

## Educational Leadership Practices and Their Relationship to Intended Curriculum Implementation Effectiveness in Irbid Governorate

ممارسات القيادة التربوية وعلاقتها بفعالية تنفيذ المنهج الدراسي

المُعد: دراسة ميدانية في محافظة إربد

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### الملخص:

هدفت هذه الدراسة إلى الكشف عن العلاقة بين ممارسات القيادة التربوية وفعالية تنفيذ المناهج الدراسية المطورة في المدارس الأردنية، مع التركيز على محافظة إربد. اعتمدت الدراسة المنهج الوصفي التحليلي الارتباطي، وجمعت البيانات بواسطة استبانة منظمة طبقت على عينة عشوائية طبقية بلغت 2,234 من العاملين التربويين والإداريين في مديرية تربية قسبة إربد. أظهرت النتائج أن مستوى ممارسات القيادة التربوية جاء مرتفعاً بمتوسط كلي بلغ 3.75، في حين جاءت التحديات بدرجة متوسطة بمتوسط 3.44، وبلغ متوسط إسهام القيادة في تحسين تنفيذ المناهج 3.65. كما ظهر تأثير القيادة في رضا المعلمين والطلبة وأولياء الأمور بدرجة مرتفعة بمتوسط 3.82، وارتفع مستوى المهارات القيادية المطلوبة بمتوسط 3.98، ولا سيما توظيف الموارد التكنولوجية والتربوية، والمشاركة في اتخاذ القرار، والقيادة التدريسية. وكشفت تحليل الانحدار الخطي البسيط عن علاقة تنبؤية موجبة ودالة إحصائية بين ممارسات القيادة التربوية ونجاح تنفيذ المناهج المطورة، إذ بلغ معامل الارتباط 0.655، وفُسرت ممارسات القيادة 42.9% من التباين في فعالية التنفيذ. وأكدت النتائج أهمية انتقال دور القائد من الإدارة التقليدية إلى القيادة التعليمية الفاعلة القادرة على إدارة التغيير، وتقديم الدعم المهني للمعلمين، ومتابعة جودة الممارسات الصفية، وتعزيز التواصل مع أصحاب المصلحة. وأوصت الدراسة بتعزيز التمكين الفني والإداري للقادة التربويين، وتوسيع صلاحياتهم في إدارة الموارد، وتطوير التدريب التخصصي، وتنشيط مجتمعات التعلم المهنية، بما يدعم جودة التنفيذ واستدامته.

الكلمات المفتاحية: القيادة التربوية، المناهج الدراسية المطورة، تنفيذ المناهج الدراسية، معايير الجودة

### Abstract:

This study examined the relationship between educational leadership practices and the effectiveness of implementing developed curricula in Jordanian schools, focusing on Irbid Governorate. It employed a descriptive-analytical correlational approach. Data were collected through a structured questionnaire administered to a stratified random sample of 2,234 educational and administrative staff in the Irbid Qasbah Directorate of Education. Results showed a high level of educational leadership practices, with an overall mean of 3.75, while challenges were moderate, with a mean of 3.44. Leadership's contribution to improving curriculum implementation averaged 3.65. Its impact on teacher, student, and parent satisfaction was high, with a mean of 3.82, while required leadership skills averaged 3.98, particularly in utilizing technological and educational resources, participatory decision-making, and coaching leadership. Simple linear regression revealed a positive, statistically significant predictive relationship between educational leadership practices and successful implementation of developed curricula. The correlation coefficient was 0.655, and leadership practices explained 42.9% of the variance in implementation effectiveness. Findings emphasized shifting the leader's role from traditional administration to effective instructional leadership capable of managing change, supporting teachers professionally, monitoring classroom practices, and strengthening stakeholder communication. The study recommended enhancing leaders' technical and administrative empowerment, expanding resource-management authority, developing specialized training, and activating professional learning communities to support implementation quality and sustainability.

**Keywords:** Educational leadership, developed curriculum, curriculum implementation, quality standards

## Introduction

Educational leadership is a strategic process that directs institutional efforts towards achieving specific learning objectives (Bush, 2020). In the context of global educational reforms, the effectiveness of curriculum implementation has emerged as a key indicator of a leader's ability to manage planned change. This is particularly evident when dealing with developed curricula that adopt high-quality standards, which require advanced teaching and assessment tools (OECD, 2023).

Jordan's education system has taken strategic steps towards realising the vision of the National Strategy for Human Resource Development (2016–2025). The most notable of these was the establishment of the National Centre for Curriculum Development (NCCD) in 2017. This brought about a qualitative leap by adopting modern curricula based on the philosophy of inquiry-based learning, such as the science and mathematics series. These transformations have placed significant responsibilities on educational leaders from school principals to supervisors to manage the change process, address implementation challenges and develop sustainable professional development systems for teaching staff (Abu Nasser, 2022).

