate access to them. In the Iraqi private education sector (such as the researched organization) in facing



the challenges of the new era represented by the speed and complexity of changes, and based on this idea, the research dealt with the issue of (organizational excellence) based on a hypothetical model that suggests that the impact of authentic leadership on organizational excellence is not directly, but rather through (Entrepreneurial Behavior ). Based on the foregoing, the possibility of raising the level of organizational excellence of the research sample was tested by adopting the authentic leadership approach as the most effective and practical approach to organizational behavior within the framework of entrepreneurial behavior. This represents an important intellectual and field motive to move toward the preparation of the current research, and accordingly, the features of the basic research problem include the following questions:

1. What are the conceptual foundations of the topic of authentic leadership, organizational excellence, and entrepreneurial behavior?
2. To what extent did the research sample understand the concept of authentic leadership and its most important dimensions?
3. What is the extent of interest in entrepreneurial behavior in the researched university?
4. What is the level of organizational excellence of the research organization?
5. What is the nature and type of correlation between authentic leadership and organizational excellence?
6. What is the nature and type of correlation between the dimensions of authentic leadership and entrepreneurial behavior?
7. What is the extent of the impact of authentic leadership on entrepreneurial behavior and the impact of the latter on organizational excellence?

## LITERATURE REVIEW

### 1. Authentic leadership

Greek philosophy serves as the philosophical and psychological foundation for the idea of authenticity. It represents loyalty to oneself. Because of the increasing complexity of 21st-century businesses and a number of corporate crises, the term authentic leadership was created in an effort to apply the idea of authenticity to leadership. Since authentic leadership has been found to greatly boost work engagement, team effectiveness, financial performance, and job satisfaction, leaders should try to practice it (Söderlund & Wennerholm, 2021). Authenticity can be defined as "having one's own personal experiences, whether thoughts, emotions, needs, preferences, or beliefs, which are processes captured through the command of self-knowledge" and acting in accordance with the true self. Such behavior enhances trust through disclosures that include sharing. Information and public expression of one's true thoughts and feelings while trying to minimize displays of inappropriate feelings (Datta, 2015). In the leadership community, the idea of authentic leadership is still relatively new. 2003 saw the release of one of the first essays on genuine leadership by Luthans and Avolio (Northouse, 2019). In accordance with their leadership style, the leader's interactions with their followers are genuine (Seek Lee, 2018). From another point of view, in order to understand such authentic leadership, a definition of the building blocks of authentic leadership must first be developed. This will help define



authentic leadership from an existential point of view, followed by operational dimensions of authentic leadership, in shaping future research programs aimed at understanding the causes and results of authentic leadership, which can positively affect the authentic leadership process on positive behaviors within the organization on the part of both leaders and followers. It also stimulates positive self-development (Ilies, et al., 2005). The idea is based on enduring leadership philosophies like servant, transformational, charismatic, spiritual, and ethical leadership (Alvesson & Einola, 2019). In 2003, The Authentic Leadership Development Model was developed by Luthans and Avolio and is based on ideas of transformational, moral, and constructive organizational behavior. Figure 3 below shows the model.

