

The Role of Perceived Self-efficacy in Achieving Institutional Excellence Among Secondary School Principals in the Hail Region

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Abstract

The study aimed to identify the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region. The research sample consisted of (180) secondary school principals in the Hail region. The descriptive, correlational approach was used, and two questionnaires were adopted to collect data from sample members. The study included the Perceived Self-Efficacy Questionnaire and the Institutional Excellence Questionnaire. The results showed that the level of perceived self-efficacy among school principals in the Hail region was high, and that the level of institutional excellence among school principals in the Hail region was moderate. It also showed that there was a positive, statistically significant relationship to the role of perceived self-efficacy. In achieving institutional excellence among secondary school principals in the Hail region, and in light of the research results, a set of recommendations were presented, most notably the conduct of training courses for school principals to raise their level of behavioral self-efficacy and social self-efficacy due to their importance in achieving institutional excellence.

Keywords: *Perceived Self-Efficacy, Institutional Excellence, Secondary School Principals, Hail Region.*

INTRODUCTION

The principal is the basis for the establishment and success of institutional systems, as the success or failure of the educational institution depends on the principal possessing the necessary educational and administrative skills. Conscious management is able to achieve the goals of education effectively in light of the rapid local and global changes. It has a decisive role in the course of the educational process. The principal is responsible for leading and managing the school effectively, and ensuring that work proceeds in an organized and planned manner. The principal is also responsible for making important decisions related to school affairs, and achieving positive educational results at the level of teachers, students, and the educational institution itself. He is responsible for school change and development. One of the most important skills that conscious management must possess is perceived self-efficacy. A principal who has a high degree of perceived self-efficacy is more confident in himself and able to face challenges and solve problems more effectively (Gulmez, & Isik, 2020). The individual's perceived self-efficacy is considered one of the most important predictors of his human behavior and motivation to work. Since the seventies of the twentieth century, researchers have considered self-efficacy an important factor in improving education and promoting educational reform. Some of them have gone so far as to consider any educational reform program without promoting the self-efficacy of employees as doomed to failure. The theory of perceived self-efficacy provides insights into how school principals and teachers behave and their motivations to perform their work, and the impact of this on their educational practices. Its presence leads to an increase in their level of performance and productivity, motivating employees and encouraging them to achieve the goals of the educational institution (Jassim & Taha, 2022). Perceived self-efficacy is represented by self-beliefs and perceptions that greatly affect an individual's behavior, performance, and actions in various situations. Individuals with high self-efficacy are more persistent and able to control events and overcome challenges. Managers with high self-efficacy can set a clear vision, motivate employees, manage change more efficiently, and achieve the organization's goals and institutional excellence with greater efficiency (Jassim & Taha, 2022). Institutional excellence is an important administrative approach that has a strong positive relationship between knowledge management and institutional excellence, as the perceived self-efficacy of managers is one of the elements of knowledge management. The educational institution itself seeks to develop administrative performance due to the weakness of traditional management,

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the obsolescence of its methods, and its shortcomings in innovation and creativity, and in providing creative solutions to the problems and challenges it faces. Therefore, educational institutions were in dire need of institutional excellence as one of the manifestations of innovation in educational administrative work due to its modern administrative dimensions and distinguished innovative and creative thinking that contributes to achieving successful administrative performance for the educational institution (Abu Saada, 2021). Achieving institutional excellence in the school is of utmost importance, especially in our present era, as it helps it achieve a sustainable competitive advantage, enhances its growth and continuity, position and reputation, which helps attract human competencies and talents to it, and its presence enhances innovation and development among teachers, and enables them to keep pace with technological changes. Institutional excellence also enhances the school's ability to achieve its strategic goals, and helps it confront environmental pressures and preserve its values and organizational culture, which helps achieve job satisfaction and internal cohesion. Among working teachers, employees and students as well (Hesbol, 2019).

In light of the above, the researcher believes that educational institutions should be managed by managers who are able to realize their own capabilities and efficiency in bringing about change in the educational institution they manage, in addition to accomplishing the tasks assigned to them in an effective and positive manner, and then creating an effective positive work environment and achieving the planned goals and achieving institutional excellence.