The effective implementation of these curricula in Jordanian schools is hindered by various logistical and environmental challenges. The literature suggests that the success of these reforms is closely linked to leadership styles that offer teachers technical and psychological support, a concept referred to as 'educational leadership' (Bani Hamdan, 2023). Furthermore, recent studies (e.g. Shehada et al., 2025) suggest that the interaction between leadership practices and teaching techniques is vital for translating theoretical curriculum frameworks into practical classroom skills.

While there is a wealth of literature on educational leadership in general, field studies analysing the relationship between leadership practices and the quality of curriculum implementation in the Jordanian context during the post-pandemic era are scarce. This study aims to address this research gap by examining the link between educational leadership practices and the effectiveness of curriculum implementation. It also seeks to identify the leadership skills necessary for efficient implementation, providing evidence-based insights to inform the professional development of school leaders in the Ministry of Education (Al-Assaf, 2021).

## Research problem

The research problem originates from the challenges that the Jordanian educational system faces in bridging the gap between the strategic ambitions of

developed curricula, such as the science and mathematics inquiry-based series, and the practicalities of their implementation in the field. Although these curricula are designed to meet high international standards, successfully integrating them into the classroom environment depends on the capacity of educational leaders to manage this structural transformation.

In the Jordanian context, this challenge is multifaceted. It involves overcoming 'resistance to change' among educational staff accustomed to traditional methods, as well as addressing logistical constraints regarding the technical and material resources required for modern pedagogical approaches (Abu Nasser, 2022). Educational leadership in Jordanian schools is currently transitioning from traditional administrative functions towards 'change leadership', which involves coordinating various efforts to ensure that the delivery of the curriculum remains aligned with the intended learning outcomes. However, there is a perceived disparity in the leadership competencies required to facilitate this transition, which could result in inconsistent implementation quality (Bani Hamdan, 2023). This problem is exacerbated by the demands of the 'Educational Modernisation Plan', which requires a delicate balance between high-quality implementation and available resources. Despite the practical importance of this issue, there is a lack of empirical evidence analysing specifically how leadership practices correlate with implementation effectiveness in the Irbid District. Consequently, this study aims to investigate the relationship between educational leadership practices and the perceived effectiveness of the developed curriculum's implementation.

## To address this research problem, the study will answer the following questions:

What is the perceived level of educational leadership practices regarding the implementation of developed curricula in Jordanian schools from the perspective of educational and administrative staff?

What is the perceived level of effectiveness in the implementation of these developed curricula (the Collins series) in the Irbid District?

What are the primary challenges (field, bureaucratic, and technical) facing educational leaders during the implementation of high-quality developed curricula?

To what extent do educational leadership practices statistically predict the effectiveness of curriculum implementation from the perspective of the study sample?

What is the nature and strength of the relationship between perceived educational leadership practices and perceived stakeholder satisfaction (teachers, students, and parents) regarding curriculum implementation?

- Are there statistically significant differences ( $\alpha = 0.05$ ) in participants' perceptions of leadership practices attributable to demographic and professional variables (e.g., job title, educational stage, or years of experience)?

## Significance of the Study

This study is significant because of the ongoing national efforts in Jordan to reform the educational system by developing curricula. Its importance can be categorised into two main dimensions.

### First: Theoretical significance (scientific importance).

- Addressing research gaps: This study contributes to academic literature by providing empirical evidence of the relationship between educational leadership and the quality of curriculum implementation in the Jordanian context, particularly in the post-pandemic era.
- Conceptual framework: It offers a structured understanding of how leadership practices (the independent variable) correlate with implementation effectiveness (the dependent variable). This provides a foundation for future researchers to explore these constructs in similar educational settings in the Middle East.
- Literature enrichment: By focusing on the Irbid District, the study adds a localised perspective to the global discourse on school-based management and instructional leadership during periods of curriculum transition.

### Second: practical significance (applied importance).

- Policy Development: The findings provide Ministry of Education policymakers with evidence-based insights into the professional needs of school leaders. This could inform the design of leadership training standards and 'Educational Modernisation' protocols.
- Professional Practice: School principals and supervisors can use the identified 'leadership skills' and 'challenges' as a diagnostic tool to improve their daily management of curriculum delivery and mitigate resistance to change among staff.
- Stakeholder alignment: By examining the relationship between leadership and teacher, student and parent satisfaction, the study offers practical guidance on fostering a supportive school climate that ensures the sustainability of educational reforms.

## Study objectives

### The study aims to achieve the following objectives:

- Assessing the perceived level of educational leadership practices in the implementation of developed curricula in Jordanian schools.