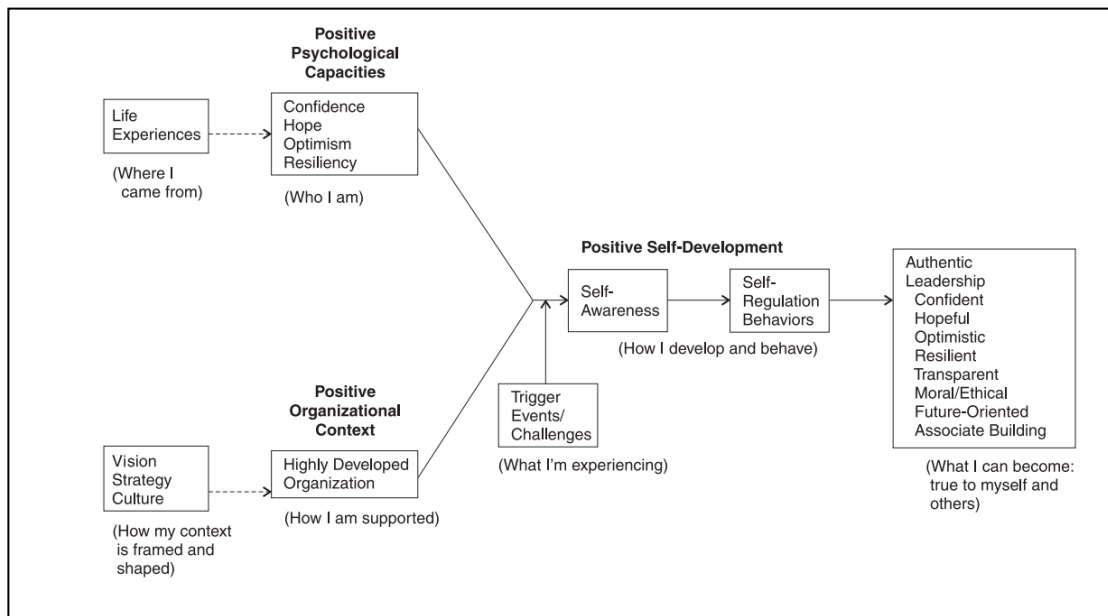


Figure 3. Authentic Leadership Development Model (Luthans & Avolio, 2003).

True leadership development is shown in Figure 3 at both the individual and organizational levels. So, in order to enable actual leadership, a person's good psychological traits must mesh with a highly developed, positive company culture. The positive organizational context needs to be greatly developed in light of the problems and trigger scenarios in Figure 3. It will depend on the company culture whether these circumstances promote or obstruct positive self-development. In order to facilitate the formation of authentic leadership, the organizational development level will be crucial (Luthans & Avolio, 2003). Northouse (2019, p. 316) contends that significant life experiences and moral reasoning, in addition to powerful psychological traits, have an impact on authentic leadership. True leadership development is shown in Figure 3 at both the individual and organizational levels. So, for someone to exercise true leadership, their good psychological traits must mesh with an extremely developed, positive company culture. In view of the issues and trigger situations in Figure 3, the favorable organizational context needs to be considerably developed. It will depend on the company culture whether these circumstances promote or obstruct positive self-development. In order to facilitate the formation of authentic leadership, organizational development level will be crucial (Luthans & Avolio, 2003). Northouse (2019, p. 316)



argues that substantial life events and moral reasoning have an impact on authentic leadership in addition to strong psychological features.

## 2. Entrepreneurial Behavior

The entrepreneurial behavior of new organizations reflects a deliberate and organized approach in addition to the processes that seem spontaneous and emerging. In this regard, entrepreneurial behavior develops through harmony between organizations and their environment, and entrepreneurial behavior results from a moving exchange relationship between internal conditions (i.e. organizational and personal characteristics) and external conditions. which also includes other factors besides the specific environment (Audretsch, et al, 2005). Pidduck, R. J et al., 2023) note that the process of entrepreneurial behavior is a phenomenon related to many different levels, which makes it difficult to separate what constitutes a variable and therefore difficult to separate the variables that revolve around entrepreneurial behaviors, and entrepreneurial behavior may be It is more difficult or has multiple levels as a result of the nature of leadership available in organizations that can be measured well and that produced the situational perspective in the nature of the work of those organizations, (Bird & Schjoedt, 2017), and that problem emerges in the process of calculating the adoption of risk, or making organizational formalization of how pioneers do subjective probability estimates of future outcomes from opportunistic decisions (Endres & Woods, 2006). Mostly, a role emerges from the value of rewards that entrepreneurs receive through some advantages related to innovation and exploitation of opportunities, and further strengthening of positive attitudes towards entrepreneurs by reducing the importance of the negative side of taking risks, or perhaps failure to achieve results, and the matter may be further than that through the decline of education Entrepreneurship from failure accompanied by stumbling in achieving results or increasing costs associated with the work itself (Rauch & Hulsink, 2015). Just because many young companies have fewer employees does not mean ignoring employee practices. In contrast, human resources are fundamentally important and the optimal use of skills and knowledge increases the growth of a small business (Rauch et al., 2005). This variable has proven important in predicting entrepreneurial behavior in many studies. Moreover, it is argued that prior exposure to entrepreneurship also enhances other aspects of a person's entrepreneurial human capital (such as skills and knowledge) through learning processes (Obschonka et al., 2012). The presence of factors inherent in entrepreneurial behavior has been associated with the presence of control and intentionality. Tolerance to risk and ambiguity Current literature has shown that the availability of financing is one of the most important determinants of entrepreneurial behavior. Previous research over the years has focused on understanding the motivations of entrepreneurship by examining why some individuals develop the intent to start a new venture. This comes from the viewpoint that entrepreneurial intentions are among the primary determinants of entrepreneurial behavior (Neneh, 2019).