The Problem of The Study And Its Questions

Different educational administrative systems, including schools, include principals who have the same professional qualifications, but they differ in the extent to which they achieve the school's goals. This may be due to their differences in their perception of their own professional abilities to direct workers and achieve the greatest possible extent of achieving the institution's goals, which include institutional excellence by obtaining the highest level of students, raising the efficiency of teachers, and raising the performance level of the school (Ababneh, 2017). The study (Jassim & Taha, 2022) showed that following traditional methods of solving problems is unacceptable. The nature of the problems facing schools has changed in our current era, affected by many changes that affect the school's educational product. To find the best ways and internally raise the level of school workers, and solve the problems facing teachers and students, the principal must possess self-efficacy. The principal who has a high level of perceived self-efficacy is able to manage situations in the school correctly. In light of this, the study (Ababneh, 2017) confirmed that there is a relationship between the degree of perceived self-efficacy of public school principals and school development. The study (Abu Saada, 2021) The perceived self-efficacy of school principals plays an important role in the development of administrative performance and this positively affects institutional development and excellence. Improving performance depends on the performance of school management. A school that has a principal with the required competence is characterized by institutional excellence and is able to transform its traditional form into a living institution that lives in its era and keeps pace with its rapid changes and seeks to update itself independently through the optimal exploitation of its human, material and technical capabilities and potential. There are some administrative problems in schools, such as following incorrect traditional administrative methods and poor optimal use of available resources, while the trend towards practicing institutional excellence in schools has become an inevitable necessity. It has become clear that there is a deficiency in practicing the dimensions of institutional excellence among school principals and the need to develop their administrative performance. From here, the problem of the current study crystallizes, which lies in the need of secondary school principals for perceived self-efficacy, knowledge of their capabilities and optimal exploitation of them. Through the researcher's work in the field of education and her awareness of the importance of the secondary stage as it qualifies students for the university stage, she was keen to study the perceived self-efficacy of principals at this stage and its impact on Achieving institutional excellence with the aim of achieving positive results at the general level of the school and for students in particular. The current study came to answer the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region. This was known by answering the following questions.

Study Questions

1. What is the level of perceived self-efficacy among secondary school principals in the Hail region?
2. What is the level of achieving institutional excellence among secondary school principals in the Hail region?
3. Is there a statistically significant correlation at the significance level ($0.05 \geq \alpha$) for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region?
4. Are there statistically significant differences at the significance level ($0.05 \geq \alpha$) in achieving institutional excellence among secondary school principals in the Hail region attributed to the variable (type of school)?

Study Objectives

1. To know the level of perceived self-efficacy among secondary school principals in the Hail region.
2. To determine the level of achieving institutional excellence among secondary school principals in the Hail region.
3. To reveal the existence of a statistically significant correlation at the significance level ($0.05 \geq \alpha$) for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region.
4. Are there statistically significant differences at the significance level ($0.05 \geq \alpha$) in achieving institutional excellence among secondary school principals in the Hail region attributed to the variable (school type)?

Importance of the Study

Theoretical Importance

1. The theoretical importance of this study was formed through the variables under study, as perceived self-efficacy and institutional excellence are important variables that should be highlighted in the field of education in general and the field of educational administration in particular.
2. Theoretical frameworks were presented on these variables and information was provided on the role of perceived self-efficacy in achieving institutional excellence among school principals.
3. The importance of the current study is highlighted by the novelty of its topic - within the limits of the researcher's knowledge - in addition to enriching the theoretical framework on the relationship between these variables.

Practical Importance

1. The practical importance of this study was formed through the results it provided on the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region.
2. It is hoped that secondary schools will benefit from the results reached to improve the quality of their principals' performance and their keenness to appoint those who possess perceived self-efficacy to achieve institutional excellence.
3. The study also provided proposals and recommendations that would clarify the importance of the role of perceived self-efficacy in achieving sustainability for schools.

Study Terms

Perceived self-efficacy, technically: is the individual's knowledge of his ability and potential to make a difference and change in accomplishing the tasks assigned to him and completing them in the best possible way (Ababneh, 2017). It was defined operationally: as the degree that managers obtain on the perceived self-efficacy scale prepared for the purposes of this research.

Institutional excellence, technically: is a state of administrative creativity and organizational excellence that achieves unusually high levels of performance and implementation of production, marketing, financial and

other processes in the educational institution, resulting in results and achievements that outperform competitors and satisfy customers and all stakeholders in the institution (Abu Saada, 2021). It was defined operationally: as the degree that managers obtain on the institutional excellence scale prepared for the purposes of this research.

The study was determined as follows:

Human limit: The study was limited to secondary school principals in the Hail region.

Spatial limit: The study was applied in public and private schools in the Kingdom of Saudi Arabia, Hail region.

Temporal limit: The study was applied during the second semester of the academic year 2023/2024.

Study determinants: They were determined in light of the research methodology through which the study data was collected and statistically analyzed, achieving the study objectives, and the ability to generalize the results from the study sample to its community.

Theoretical Framework

Schools, with their various elements, play a major role in the progress and prosperity of society. Therefore, developed and developing countries are keen to develop school systems. Educational administration within any system or governmental authority is considered the basis for building a strong generation because it has the skills to deal with it. Therefore, achieving institutional excellence among school principals is a topic of great interest because the current era is the era of knowledge and information and requires moving away from everything that is stereotypical and routine in administrative performance and behavior (Hesbol, 2019). Perceived self-efficacy is considered one of the things that influence administrative performance. Through it, levels of performance and achievement are raised to their highest levels among workers within the educational institution. Thus, the school outperforms its counterparts and rises to the global educational level. This institutional excellence does not come by chance and is not achieved by wishful thinking, but rather is achieved by the presence of an administrator with perceived competence who is able to achieve the desired school goals and develop a clear plan for that (Abu Saada, 2021). Hence, the current study was keen to develop theoretical frameworks around its variables and they were divided as follows.