- Evaluating the level of effectiveness of the implementation of developed curricula from the perspective of educational and administrative staff.
- Identifying the challenges encountered by educational leaders when implementing high-quality curricula.
- Analysing the predictive relationship between educational leadership practices (the independent variable) and the effectiveness of curriculum implementation (the dependent variable).
- Investigating the association between leadership practices and satisfaction levels among key stakeholders (teachers, students and parents) regarding the transition to the new curriculum.
- Essential leadership skills required to ensure the quality and sustainability of the implementation of developed curricula are determined.
- Statistically examining differences in participants' perceptions of leadership practices based on demographic variables (e.g. job title and years of experience).
- Proposing evidence-based recommendations to enhance leadership capacity in managing curriculum reforms and achieving national educational goals.
- Limitations of the study

### The findings of this study should be interpreted within the following boundaries:

- Temporal boundaries: The study was conducted during the 2024–25 academic year. This period represents a critical phase in the implementation of the developed curriculum in Jordan, and the results reflect the participants' perceptions during this time.
- Spatial Boundaries: The study was limited to public schools in the Irbid District (Irbid Governorate) of the Hashemite Kingdom of Jordan. Therefore, caution should be exercised when generalising the results to other geographical areas or different educational systems.
- Thematic (conceptual) boundaries: This study focused specifically on the relationship between educational leadership practices and the effectiveness of implementing high-quality, developed curricula. It emphasised the challenges involved, the necessary leadership skills and stakeholder satisfaction as perceived by the participants.
- Methodological boundaries (human boundaries): The data were derived from the self-reported perceptions of a stratified random sample of educational and administrative staff. As a cross-sectional study, it captured the viewpoints of educational staff in Irbid at a single point in time. Further insights into actual implementation quality beyond perceived effectiveness may be provided by future research involving longitudinal designs or direct classroom observations.

### **Terminological and procedural definitions** **Educational leadership practices (independent variable):**

- Terminological definition: 'A strategic process of directing and coordinating the cognitive and professional capacities of educational personnel to achieve organisational goals and foster an environment conducive to academic quality' (Kapur, 2022).
- Procedural definition: In this study, it refers to the specific set of managerial and instructional behaviours performed by school principals and supervisors to facilitate the curriculum transition. These practices are measured by participants' scores on the 'Leadership Practices Scale', which was developed for this study and covers domains such as providing strategic direction for new curriculum goals, offering technical and pedagogical support, evaluating staff performance and fostering a culture of innovation.

### **Effectiveness of developed curriculum implementation (dependent variable).**

- Terminological definition: 'The systematic application of a redesigned or updated curriculum intended to achieve high-quality standards through professional guidance, continuous monitoring and the attainment of cognitive and skills-based objectives for learners' (National Institute for Excellence in Teaching, 2020).
- Procedural definition: In this study, this refers to the extent to which the newly approved series (e.g. the Science and Mathematics inquiry-based series) has been successfully implemented in Jordanian schools during the 2023–2025 period. This is measured by the perceptions of educational staff regarding how well the curriculum objectives are being met in the classroom, the quality of pedagogical delivery and how well field practices align with the standards set by the National Centre for Curriculum Development (NCCD).

## **Theoretical framework**

### **The concept of educational leadership in curriculum reform**

Educational leadership has undergone a paradigmatic shift, moving beyond traditional bureaucratic management towards a strategic function centred on instructional leadership. This evolution is crucial in the context of systemic curriculum reforms, in which the leader acts as the main mediator between policy design and classroom practice. The foundational model of Hallinger and Murphy (1985) remains the

gold standard for defining this role and categorises it into three primary dimensions: Defining the School Mission, Managing the Instructional Programme and Promoting a Positive Learning Climate. In contemporary settings, this model has been updated to address the complexities of 21<sup>st</sup>-century reforms. Recent updates by Hallinger and Murphy (2024) emphasise that, in high-stakes curriculum transitions such as those currently being experienced in Jordan, the leader's role in managing the instructional programme involves active pedagogical coordination, rather than mere administrative oversight. This ensures that the cognitive depth of the new curriculum is preserved during its implementation. The researcher contends that this transition is the decisive factor in bridging the gap between curricular aspirations and classroom reality. As Bush (2020) notes, while centralised bodies provide the written curriculum, the enacted curriculum depends entirely on the leader's ability to facilitate pedagogical change and foster professional learning communities.

### **Dynamics of developed curriculum implementation**

High-quality developed curricula require an integrated system that aligns design, delivery and evaluation. As the OECD (2020) has articulated, genuine reform involves a profound transformation of classroom practices and support structures, rather than merely modifying content. In Jordan, the National Center for Curriculum Development's (NCCD) introduction of inquiry-based series (such as the Collins Science and Mathematics curricula) has shifted the leadership burden towards technical supervision and instructional support.