While entrepreneurship education, which primarily focuses on creating new businesses, typically occurs in colleges of business and management or vocational schools (Ruskovaara et al, 2015; Welsh, 2016), the concept of entrepreneurship in education is not restricted to



any specific grade level or subject. When teachers adopt an entrepreneurial mindset, they remain up-to-date with educational practices, are proactive, and are willing to take risks to introduce innovative teaching practices into their classrooms. Rather than following a curriculum focused on business creation and management (Peltonen, 2015), they teach entrepreneurship through their actions. This is particularly important in the field of education, especially in K-12 public schools, which still face funding and racial disparities (Mordechay & Orfield, 2017), where teachers' entrepreneurial behavior is crucial.

### **3- Organizational Excellence**

The concept of excellence relied on coordination between all organizational and operational elements and interdependence to achieve high performance in organizations to achieve this matter, the organization needs a balanced and coordinated process that ensures the achievement of two goals, one of which is administrative, which is the pursuit of excellence, and the second is decisions, approved systems and events that express excellence (Al Shobakib, M. J. , Abu Amuna, Y.M., & Abu Naser, S.S. 2017).. Excellence means superiority, reputation, and organizational excellence refers to the organization's commitment to sustainable development in order to satisfy customers and enhance profitability as a model because it is a measure that determines managers' policies in improving performance, meaning that all units and departments move equally towards excellence, and with what tools can the organization identify the points of strength and aspects of areas that can be fully improved and the importance of preparing to be present in a distinct way in the arena of competition (Hashemy, et al., 2016). The concept of organizational excellence is a global path that companies are trying to move towards, unlike the real situation in most organizations. The level of knowledge and general awareness of workers may be related to this concept and models of excellence, which supports this result. The assumption is necessary to change the culture of the organization towards the endless efforts of excellence in organizations through systematic knowledge. In an effort to establish the most prominent practices and participation among all levels of the organization's staff (Nenadál et al., 2018). And the organization can excel and achieve sustainable organizational excellence through human resources, if it is able to meet the criteria of what resources must be of actual value to the organization from resources that are difficult to imitate and the resource that the organization acquires must be responsive to market requests and be strategic (Kalyani & Sahoo, 2011), And their organizations are trying to seek it, which is not survival in itself, but rather skipping the matter to achieving efficiency to survive in today's competitive environment, which appears through what you need to excel and excel, and these organizations pursue to focus on all levels of the organization and improve the use of all its resources and effectiveness (Harrington , 2005).

Hence, some see that organizational excellence is basically the investment of those organizations for critical opportunities that are led by efficient strategic planning, as well as defining a binding common vision, defining clear goals, and developing resources that meet the achievement of those goals, in addition to diligence and active performance in all parts of the organization (Arbab & Mahdi, 2018). Organizational excellence is implemented to





obtain high returns and create sustainable value. Hence, organizational excellence is clear as a state of excellence in every aspect of the organization in the daily activity to exceed customer expectations (Al-Azzam, et al., 2017). The achievement of organizational excellence comes from Developing the ability to continually deliver higher value to customers over the long term. The superior value consists of three things: superior quality, superior cost, and outstanding service (Goetsch & Davis, 2014). Excellence highlights the role of quality practices, including self-assessment, to improve the effectiveness of the organization and its competitive position, the flexibility of work in it, and the participation of all workers in all departments of the organization to work side by side by understanding all work activities and bypassing all errors that occur and improving the process towards achieving excellence and thus be Each action or activity of each person enhances and strengthens achievement within the organization and includes many workers within the organization (Abu-Naser & Al Shobaki, 2017).