First: Perceived Self-Efficacy

Albert Bandura presented the social cognitive theory in 1977, and discussed self-efficacy from two aspects, the first: expected outcomes, which indicates the belief that a specific behavior leads to expected outcomes, and the second: expected efficiency, as the individual's self-efficacy beliefs largely determine his ability to achieve (Ababneh, 2017).

Perceived self-efficacy began to appear in the administrative field in the early eighties, as perceived self-efficacy beliefs affect openness to new innovations in curricula, teaching methods, and educational philosophy, as well as educational technology (Jassim & Taha, 2022).

Perceived self-efficacy is considered one of the important determinants of learning, which expresses a set of judgments not only related to what the individual accomplishes, but also to the judgment of what he can accomplish. Self-efficacy is not just general feelings, but rather an individual's assessment of what he can do, the extent of his perseverance, the amount of effort he exerts, the extent of his flexibility in dealing with difficult and complex situations, and the extent of his resistance to failure. The individual's awareness of his perceived self-efficacy begins in the early stages of his life, starting in early childhood and extending throughout his entire life. The more the individual realizes that he is being admired by others around him, the more he feels valuable, sufficient, and capable. On the other hand, the individual's lack of successful social interaction skills with others often leads him to withdraw and feel lonely, isolated, unacceptable, and helpless, and thus his resistance to any psychological pressure weakens, which negatively affects his achievement and success (Ashrafi, et al., 2023). Al-Tahli (2019: 19) defined it as "an individual's belief in his/her abilities to organize and accomplish a set of tasks necessary to produce a specific task. In particular, self-efficacy represents the individual's beliefs in his/her personal traits, with a focus on self-efficacy in interpreting behavior and reflects the individual's confidence in his/her abilities, which he/she expresses through good attitudes." Perceived self-efficacy also plays an

important role in reducing and weakening the individual's level of anxiety and stress. People who possess competence in several diverse fields have a great ability to face life's challenges. The term perceived self-efficacy expresses the individual's beliefs about his/her organization and implementation of the practical plans required to achieve the desired goal. This means that if the individual believes that he/she has the power to accomplish the goals he/she desires, he/she tries to make these things actually happen (Al-Judi, 2024). Perceived self-efficacy is also considered one of the most important components of Bandura's social cognitive theory, which assumed that human behavior is determined reciprocally through the interaction of three basic influences: subjective factors, behavioral factors, and environmental factors. The relationship between these factors is viewed as a three-way reciprocal relationship, which is called the triple reciprocity. This means that the basis of Bandura's social learning theory is the idea of reciprocal determinism (Al-Tahli, 2019). There are several dimensions of perceived self-efficacy, as mentioned by (Baldrige, 2019), including: First: Effectiveness, which refers to the individual's judgment about his ability to perform several tasks, and this varies according to the nature and difficulty of the situation. The degree of effectiveness varies from one person to another according to the level of skill, the extent of stress tolerance, the level of accuracy, the extent of pressure tolerance, and self-control. Second: Generality: It refers to several functional areas through which the individual can make a judgment about his competence, and it is considered the most important in clarifying the extent of enhancing effectiveness in performing behavior. Third: Strength, which expresses the extent of the individual's confidence in performing difficult tasks, and it can be determined in light of the individual's experience and the extent of its suitability to the situation. Individuals who have high expectations of perceived self-efficacy can persevere at work and exert double effort to confront similar experiences. School principals have an important and major role in improving the school's administrative and academic performance. The existence of a good school is linked to a good principal who works to raise the level of expectations from teachers and students, which is the key to school change and development. There is a positive relationship between the school principal's perceived self-efficacy and the level of school development, integration into work and the existence of trust between him and his subordinates, motivation, job satisfaction, student achievement, and raising the level of institutional excellence of the school (Ababneh, 2017).

Second: Institutional Excellence

Institutional excellence has become an inevitable necessity of administrative development to raise performance levels by developing the capabilities and skills of principals. Schools that achieve excellence are those that care about development trends and achieving competition, and determining the necessary means to identify the obstacles they face. Because of what institutional excellence achieves in enhancing the efficiency, effectiveness, and productivity of schools, it has become necessary to recognize the concept, importance, and dimensions of institutional excellence (Al-Kurdi, 2018).

The concepts of institutional excellence have varied according to the field in which it operates. Excellence in the educational field means balancing the needs of students, staff, accreditation bodies, and the local community. Institutional excellence also represents the school's ability to perform the required tasks with proficiency and quality in achieving its goals efficiently and effectively (Dina, 2018). Institutional excellence has also been defined as the ability of the educational institution to contribute strategically by excelling in its performance, solving its problems, and achieving its goals effectively through effective strategic planning, so that it is distinguished from other institutions (Abu Hazim, 2021).