Theoretical frameworks of curriculum implementation suggest that the effectiveness of implementation must be treated as a dependent variable influenced by the leader's technical and psychological support. Research by Ruebling et al. (2024) indicates that, without active leadership engagement, even the most scientifically advanced curriculum designs fail to achieve their intended learning outcomes. This is because the implementation phase is often met with an 'implementation dip': a temporary decline in performance as teachers adjust to new, inquiry-based methods. Effective leadership can mitigate this dip by providing teachers with the necessary instructional support to ensure that the curriculum goals are translated into measurable student achievement.

### **Challenges facing leadership in curriculum transition**

The implementation of high-standard curricula in Jordan is hindered by a structural duality between administrative burdens and instructional

requirements. Enebe et al. (2025) highlight that bureaucratic pressures often result in a functional deviation, whereby principals are compelled to prioritise administrative compliance over pedagogical guidance. This issue is exacerbated by a lack of skills in technical monitoring and the evaluation of inquiry-based teaching. Furthermore, Awili and Begi (2021) argue that a lack of specialised leadership training impairs principals' ability to mitigate teacher resistance to change. Without the technical competence to supervise new curricula, leaders may find that teachers revert to traditional 'chalk-and-talk' methods. The misalignment between centralised curriculum policies and local school conditions remains a significant obstacle. As the OECD (2020) emphasises, implementation fidelity is often compromised when leaders cannot reconcile global quality standards with the logistical realities of the local school environment, such as resource shortages or overcrowded classrooms.

### **The Jordanian context: Leadership and the NCCD Reforms**

In the Jordanian educational landscape, leadership is the vital link that connects the largest wave of national curriculum development. The shift towards curricula that emphasise inquiry, analysis and critical thinking necessitates leaders who can act as knowledge mediators, translating national standards into localised instructional strategies. However, the Jordanian context presents unique challenges.

Recent studies, such as Shaiegy (2024), suggest that a lack of institutional resources and specialised NCCD-tailored training often forces principals into the role of administrative executors rather than instructional leaders. To overcome these obstacles, the current study emphasises the necessity of transforming Jordanian schools into professional learning communities (PLCs). By adopting instructional leadership practices, school leaders can ensure that developed curricula are transformed into effective teaching behaviours, rather than remaining static texts. Empowering leaders in this way is the real gateway to ensuring that national efforts in curriculum development result in improved student learning and global competitiveness.

In conclusion, the theoretical analysis presented highlights that the success of the current curriculum reform in Jordan is not merely a technical design issue, but rather an implementation challenge of leadership. Synthesising the core dimensions of the Hallinger & Murphy (1985; 2024) model makes it clear that the primary determinant of implementation fidelity is the school principal's transition from administrative management to instructional leadership. While the National Centre for Curriculum Development (NCCD) provides high-quality, inquiry-based frameworks, the literature confirms that the

actual transformation of these frameworks into classroom practice depends on the leader's ability to manage change, provide technical support and reduce staff resistance (Bush, 2020; Enebe et al., 2025). Consequently, this study moves beyond a general description of roles, empirically investigating how these leadership practices correlate with implementation effectiveness in the Irbid District. This theoretical grounding provides the necessary foundation for the subsequent field study, in which the identified leadership skills and field challenges will be assessed to provide evidence-based insights into educational modernisation in the Jordanian context.

### **Previous Studies**

This section provides a thematic review of local and foreign literature that addresses the intersection of educational leadership and curriculum implementation. It emphasises the transition to high-quality, developed curricula.

#### **First: Local studies (Jordanian context)**

Recent Jordanian literature emphasises the pivotal role of leadership in navigating the transition to inquiry-based curricula. Bani Hamdan (2023) investigated the role of school principals in supporting teachers when implementing the developed Science and Mathematics curricula (Collins series). The findings showed that providing technical and leadership support significantly reduced teachers' resistance to pedagogical change. Similarly, Al-Asaf (2021) examined the challenges of digital integration accompanying these curricula and concluded that a leader's efficiency in providing the necessary technical infrastructure was the main factor in determining the quality of implementation. Furthermore, Abu Nasser (2022) identified a persistent 'training gap', advocating instructional leadership models to ensure professional development translates into effective classroom practice. Together, these studies suggest that the success of the Collins series in Jordan hinges on the leadership style adopted in the field.

#### **Second: Foreign Studies**

Global research has increasingly focused on 'Instructional Leadership' as the mechanism for curriculum reform. Ralebese, Jita and Badmus (2025) demonstrated that primary school principals can effectively shape their school's mission by integrating curriculum policies with reflective practices such as workshops and feedback loops. In a digital and ideological context, Li and Luo (2025) found that all three dimensions of curriculum leadership design, development and evaluation have a statistically significant impact on implementation effectiveness in higher education.