Some researchers have found that there is a positive relationship between employee participation and the results of organizational excellence such as retaining distinguished employees, high profitability, higher productivity performance, and high levels of customer loyalty (Stoyanova & Iliev, 2017). Thus, the probability of success of the organization's life cycle can be increased through the amount of sustainable excellence that is achieved when the leadership takes the initiative to intervene in becoming more adaptable to technological, social, and economic changes and conditions that are highly variable, and through which the urgent need of organizations to develop innovative solutions that promote sustainable excellence can only be met by a shift in thinking (Dervitsiotis , 2005).

### **Methodology and Analysis**

As seen in Appendix 1, Authentic leadership(AL) was tested using 8 items adopted from (Walumbwa et al, 2008), focusing on four components: Relational transparency, Internalized moral perspective, Balanced processing, and Leader self-awareness. Entrepreneurial behavior (EB) was assessed using the scale developed by (Neto et al, 2020) with 17 items. Organizational excellence (OE) was also assessed using a scale by (Abu-Naser & Al Shobaki2017) with 30 items. The participants were asked to answer the items on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). Following McGorry's (2000) suggestion for conducting cross-cultural research, all items were translated back into English to ensure the validity and comparability of the Arabic version with the English one. The model's fit was evaluated using SPSS, and the study's variables were tested for their hypothesized causal relationships.

As for the research sample, the research community and the research sample consisted of private school teachers in the city of Diwaniyah in the Republic of Iraq, and their number was 300 teachers distributed among (70) schools for the academic year 2022/2023, as this category was chosen because it is the most conscious, knowledgeable and specialized element in the field of research Scientific compared to other angels. As for the test of the normal distribution of the data derived from the phenomenon in question, the samples of administrative studies, research samples, and scientific research, in general, must be greater



than (30) to know the use of the Kolmogorov-Smirnov test to examine the data of the research sample and indicate the degree of its existence. normal distribution. Therefore, the decision to accept or reject this test is associated with a level of significance greater than (0.05) until acceptance and vice versa, Table (1) shows the modest test for the data withdrawn.

**Table (1) Moderation test of the withdrawn data**

Variables	Kol-Smi	Statistical parameter
Authentic Leadership	1,150	0.200 <sup>a</sup>
Organizational Excellence	3.384	0.200 <sup>a</sup>
Entrepreneurial Behavior	4.241	0.200 <sup>a</sup>

It is clear from Table (1) that the research variables data are subject to a normal distribution at a significant level greater than (0.05). As for the diagnosis and description of the research variables, Table (2) above shows that the dimensions of authentic leadership obtained different arithmetic means, which ranged from the highest arithmetic mean (3.27) for the ethical perspective dimension to (3.07) for the transparency dimension, and a standard deviation of (0.74, .92) on respectively, and relative importance ranged between (61%-65%), indicating the availability of authentic leadership in its dimensions in the educational body of private schools in the city of Diwaniyah.

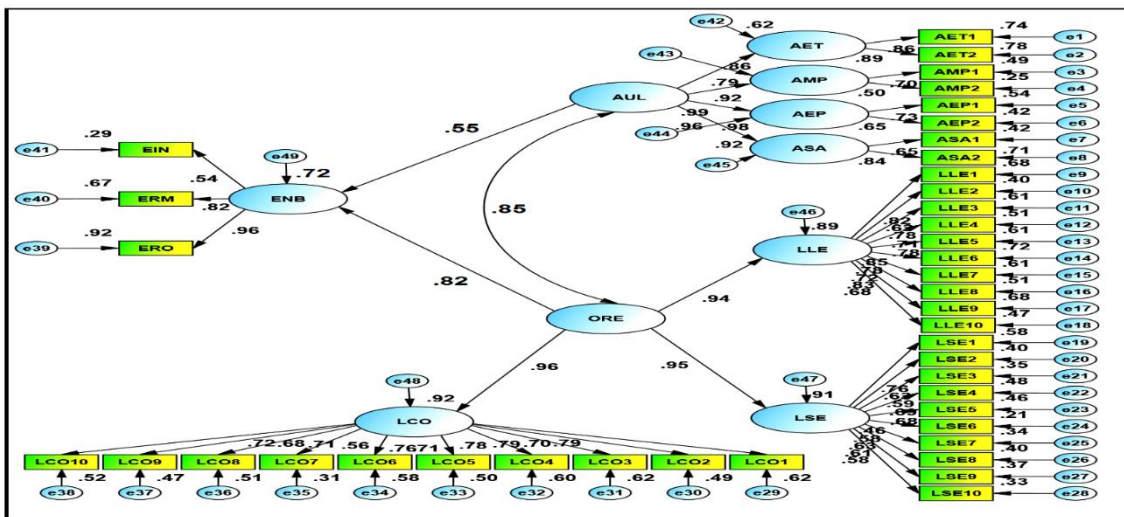
**Table (2) Description of the search variables**