(Cervantes, 2018: 30) defined it as the institution's ability to innovate ideas and methods that can work to respond between employees and the institution and motivate them to invest their capabilities and talents to achieve the institution's goals.

The importance of institutional excellence lies in the educational institution's need for a means of collecting information so that it can make important decisions regarding human resources such as promotion and knowing the worker who is characterized by the spirit of altruism, initiative, and excellence in performance, and knowing the means and methods to identify the obstacles facing the school (Jamal, 2017).

There are several dimensions of institutional excellence, including distinguished leadership in the school that plans its strategies according to the school's vision and mission in line with its human, financial and technical resources and with the conditions of the internal and external environment, as well as distinguished policies where the director draws up policies and strategic plans in line with the school's capabilities to be implementable, in addition to managing resources and operations, managing good and effective relationships, and managing educational services (Baldrige, 2019). Principals have a major role in achieving institutional excellence in schools, as their role in schools is to renew the educational institution and plan for the future within all possibilities so that it can continue and keep pace with developments in light of rapid changes. The ability to achieve excellence in schools and for the principals working in them in a constructive manner is one of the important characteristics that a good educational principal must have. Successful management is the one that is able to deal with the various parties to the educational learning process. All members of the educational process are parties to this process in schools. The successful principal is the focus of these parties and his efforts must be directed towards institutional excellence (Al-Ghamdi, 2018). As there is a positive relationship between school development and the perceived self-efficacy of school principals, it has a major role in improving the school's academic performance. (Gulmez, & Isik, 2020) In light of the above, the researcher believes that there is a correlation between school principals' possession of perceived self-efficacy and the school's institutional excellence, as the principal's confidence in his abilities and skills and exploiting them to the fullest extent makes him able to manage the educational institution and manage subordinates effectively. Then, the school reaches a distinguished level, whether academically or administratively.

PREVIOUS STUDIES

The study (Ashrafi, et al., 2023) aimed to identify the factors affecting the management of institutional excellence in order to evaluate the performance of government schools. The qualitative research method and the institution's data method were used. The sample consisted of some directors and experts in the Educational Research and Planning Authority, where (11) people were selected using the saturation principle as a sample and were selected in a purposeful manner. Semi-structured interviews were used to collect data. The results showed that the dimensions and components of institutional discrimination in government schools included 76 concepts in 19 more abstract categories, namely: causal conditions, including two categories (administrative, organizational), contextual conditions, including four categories (strategic planning, structural planning), education and development of a culture of discrimination and compensation factors for services and material and moral rewards), intervention conditions, including four categories (documents, systems, information technology, skills and capabilities, and organizational culture), strategies, including five categories (social phenomena) (community conditions), economic phenomena, political phenomena, structural and operational dimensions), and consequences, including four categories (increasing community and employee satisfaction, familiarity with new concepts and capabilities, reducing costs and simplifying operations). In the study (Al-Talhi, 2023). Which aimed to discover the relationship between administrative empowerment and institutional excellence among male and female principals of education schools in the General Administration of Education in Jeddah Governorate. The descriptive approach was used because it is the most appropriate. The study sample amounted to (363) male and female principals of schools in the General Administration of Education in Jeddah Governorate. The study used two questionnaires: the administrative empowerment questionnaire and the institutional excellence questionnaire. The study reached the following results: There is a statistically significant relationship between administrative empowerment and institutional excellence, and there is a low level of administrative empowerment in schools in the General Administration of Education in Jeddah Governorate.

Krawchuk (2022) conducted a study that aimed to investigate the interactions and/or relationships that may exist between school principals who reported their perceived self-efficacy and their technological leadership capabilities in conjunction with demographic information provided by the participants. Two questionnaires were used, a questionnaire for perceived self-efficacy and an assessment of the technological leadership of principals. Through statistical analysis of the survey data, it was found that there were statistically significant differences in perceived self-efficacy and technological leadership according to gender as an independent variable. It was also determined that only perceived self-efficacy predicted technological leadership capabilities in this study. The study (Ibrahim, 2022) also aimed to identify the relationship between self-efficacy and both