Furthermore, Shehada et al. (2025) emphasised the necessity of sustainable leadership strategies to facilitate the integration of modern teaching methods

amidst global technological changes. This aligns with the findings of Rohmad et al. (2024) in Indonesia, who revealed that, although the direct effects of curriculum implementation on academic performance vary, effective school leadership consistently has a significant influence. In the private sector, Haque and Arulraj David (2023) observed in Dubai that, despite receiving adequate support from principals, teachers still encounter difficulties with their workload and the discrepancy between formal policies and practical expectations. Earlier foundational work, such as that by Gibson (1992) in Australia, has already highlighted the importance of administrative support for successful implementation. However, it has also identified a recurring perceptual gap between teachers and principals regarding their respective roles.

### Commentary on Previous Studies

An analytical review of the literature reveals a fundamental discrepancy in the treatment of leadership and curricula. While foreign studies, such as Ruebling et al. (2024), tend to ground leadership models in theory, recent Arab and local studies, such as Shaiegy (2024), consider these roles in the context of specific fields. However, much of the existing literature is descriptive, focusing on routine administrative tasks rather than the 'interaction mechanisms' necessary for the development of high-quality curricula.

### The Research Gap

The current study addresses two critical knowledge gaps:

Methodological and temporal update: previous studies were often conducted within outdated developmental frameworks. This study is unique in its direct response to the 2023–25 Collins Series in Jordan a curriculum characterised by a complex digital and investigative structure that poses qualitative leadership challenges not yet fully explored in critical research.

Contextual authenticity: While many studies import global models into ideal environments, this study provides an 'authentic' perspective by investigating how leaders in the Irbid district adapt high-quality curricula to local challenges such as classroom overcrowding and bureaucratic pressures.

Moving from a general description of roles to identifying a specialised set of 'Instructional Leadership Skills' (e.g. technical mediation and change management) provides a vital knowledge bridge between the aspirations of the National Centre for Curriculum Development (NCCD) and the practical reality of Jordanian schools.

### Study methodology:

The study employed a descriptive-analytical approach, supplemented by inferential statistical methods. This design was chosen in order to quantify the predictive relationships between the variables. Using multiple regression analysis, the researcher aimed to determine the extent to which educational leadership practices predict the effectiveness of curriculum implementation. This approach goes beyond simple correlation to provide insight into the statistical variance explained by the independent variable.

### Population and sample:

The study population comprises all educational and administrative staff in the Irbid District (Qasbah) for the 2025 academic year. This equates to around 5,500 individuals across 144 schools, comprising 92 girls' schools and 52 boys' schools (Irbid Education Directorate, 2025).

A sample of 2,234 participants was selected using stratified random sampling. The sample size was validated using Cochran's equation (1977) to ensure representative accuracy. The demographic and professional distribution of the sample is presented in Table 1.

**Table 1: Distribution of study sample members (n = 2,234)**

| Variable          | Categories                        | Frequency    | Percentage |
|-------------------|-----------------------------------|--------------|------------|
| Gender            | Male                              | 134.1        | 50.8       |
|                   | Female                            | 1.1          | 49.2       |
| Job Type          | Educational Leader (Principal/VP) | 603          | 27.0       |
|                   | Teacher                           | 710          | 31.8       |
|                   | Educational Supervisor            | 921          | 41.2       |
| Educational Stage | Primary                           | 922          | 41.3       |
|                   | Secondary                         | 927          | 41.5       |
|                   | Higher Education                  | 385          | 17.2       |
| Experience        | Less than 5 years                 | 275          | 12.3       |
|                   | 5 to 10 years                     | 403.1        | 62.8       |
|                   | More than 10 years                | 556          | 24.9       |
| <b>Total</b>      |                                   | <b>234.2</b> | <b>100</b> |

### Study Instrument and Construct Operationalization

To ensure construct clarity and avoid empirical overlap between predictor and outcome variables—a key requirement for robust regression analysis—the instrument was structured into five theoretically distinct domains. The Independent Variable (IV) is operationalized as "Educational Leadership Practices," while the Dependent Variable (DV) is defined as "Implementation Effectiveness" (measured through perceived stakeholder outcomes).

- **Domain 1 (IV): Instructional Leadership Practices (7 items):** Focuses strictly on the leader's behavioral actions in change management and pedagogical support.
- **Domain 2: Environmental Challenges (7 items):** Monitors external bureaucratic and field obstacles that act as contextual constraints.
- **Domain 3 (DV): Perceived Implementation Effectiveness (7 items):** Measures the *outcomes* of the curriculum transition through staff perceptions of student and parent satisfaction.
- **Domain 4: Technical Leadership Skills:** Behavioral measures focusing on specific technical problem-solving related to the Collins series implementation.
- **Domain 5: Developmental Suggestions:** This domain is maintained as an independent qualitative-descriptive component. It is strictly excluded from the regression model to prevent statistical circularity and ensure that the "predictive power" of leadership is measured against actual practice rather than future aspirations.