paragraphs	Arithmetic mean	standard deviation	Relative importance	paragraphs	Arithmetic mean	standard deviation	Relative importance	paragraphs	Arithmetic mean	standard deviation	Relative importance
AET1	3.10	1.03	62%	LSE7	3.50	0.83	70%	ERM1	3.17	0.94	63%
AET2	3.05	1.03	61%	LSE8	3.38	0.81	68%	ERM2	3.17	0.98	63%
الشفافية	3.07	0.92	61%	LSE9	3.39	0.97	68%	ERM3	3.76	0.77	75%
AMP1	3.29	0.82	66%	LSE10	3.29	0.89	66%	ERM4	3.24	0.97	65%
AMP2	3.25	1.04	65%	Excellence in services	3.31	0.52	66%	ERM5	3.31	0.87	66%
ethical perspective	3.27	0.74	65%	LCO1	3.20	0.85	64%	ERM6	3.40	0.79	68%
AEP1	2.92	1.01	58%	LCO2	3.07	0.93	61%	ERM7	3.57	0.84	71%
AEP2	3.32	0.88	66%	LCO3	2.99	0.97	60%	Risk management	3.37	0.63	67%
balanced vision	3.12	0.78	62%	LCO4	3.25	1.00	65%	EIN1	3.05	0.91	61%
ASA1	3.22	0.86	64%	LCO5	2.97	0.75	59%	EIN2	3.72	0.76	74%
ASA2	2.93	0.94	59%	LCO6	3.33	0.82	67%	EIN3	3.93	0.68	79%
Leader self-awareness	3.07	0.76	61%	LCO7	3.18	1.05	64%	EIN4	3.42	0.86	68%
Authentic leadership	3.13	0.62	63%	LCO8	3.21	1.00	64%	EIN5	3.41	0.82	68%
LLE1	3.17	1.00	63%	LCO9	3.54	0.98	71%	The initiative	3.50	0.47	70%
LLE2	2.95	0.86	59%	LCO10	3.30	0.90	66%	Entrepreneurial behavior	3.38	0.50	68%
LLE3	3.17	0.91	63%	Cognitive excellence	3.21	0.62	64%				
LLE4	3.10	0.98	62%	organizational excellence	3.22	0.54	64%				
LLE5	2.91	0.92	58%	ERO1	3.49	0.95	70%				
LLE6	3.17	0.85	63%	ERO2	3.07	0.98	61%				
LLE7	3.15	0.96	63%	ERO3	3.13	0.90	63%				
LLE8	3.07	0.91	61%	ERO4	3.43	0.96	69%				
LLE9	3.13	1.05	63%	ERO5	3.22	0.90	64%				
LLE10	3.43	0.89	69%	Recognize opportunities	3.27	0.69	65%				
Leadership Excellence	3.13	0.66	63%								
LSE1	3.24	0.82	65%								
LSE2	3.48	0.81	70%								
LSE3	3.24	0.96	65%								
LSE4	2.98	0.91	60%								
LSE5	3.36	0.92	67%								
LSE6	3.28	0.78	66%								