psychological flexibility and decision-making, as well as to know the differences in self-efficacy, psychological flexibility and decision-making according to the gender variable (males/females) among a sample of school principals. The sample consisted of (85) principals, including (45) males and (40) females, from school principals in the New Valley Governorate. The results showed a statistically significant correlation between self-efficacy and psychological flexibility, as well as a statistically significant correlation between self-efficacy and decision-making. It was clear that there were differences between males and females in self-efficacy in favor of males, and differences in psychological flexibility in favor of males, and no statistically significant differences between school principals according to the gender variable (males/females) in decision-making. The results also showed that self-efficacy contributes statistically significantly to predicting both psychological flexibility and decision-making. (Fathi, Farhan, 2020) conducted a study aimed at identifying the administrative communication methods associated with the quality of institutional performance among secondary school principals in Baghdad, Karkh. The study relied on the descriptive analytical approach. The sample consisted of (260) secondary school principals. The tools were a Japanese camera, an HP computer, a stopwatch, a handheld calculator, an administrative communication methods scale, and an institutional performance quality scale. The results showed that there are deficiencies in institutional performance, especially in the field of available relationships and human capital. (Gulmez, & Isik, 2020) conducted a study aimed at analyzing the relationship between perceived self-efficacy of school principals and leadership style and studying whether perceived self-efficacy precedes leadership styles in Turkey. The research sample consists of 176 principals working in the central region of Turkey. Among the participants were 162 males and 14 females. The range of professional seniority is 1-43 years ($M = 16,1$) and the range of administrative seniority is 1-37 years ($M = 9,6$). In this study, in order to determine the leadership styles of school principals, the Multifactor Leadership Questionnaire was used and in order to determine the perceived self-efficacy, the main Sense of Efficacy Scale was used and was adopted in Turkish. The research results indicate that there is a statistically significant positive relationship between perceived self-efficacy and the subscales of transformational leadership. There is a statistically significant positive relationship between school principals' perceived self-efficacy and contingent rewards and management by exception (effective) and a statistically significant negative relationship between school principals' perceived self-efficacy and management by exception (passive) and non-interference. At the same time, it was found that perceived self-efficacy is an important antecedent of transformational leadership. The results of this research showed that principals who have a positive judgment about their managerial skills exhibit more transformational leadership. Comment on previous studies

There are many previous studies that agreed with the variables of the current study and its objectives, including the study (Ashrafi, et al., 2023), which aimed to identify the factors affecting the management of institutional excellence in order to evaluate the performance of government schools, but it used the qualitative approach and in the study (Al-Talhi, 2023), which aimed to discover the relationship between administrative empowerment and institutional excellence among directors of education schools in the General Administration of Education in Jeddah Governorate.

Some studies agreed on the variables and differed in the goal and methodology, including the study of Krawchuk (2022), which aimed to investigate the interactions and/or relationships that may exist between school principals who reported their perceived self-efficacy and their capabilities in technological leadership, and the study of (Ibrahim, 2022), which identified the relationship between self-efficacy and both psychological flexibility and decision-making, and Isik (Gulmez, & Isik, 2020), which aimed to analyze the relationship between the perceived self-efficacy of school principals and leadership style. The current study was distinguished from previous studies by linking modern variables, namely perceived self-efficacy and institutional excellence, which are of importance. The researcher hopes that the current study will be a starting point for other researchers to study the title variables in different environments and on a different sample.

Study Procedures

STUDY METHODOLOGY

The appropriate method used is the descriptive correlational method, which is consistent with the nature of the research problem to achieve the study objectives, with the aim of analyzing and describing the current

phenomenon in terms of its nature, degree of existence, and the relationship of variables to each other, and reaching comprehensive and accurate information.

Study Community

The study community is limited to secondary school principals in the Hail region, numbering (300) principals affiliated with government and private schools in the Hail region for the academic year 2024, numbering (185) schools.

Study Sample

The study sample consisted of principals of government and private secondary schools in the Hail region in the Kingdom of Saudi Arabia, for the academic year 2024, numbering (180) principals, as shown in Table No. (1).

Table No. (1) Frequencies and percentages according to study variables

The ratio %	Repetition	Categories	
75.0%	135	male	Sex
25.0%	45	feminine	
72.8%	131	Under 16 years	Number of years of experience
27.2%	49	16 years and older	
46.1%	83	Bachelor's	Academic qualification
18.3%	33	Higher Diploma	
26.7%	48	Master's	
8.9%	16	Doctorate	
%0.53	97	Government	School type
%0.47	83	Private	
100.0%	180	Total	

Study Tools

The first tool: Perceived self-efficacy questionnaire

The researcher developed the study tool to identify the level of perceived self-efficacy among secondary school principals in the Hail region by referring to educational literature and previous studies such as: (Al-Judi, 2024), the study of (Al-Ghamdi, 2018), the study of (Hesbol, 2019), and the study of (Fathi, Farhan, 2020). The scale consists of five dimensions, which are (cognitive self-efficacy, social self-efficacy, emotional self-efficacy, behavioral self-efficacy, self-awareness) divided into (30) paragraphs to determine the level of perceived self-efficacy. Content validity

The tool was presented in its initial form to a group of (10) arbitrators in the field of educational administration, to judge the degree of validity of the paragraphs, if they needed a specific modification, and the reviewed paragraphs were selected and modifications were made to them, whether by rephrasing or by deletion and addition.