### Validity and Reliability

To ensure the technical soundness of the study instrument, both validity and reliability were rigorously assessed.

- **Validity: Face Validity:** The preliminary version of the questionnaire was reviewed by a panel of ten experts in educational administration and curriculum design. Their feedback was used to refine the wording and ensure the items accurately reflect the specialized nature of the Collins series implementation.
- **Construct Validity:** To address the reviewers' concerns regarding construct clarity, item-total correlation coefficients were calculated using a pilot study ( $n=30$ ). All items showed statistically significant correlations with their respective domains at ( $\alpha=0.05$ ), with coefficients ranging from 0.65 to 0.88. This confirms that the items are internally consistent and represent the intended underlying constructs without excessive overlap.
- **Reliability: Internal Consistency:** Reliability was assessed using Cronbach's Alpha. As presented in Table 2, all coefficients significantly exceed the

commonly cited threshold of 0.70, indicating high stability for field application.

**Table 2: Cronbach's Alpha reliability coefficients**

| Domain                               | Cronbach's Alpha |
|--------------------------------------|------------------|
| Role of leadership in implementation | 0.91             |
| Challenges facing leadership         | 0.90             |
| Impact on stakeholder satisfaction   | 0.92             |
| Required leadership skills           | 0.90             |
| Suggestions for improvement          | 0.92             |
| <b>Overall Score</b>                 | <b>0.91</b>      |

As shown in Table 2, the Cronbach's Alpha coefficients for the study domains ranged from 0.90 to 0.92, yielding an overall reliability score of 0.91. These values confirm the instrument's high internal consistency and suitability for subsequent inferential statistical analysis.

### Ethical Considerations

The study was conducted in strict accordance with the ethical standards for research involving human subjects. Prior to data collection, formal institutional approval was obtained from the Irbid Education Directorate. All 2,234 participants were provided with a clear explanation of the study's purpose and were required to provide informed consent before accessing the electronic questionnaire. To ensure the integrity of the process, participants were guaranteed complete anonymity and confidentiality; no identifying personal data were collected, and participants were informed of their right to withdraw from the study at any stage without any penalty.

### Statistical Treatment

Data were analyzed using a five-point Likert scale (ranging from 1: Strongly Disagree to 5: Strongly Agree). To interpret the arithmetic means, the range was calculated using the formula:  $(5-1)/3=1.33$ , resulting in the following three-level classification:

- Low: 1.00 – 2.33
- Average: 2.34 – 3.67
- High: 3.68 – 5.00

### Statistical Procedures

To address the reviewers' concerns regarding the robustness of the findings, the following procedures were implemented:

- **Descriptive Statistics:** Calculation of arithmetic means and standard deviations to rank the domains

- (validated to ensure all values fell within plausible statistical limits).
- Assumption Testing: Prior to performing the inferential analysis, tests for normality (Kolmogorov-Smirnov), homoscedasticity, and multicollinearity (VIF) were conducted to ensure the data met the requirements for linear modeling.
  - Inferential Analysis (Regression): Simple Linear Regression was employed to determine the predictive relationship between educational leadership and curriculum implementation.
  - Clustering Correction: To account for the nested structure of the data (staff clustered within 144 schools), cluster-robust standard errors were applied.

This adjustment ensures that the significance levels (p-values) are accurate and not artificially inflated by the similarities between participants from the same school.

## Presentation of study results

**Results related to the first question, which states: What is the perceived level of educational leadership practices regarding the implementation of developed curricula in Jordanian schools from the perspective of educational and administrative staff?** To answer this question, arithmetic means and standard deviations were calculated, as shown in the table below:

**Table 3:** Arithmetic means and standard deviations for the role of educational leadership in implementing the developed curricula, arranged in descending order

| Rank                 | Paragraphs                                                                                                                                                                         | Mean        | SD          | Level       |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| 1                    | The educational leader regularly explains the philosophical and technical objectives of the developed curricula to teachers to ensure accurate implementation.                     | 3.96        | 0.82        | High        |
| 2                    | The educational leader provides the necessary facilities and resources to effectively implement the requirements of the developed curriculum within the classroom.                 | 3.93        | 0.85        | High        |
| 3                    | The educational leader utilizes various motivational techniques to encourage teachers to adopt modern instructional strategies within the developed curriculum.                    | 3.78        | 0.89        | High        |
| 4                    | The educational leader periodically monitors educational performance in the field to ensure compliance with the quality standards of the developed curriculum.                     | 3.76        | 0.91        | High        |
| 5                    | The educational leader collaborates with teachers to develop advanced assessment tools to measure the extent to which students achieve the outcomes of the developed curricula.    | 3.72        | 0.92        | High        |
| 6                    | The educational leader implements internal training programs (Professional Learning Communities) to equip teachers with the technical skills required by the developed curriculum. | 3.60        | 0.95        | Average     |
| 7                    | The educational leader fosters a school climate that allows teachers to experiment with innovative methods in applying the developed curriculum, free from administrative routine. | 3.54        | 0.98        | Average     |
| <b>Overall Score</b> |                                                                                                                                                                                    | <b>3.75</b> | <b>0.62</b> | <b>High</b> |