Based on the foregoing, it is noted that the educational body of private schools in the city of Diwaniyah is interested in improving its original leaders by developing their training capabilities in directing and managing workers within schools. As for the dimensions of organizational excellence, he obtained different arithmetic averages that ranged between (3.13) for the dimension of leadership excellence to (3.31) for the dimension of services, and with a relative interest that ranged between (63%-66%), indicating the availability of organizational excellence in its dimensions, which means that the educational body of private school in the city of Diwaniyah cares about excellence in work. While the dimensions of entrepreneurial behavior had different arithmetic means, ranging from the highest arithmetic mean (3.50) for the initiative dimension to (3.27) for the opportunity recognition dimension, with a rate and standard deviation of (0.63, 0.69), respectively, and relative importance that ranged between (65-67%). %, indicating the availability of entrepreneurial behavior in its dimensions among the studied sample, which shows interest in entrepreneurial behavior that works to improve the ability of the educational body to invest in opportunities in order to ensure control of risks and to take the necessary initiatives to achieve and implement these opportunities to the fullest.

As for the results of the hypothesis that there is an effect between authentic leadership and organizational excellence in the framework of the entrepreneurial behavior of employees, which means that the analytical indicators in Figure (2) and Table (3) show the phenomenon's awareness of the importance of the relationship between authentic leadership and organizational excellence, which means that an improvement in The relationship between authentic leadership and organizational excellence is one standard deviation that achieves the entrepreneurial behavior of employees by (0.550) through authentic leadership and (0.819) through organizational excellence with a standard error of (0.067) for authentic leadership, and (0.076) for organizational excellence. The relationship between leadership also contributed to Authenticity and organizational excellence in explaining the amount of (0.717) of the variation in entrepreneurial behaviors, while the remaining value is outside the limits of the research.



**Figure 2: Structural model, impact relationship between authentic leadership and organizational excellence in the framework of entrepreneurial behavior.**





Based on the foregoing, it is possible to accept the validity of the impact hypothesis claim, which states that there is a significant influence relationship between authentic leadership and organizational excellence within the framework of entrepreneurial behavior.

**Table (3) a summary of the results of analyzing the impact of the relationship between authentic leadership and organizational excellence in the framework of entrepreneurial behavior**

Path		estimates	standard error	critical value	R <sup>2</sup>	P
Authentic leadership	<---	0.550	0.067	8.209	0.717	0.001
organizational excellence		0.819	0.076	10.776		

### Conclusions

1. The administrative leadership of private schools in the city of Diwaniyah is concerned with enhancing organizational excellence by implementing effective leadership training, teaching leadership skills and providing employees with the tools necessary to develop their entrepreneurial behavior, and from here leaders can create climate in which employees feel motivated to succeed.
2. . The administrative leadership of private schools in the city of Diwaniyah is concerned with motivating employees to take the initiative and encouraging cooperation and creativity, which contributes to providing employees with the opportunity to work on their ideas, by providing a supportive environment that encourages creativity and risk-taking.
3. The administrative leadership of private schools in the city of Diwaniyah is keen on excellence in authentic leadership through transparency, integrity, and ethical behavior that gives employees a sense of trust and respect, which leads to increased employee participation, stakeholder involvement, and cooperation among team members.
4. Through the results of the study, multiple scenarios emerged for the relationship of the independent and dependent variable, but most of them showed the existence of a strong correlation and influence among variables, which leads to emphasis on the steps taken by those in charge of private schools in Diwaniyah Governorate and improving existing procedures, which leads to more creativity Intellectual and scientific, and show these private schools as a role model compared to public schools.

### Recommendations

1. The need for the educational body of private schools in the city of Diwaniyah to be interested in improving the relationship between authentic leadership and organizational excellence in view of its great importance in the framework of the pioneering behavior of



employees. Authentic leaders are those who lead with integrity, transparency, and honesty, and they are able to gain the trust and respect of their followers.

2. The need for the educational body of private schools in the city of Diwaniyah to inspire a culture of entrepreneurship and innovation in entrepreneurial behavior, as authentic leadership not only encourages its employees to take initiative but also encourages risk-taking and creativity.

3. The need for the educational body of private schools in the city of Diwaniyah to keep pace with appreciating and rewarding employees who show excellence in their work, which prompts employees to make more efforts to invest in the opportunities available to them in a way that improves the importance of reaching higher levels of organizational excellence and innovations in their work.