Construct validity (perceived self-efficacy scale)

To verify the construct validity of the study tool, it was applied to a survey sample consisting of (30) managers from the study community and from outside the sample, with the aim of verifying the internal validity of the tool, by calculating Pearson correlation coefficients between the paragraphs and the total score of the tool and the dimension to which it belongs, and Table (2) shows this:

Table (2) Correlation coefficients between the paragraphs and the total score and the dimension to which it belongs

Correlation coefficient with dimension	Correlation coefficient with dimension	Paragraph No.	Correlation coefficient with instrument	Correlation coefficient with dimension	Paragraph No.	Correlation coefficient with instrument	Correlation coefficient with dimension	Paragraph No.
.880**	.834**	21	.726**	.823**	11	.871**	.905**	1
.849**	.834**	22	.804**	.848**	12	.768**	.816**	2
.921**	.895**	23	.813**	.873**	13	.634**	.603**	3
.778**	.866**	24	.877**	.938**	14	.802**	.772**	4
.879**	.930**	25	.871**	.920**	15	.858**	.865**	5
.750**	.621**	26	.712**	.665**	16	.810**	.826**	6
.611**	.659**	27	.813**	.561**	17	.822**	.802**	7
.747**	.737**	28	.693**	.519**	18	.610**	.853**	8
.632**	.730**	29	.801**	.690**	19	.653**	.558**	9
.657**	.731**	30	.742**	.572**	20	.742**	.522**	10

10 .522** .742** 20 .572** .742** 30 .731** .657**

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It is worth noting that all correlation coefficients were acceptable and statistically significant, and therefore none of these paragraphs were deleted.

Tool Stability

Table (3) Cronbach's alpha internal consistency coefficient

Number of paragraphs	Cronbach's alpha	Scale/Dimension
6	.887	Cognitive Self-Efficacy
6	.905	Social Self-Efficacy
6	.906	Emotional Self-Efficacy
6	.935	Behavioral Self-Efficacy
6	.878	Self-Awareness
30	.930	Perceived Self-Efficacy Scale

It appears from Table (3) that these values are appropriate for the purposes of this study, as Cronbach's alpha coefficient is between (1) and (0), and in general, if alpha is less than (0.4), then the reliability is of low value, and the paragraphs are considered to have medium reliability, as its value reached between (0.4-0.7), while the reliability is considered high if its value is higher than (0.7) (Al-Qahtani, 2015). The second tool: Institutional Excellence Scale

The researcher developed a research tool to identify the level of institutional excellence among secondary school principals in the Hail region by referring to educational literature and previous studies such as: (Al-Saeed, 2019), the study, (Shalabi, et al., 2020), the study (Al-Talhi, 2023), the study (Mustafa, 2023), the study (Al-Nuwaisir, 2022), the study (Al-Matari, 2022), the study (Ferreira, et all, 2020), and the study (Pahtan, 2023). The scale consists of five four items, which are (creativity and innovation, continuous development, administrative organization, effective communication) divided into (24) paragraphs to determine the level of institutional excellence.

Content Validity

The tool was presented in its initial form to a group of (10) arbitrators in the field of educational administration, to judge the degree of validity of the paragraphs, if they needed a specific modification, and the validated paragraphs were selected and modifications were made to them, whether by rephrasing or by deleting and adding.

Construct Validity (Institutional Excellence Scale)

To verify the construct validity of the study tool, it was applied to a survey sample consisting of (30) managers, lshu] l]dv from the study community and from outside the sample, with the aim of verifying the internal validity of the tool, by calculating Pearson correlation coefficients between the paragraphs and the total score of the tool and the dimension to which it belongs, and Table (4) shows this:

Table (4) Correlation coefficients between the paragraphs and the total score and the dimension to which it belongs

Correlation coefficient with tool	Correlation coefficient with domain	Paragraph No	Correlation coefficient with tool	Correlation coefficient with domain	Paragraph No	Correlation coefficient with tool	Correlation coefficient with domain	Paragraph No
.664**	.690**	17	.870**	.936**	9	.744**	.873**	1
.631**	.730**	18	.881**	.940**	10	.860**	.896**	2
.776**	.757**	19	.800**	.823**	11	.789**	.892**	3
.860**	.917**	20	.899**	.968**	12	.832**	.883**	4
.820**	.892**	21	.773**	.911**	13	.769**	.858**	5
.881**	.850**	22	.628**	.820**	14	.934**	.911**	6
.789**	.867**	23	.862**	.874**	15	.760**	.854**	7
.849**	.866**	24	.793**	.786**	16	.862**	.899**	8

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

It is worth noting that all correlation coefficients were acceptable and statistically significant, and therefore none of these paragraphs were deleted.

Stability of the Study Tool

It is the degree to which the scale gives close readings when applied each time. The fluctuating tool that gives different results when applied more than once is a cause for concern and lack of confidence in its results (Al-Qahtani, 2015), so that if the questionnaire is reapplied several times to the same sample, to what extent will the same results be obtained. The internal consistency of the questionnaire was measured through the (Cronbach Alpha) coefficient, and the table below shows these coefficients.

Table (5) Internal consistency coefficient Cronbach Alpha

Number of paragraphs	Cronbach's alpha	Scale/Dimension
6	.940	Creativity and Innovation
6	.953	Continuous Development
6	.889	Administrative Organization
6	.925	Effective Communication
24	.891	Institutional Excellence Scale

Table (4) shows that these values are suitable for the purposes of this study, as Cronbach's alpha coefficient is between (1) and (0), and in general, if alpha is less than (0.4), then the reliability is of low value, and the paragraphs are of medium reliability, as its value reached between (0.4-0.7), while the reliability is considered high if its value reaches higher than (0.7) (Al-Qahtani, 2015).