The results in Table 3 indicate that the perceived role of educational leadership in the successful implementation of high-quality, developed curricula (the Collins series) received a High rating, with an overall mean of 3.75 (SD = 0.62). This result reflects a fundamental shift in the nature of leadership within Jordanian schools, where the leadership role is no longer confined to traditional administrative frameworks but has expanded to encompass the technical processes associated with international curriculum chains. This overall high rating is attributed to the momentum of national educational reform trends, which have fostered a collective awareness among leaders regarding the necessity of direct involvement in systematic implementation to ensure the achievement of targeted learning outcomes and alignment with international quality standards.

An analytical reading of the leading indicators suggests that educational leaders are effectively performing as knowledge brokers. The item regularly explaining philosophical and technical objectives ranked first with a mean of 3.96. This can be explained by the fact that the developed curricula are rooted in modern educational philosophies such as inquiry-based and student-centered learning which differ significantly from traditional models. Consequently, leaders have adopted the role of a technical guide to decipher these philosophies and bridge the gap between theory and classroom practice. This orientation toward educational philosophy serves as a fundamental pillar in protecting the curriculum from deviation during field implementation, aligning with Ralebese et al. (2025) concerning the principal's role in shaping the school's educational mission and directing staff energy toward strategic goals.

Regarding implementation support, the item providing necessary facilities and resources ranked second ( $M = 3.93$ ), demonstrating the efforts of educational leadership in the Irbid District to bridge the gap between curricular ambition and resource availability. This procedural focus is attributed to the increasing professional pressure to demonstrate tangible results from updated curricula, prompting leaders to devise local logistical solutions and adapt available resources to meet technical and material needs. This reinforces the findings of Li & Luo (2025) regarding the direct impact of leadership on the efficiency of educational practice and curriculum effectiveness.

Despite these high ratings, the results revealed a relative innovation gap. Items such as implementing internal training programs and fostering a school climate for innovation received the lowest means (3.60 and 3.54, respectively). This relative shortcoming is explained by the dominance of a culture of administrative compliance. Amidst the momentum of rapid systemic change, leaders often find themselves prioritizing formal implementation schedules and bureaucratic requirements over independent innovation or the design of school-

specific training programs. The prevailing bureaucratic routine may consume the time necessary to transform the school into a Professional Learning Community (PLC) that produces knowledge autonomously, leaving the field more dependent on centralized training provided by the Ministry of Education.

In conclusion, educational leadership in the Jordanian context is currently the cornerstone of curriculum success. However, this role requires further technical empowerment to evolve from the stage of guidance and motivation which has achieved high levels toward a stage of sustainable internal innovation. The success of leaders as instructional leaders remains contingent on their ability to balance administrative burdens with the technical demands of modern curricula. This necessitates institutional support that grants leaders greater flexibility in managing resources and generating educational solutions tailored to their specific school environments.

**Results related to the second question: What is the perceived level of effectiveness in the implementation of these developed curricula (the Collins series) in the Irbid District?**

**Table 4:** Arithmetic means and standard deviations for the level of challenges facing educational leadership in implementing developed curricula, ranked in descending order

| Rank                 | Paragraphs                                                                                                                                                                            | Arithmetic mean | Standard deviation | Level          |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|----------------|
| 1.                   | Educational leadership lacks the capacity to provide specialized training for teachers to keep pace with modern curriculum development strategies.                                    | 3.72            | 0.84               | High           |
| 2.                   | The shortage of available technological and material resources hinders the role of leadership in ensuring the effective implementation of the developed curriculum.                   | 3.51            | 0.88               | Average        |
| 3.                   | Teachers' differing beliefs regarding the philosophy of the developed curricula limit their responsiveness to leadership-driven change requirements.                                  | 3.48            | 0.89               | Average        |
| 4.                   | The quality of implementation is negatively affected by the limited participation of teachers in decision-making related to aligning the developed curriculum with classroom reality. | 3.48            | 0.90               | Average        |
| 5.                   | Leadership faces procedural complexities in coordinating between stakeholders (teachers, administrators, and the community) to unify curriculum implementation efforts.               | 3.43            | 0.91               | Average        |
| 6.                   | Educational leadership encounters difficulties in establishing effective communication channels to convince parents of the objectives and utility of the newly developed curricula.   | 3.27            | 0.93               | Average        |
| 7.                   | Educational leadership is subject to social pressures and bureaucratic contexts that limit its organizational flexibility in implementing high-quality curricula.                     | 3.21            | 0.95               | Average        |
| <b>Overall score</b> |                                                                                                                                                                                       | <b>3.44</b>     | <b>0.64</b>        | <b>Average</b> |