4- The need for private schools in Diwaniyah governorate to have special foundations in managing the educational process in particular, with an emphasis on the experiences that took place in developed countries and neighboring countries of Iraq, such as the Arab Gulf countries, which gave the private educational sector increased interest in developing the educational process and fostering creative ideas while adhering to the circumstantial factors that surrounding these schools.

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### Appendixes

Authentic Leadership		
Dimension	Items of scale	
1	<b>Relational transparency</b>	He says exactly what he means.
2		Willing to admit mistakes when they are made.
3	<b>Internalized moral perspective</b>	Demonstrates beliefs that are consistent with actions..
4		Makes decisions based on his core beliefs.
5	<b>Balanced processing</b>	He solicits opinions that challenge his established positions.
6		Listens carefully to different points of view before reaching conclusions and recommendations.
7	<b>Leader self-awareness</b>	Seeks feedback to improve interactions with others.
8		Accurately describes how others view his abilities.
<b>entrepreneurial behavior</b>		



1	<b>opportunity recognition</b>	The principal closely monitors new developments in the educational field.
2		The principal usually waits to see how educational things are going. (inverse)
3		The manager has successfully evaded the rules in order to start an innovative project.
4		The manager is often one of the first to notice an opportunity to pursue something new.
5		The manager often deals with problems with vitality and activity.
6	<b>risk management</b>	The manager takes the risk in good faith.
7		The manager is mainly preoccupied with performing his usual duties. (Inverse)
8		The manager actually implements the plans he has set.
9		The manager invests time in risky projects.
10		The manager is looking for potential partners for cooperation.
11		The principal seeks opportunities to engage in projects in the educational field.
12	I made calculated trade-offs before taking a risk.	
13	<b>initiative</b>	The manager is the last to learn more about upcoming changes. (inverse)
14		The manager takes the lead even when others haven't.
15		The manager avoids dangerous situations. (inverse)
16		The principal is aware of opportunities in the educational field that could benefit our school.
17		The manager takes advantage of the opportunities available to him.
<b>Organizational Excellence</b>		
1	<b>Leadership Excellence</b>	The school administration confirms commitment to the educational contents of the school.
2		The school administration set goals based on the needs and requests of the students.
3		There is a commitment from the school administration to achieve a good competitive position.
4		The school administration is keen to solve the problems it faces.
5		The school administration benefits from the accumulated experience of others.
6		The school administration is keen to motivate others towards common goals.
7		The school administration provides the necessary resources for creativity and excellence.
8		The school administration takes into account the existence of effective working relations between it and the teachers.
9		The university administration is interested in enhancing interaction with institutional societies.
10		The school administration provides a suitable work environment for the success of the educational process.
11	<b>Services Excellence</b>	The school management conducts continuous opinion polls to determine the diverse needs of the community.
12		Operations that provide various services are subject to continuous improvement.
13		The school administration adopts modern technologies to provide services.
14		The procedures for providing services are completed quickly.
15		The school administration provides services that are compatible with the needs of the beneficiaries.
16		The school administration benefits from the results of the satisfaction assessment of the community organizations.
17		The school administration is committed to social responsibility in providing services.





18		The school administration takes into account the ethical dimensions of community service.
19		The school administration provides its services to all institutions fairly, without discrimination.
20		The school administration responds to the suggestions and complaints submitted by the beneficiaries.
21	<b>Knowledge Excellence</b>	Holding discussion panels between the educational staff to invest their energies in the intellectual fields of knowledge permanently.
22		Issuing monthly bulletins to spread knowledge applications.
23		The school has a working knowledge of the market requirements in terms of disciplines.
24		Using e-learning to support school education programs
25		The school administration offers scholarships for talented workers.
26		The school administration supports students' participation in local and international competitions.
27		The school administration maintains its training programs to keep abreast of cognitive developments.
28		The school administration follows up on the performance of its graduates in the universities where they study.
29		The competence of our teachers contributes to the interest of the management of the schools in which they join.
30		The school administration employs scientific research to serve the community.