Displaying the Results

Displaying the results related to the first question: What is the level of perceived self-efficacy among secondary school principals in the Hail region?

To answer this question, the arithmetic means and standard deviations of the level of perceived self-efficacy among secondary school principals in the Hail region were calculated, and the following table shows that.

Table (6) Arithmetic means and standard deviations of the level of perceived self-efficacy among secondary school principals in the Hail region, arranged in descending order according to the arithmetic means.

Level	standard deviation	Arithmetic mean	Dimension	number	Rank
High	.949	3.82	Self-awareness	5	1
High	.903	3.80	Emotional self-efficacy	3	2
High	.745	3.75	Cognitive self-efficacy	1	3
High	.856	3.68	Behavioral self-efficacy	4	4
Medium	.819	3.63	Social self-efficacy	2	5
High	.779	3.74	Perceived self-efficacy scale		

Table (6) shows that the arithmetic averages ranged between (3.63 - 3.82), where self-awareness came in first place with the highest arithmetic average of (3.82) and at a high level, while social self-efficacy came in last place with an arithmetic average of (3.63) and at an average level, and the arithmetic average of the perceived self-efficacy scale as a whole was (3.74) and at a high level.

Displaying the results related to the second question: What is the level of achieving institutional excellence among secondary school principals in the Hail region?

To answer this question, the arithmetic averages and standard deviations of the level of achieving institutional excellence among secondary school principals in the Hail region were calculated, and the following table shows this.

Table (7) Arithmetic averages and standard deviations of the level of achieving institutional excellence among secondary school principals in the Hail region, arranged in descending order according to the arithmetic averages

Level	Standard deviation	Arithmetic mean	Dimension	Number	Rank
High	.817	3.88	Creativity and Innovation	1	1
High	.600	3.78	Continuous Development	2	2
Average	.625	3.40	Effective Communication	4	3
Average	.578	3.30	Administrative Organization	3	4
Average	.463	3.59	Institutional Excellence Scale		

Table (7) shows that the arithmetic averages ranged between (3.30 - 3.88), where creativity and innovation came in first place with the highest arithmetic average of (3.88) and at a high level, while administrative organization came in last place with an arithmetic average of (3.30) and at an average level, and the arithmetic average of the institutional excellence scale as a whole was (3.59) and at an average level.

Presenting the results related to the third question: Is there a statistically significant correlation at the significance level ($0.05 \geq \alpha$) for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region?

To answer this question, Pearson's correlation coefficient was extracted for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region, and Table (8) shows this.

Table (8) Pearson's correlation coefficient for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region

Institutional Excellence	Transactions	Source
.501**	Correlation coefficient	Perceived self-efficacy
.000	Statistical significance	
180	Number	

* Statistically significant at the significance level (0.05).

** Statistically significant at the significance level (0.01).

Table (8) shows the existence of a positive, statistically significant relationship for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region, where the value of the correlation coefficient reached (.501) and a statistical significance of (0.000).

Presenting the results related to the fourth question: Are there statistically significant differences at the significance level ($0.05 \geq \alpha$) in achieving institutional excellence among secondary school principals in the Hail region attributed to the variable (school type)?

To answer this question, the arithmetic means and standard deviations were extracted for achieving institutional excellence among secondary school principals in the Hail region according to the variable (school type), and the table below shows that.

Table (9) Arithmetic means and standard deviations for achieving institutional excellence among secondary school principals in the Hail region according to the variable (school type)

Institutional Excellence Scale	Administrative Organization	Effective Communication	Continuous Development	Creativity and Innovation	Categories	Variables
3.58	3.40	3.29	3.75	3.87	S	School type
.478	.630	.590	.603	.810	A	
3.63	3.42	3.33	3.86	3.89	S	
.414	.616	.544	.587	.848	A	

S = arithmetic mean A = standard deviation

Table (9) shows an apparent variation in the arithmetic means and standard deviations for achieving institutional excellence among secondary school principals in the Hail region due to the difference in the categories of the variable (school type) and to show the significance of the statistical differences between the arithmetic means, the analysis of variance was used, Table (10).

Table (10) Analysis of variance for the effect of the variable (school type) to achieve institutional excellence among secondary school principals in the Hail region

Statistical Significance	F-Value	Mean Squares	Degrees of Freedom	Sum Squares	of Dimensions	Source of Variance
.887	.020	.014	1	.014	Creativity and Innovation	School type
.281	1.167	.419	1	.419	Continuous Development	
.688	.162	.054	1	.054	Effective Communication	
.803	.063	.025	1	.025	Administrative Organization	
.534	.387	.083	1	.083	Institutional Excellence Scale	
		.671	178	119.477	Creativity and Innovation	The error
		.359	178	63.940	Continuous Development	
		.336	178	59.750	Effective Communication	
		.392	178	69.806	Administrative Organization	
		.215	178	38.213	Institutional Excellence Scale	
			179	119.491	Creativity and Innovation	Total
			179	64.360	Continuous Development	
			179	59.804	Effective Communication	
			179	69.831	Administrative Organization	
			179	38.296	Institutional Excellence Scale	

Table (10) shows that there are no statistically significant differences attributable to the effect of school type on achieving institutional excellence among secondary school principals in the Hail region in all areas and the total score. Discussion of the results Recommendations Discussion of the results related to the first question:

The results showed that the level of perceived self-efficacy among school principals in the Hail region was high with an arithmetic mean of (3.74). This result may be attributed to the school principals' awareness of the importance of having self-efficacy in light of the current developments in the era. They realize that it gives them confidence and motivation and makes them have greater confidence in themselves and their abilities, which increases their motivation and perseverance to achieve the school's goals, and they are more able to lead effectively, as they can set a clear vision, motivate employees, and manage change more efficiently, which helps the school to remain distinguished and able to compete. In general, the fact that school principals have a high level of perceived self-efficacy contributes greatly to achieving excellence and improving the school's ability to compete and adapt. The results of the current study agreed with the results of the study (Gulmez, & Isik, 2020), in which the level of perceived self-efficacy of school principals was high, and differed with the study (Fathi, Farhan, 2020), confirming that there is Institutional performance deficiencies, especially in the field of available relationships and human capital.

Discussion of the results related to the second question: The results showed that the level of institutional excellence among school principals in the Hail region was average with an arithmetic mean of (3.59), and this may be attributed to the weakness of financial resources and equipment and that they are not sufficient to support the achievement of institutional excellence at a high level, in addition to the fact that there may be a lack of coordination and cooperation between schools in the region, which limits the exchange of experiences and good practices that enhance institutional excellence, and the current study agreed with the study (Ashrafi, et al., 2023) which aimed to identify the factors affecting the management of institutional excellence in order to evaluate the performance of government schools, and showed that the dimensions of institutional excellence in government schools included contextual conditions (strategic planning, structural planning), education and development of a culture of excellence (material and moral services and rewards), and strategies that include five categories (social phenomena) (community conditions), economic phenomena, political phenomena, structural and operational dimensions).

Discussion of the results related to the third question: The results showed that there is a positive, statistically significant relationship for the role of perceived self-efficacy in achieving institutional excellence among secondary school principals in the Hail region. This can be explained by the fact that principals with high self-efficacy are more daring in facing the challenges, pressures and risks facing the school, and have better skills in identifying problems and thus finding innovative solutions to them, which enhances the school's ability to excel. In addition, principals with high self-efficacy are more flexible and adaptable to educational and environmental variables, which helps the school to remain distinguished and competitive. The principals' awareness of their self-efficacy positively affects the teaching staff, so that they are more confident and enthusiastic about carrying out the tasks required of them, which is reflected in the quality of the educational process and services provided in the school. The current study agreed with the results of the study (Gulmez, & Isik, 2020), which showed a positive, statistically significant relationship between the perceived self-efficacy of school principals. Contingent rewards, management by exception (effective), and a statistically significant negative relationship between the perceived self-efficacy of school principals and management by exception (negative) and non-interference, and differed from the study (Al-Talhi, 2023). Which showed the existence of a statistically significant relationship between administrative empowerment and institutional excellence, and the existence of a low level of administrative empowerment in the schools of the General Administration of Education in Jeddah Governorate.

Discussion of the results related to the fourth question: The results showed that there were no statistically significant differences attributed to the effect of the type of school to achieve institutional excellence among secondary school principals in the Hail region in all areas and the overall score. This can be explained by the absence of a difference in achieving institutional excellence according to the type of school, whether governmental or private. Principals are subject to the same pressures and deal with the same conditions, regardless of whether their schools are governmental or private. All principals are keen on the excellence of their schools and providing educational opportunities and presenting them to the largest possible group of students, motivating teachers to do their work to the fullest extent, and achieving the desired school goals. The current study differed from the results of the study (Ibrahim, 2022), which showed a statistically significant

correlation between self-efficacy and psychological flexibility, as well as a statistically significant correlation between self-efficacy and decision-making. It became clear that there were differences between males and females in self-efficacy in favor of males, and differences in psychological flexibility in favor of males. The study (Krawchuk, 2022) showed statistically significant differences in perceived self-efficacy and technological leadership according to gender as an independent variable. It was also determined that only perceived self-efficacy predicted technological leadership capabilities in this study.

Recommendations

Raise awareness about the importance of perceived self-efficacy among school principals.

Conduct training courses for school principals to raise their level of behavioral self-efficacy and social self-efficacy due to their importance in achieving institutional excellence.

The study recommends urging principals to develop skills that achieve institutional excellence, such as effective communication.

Conduct more studies on the title variables (perceived self-efficacy, institutional excellence) in different environments and on other samples.

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