The findings in Table 4 indicate that the overall level of challenges facing educational leadership in implementing high-quality, developed curricula (the Collins series) received an Average rating, with a mean of 3.44 (SD=0.64). This result suggests that while the transition to modern curricula in the Irbid District is not without obstacles, these challenges remain within the scope of educational management and control. This moderate level is attributed to cumulative efforts in developing Jordan's educational infrastructure, which have mitigated major crises, leaving qualitative challenges specifically those related to technical competencies and resource mobilization as the most prominent factors influencing the field. An analytical reading of the highest-ranked challenge the lack of capacity to provide specialized training which received a mean of 3.72 (High level), reveals a significant gap between the rapid introduction of developed curricula and the availability of high-quality training programs. This can be explained by the fact that shifting toward international curricula requires deep pedagogical training that transcends mere textbook familiarity to include scientific inquiry and problem-solving strategies. Furthermore, the limited time allocated for professional development, coupled with heavy teaching workloads, hinders the ability of educational leaders to secure sufficient training intervals without disrupting academic schedules. This identifies specialized training as a primary pressure point in the educational process.

Regarding the moderate rating for technological and material resource shortages and teachers' differing beliefs (M=3.51 and 3.48), the results suggest a form of internal resistance stemming from philosophical misalignment. The radical shifts introduced by developed curricula have challenged the traditional comfort zones of some teachers, requiring leaders to exert significant effort in persuasion and motivation. Moreover, the lack of technological resources in certain schools acts as a barrier to implementing

digital curriculum activities, placing leadership in a dilemma between international standards and limited local tools. This aligns with the findings of Haque & Arulraj David (2023) regarding the impact of workload and resource constraints on educational outcomes. Conversely, challenges related to social and bureaucratic pressures and communication with parents received the lowest averages (M=3.21 and 3.27). This suggests that the Jordanian community maintains a general level of confidence in its educational institutions, which has reduced the intensity of direct external pressures on leaders. However, the moderate score for these items still points to a communication gap between schools and families regarding the objectives of the developed curricula. These curricula are often perceived through the lens of academic difficulty rather than skill acquisition, placing leaders under pressure to justify curricular changes and academic results to the local community.

In conclusion, the primary challenge facing educational leadership in Jordan is one of adequacy and empowerment rather than rejection. The educational field appears to accept the developed curricula but lacks the specialized tools and training necessary to translate this acceptance into high-quality outcomes. The Average level of these challenges is a positive indicator that obstacles are surmountable, provided that training decentralization is strengthened and leaders are granted greater authority in managing financial and technical resources to meet the specific needs of their schools and staff.

**Results related to the third question: What are the primary challenges (field, bureaucratic, and technical) facing educational leaders during the implementation of high-quality developed curricula?** To answer this question, arithmetic means and standard deviations were calculated as shown in the table below:

**Table 5:** Arithmetic means and standard deviations for the extent to which educational leadership contributes to improving the implementation of developed curricula to ensure their quality and achieve educational objectives, in descending order

| Rank | Paragraphs                                                                                                                                                     | Arithmetic mean | Standard deviation | Level   |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|---------|
| 1.   | The educational leader promotes student acceptance of the developed curricula by linking their content to their specific pedagogical needs.                    | 3.85            | 0.84               | High    |
| 2.   | The leadership approach fosters a sense of professional satisfaction among teachers regarding the requirements for implementing the developed curricula.       | 3.80            | 0.86               | High    |
| 3.   | Field leadership interventions alleviate the psychological and professional pressures faced by teachers during the implementation of the developed curriculum. | 3.73            | 0.89               | High    |
| 4.   | The educational leader creates a stimulating school environment that encourages students to respond actively to the requirements of the developed curriculum.  | 3.64            | 0.90               | Average |

| Rank                 | Paragraphs                                                                                                                                                               | Arithmetic mean | Standard deviation | Level          |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|----------------|
| 5.                   | The educational leader establishes a culture of open communication to regularly discuss curriculum development challenges with all stakeholders.                         | 3.57            | 0.92               | Average        |
| 6.                   | Leadership performance enhances parents' confidence in the quality and outcomes of the developed curricula implemented in the school.                                    | 3.52            | 0.93               | Average        |
| 7.                   | The educational leader implements a system for rapid response to address field observations from teachers and students regarding curriculum implementation difficulties. | 3.50            | 0.95               | Average        |
| <b>Overall score</b> |                                                                                                                                                                          | <b>3.65</b>     | <b>0.72</b>        | <b>Average</b> |

The results in Table 5 indicate that the perceived level of educational leadership's contribution to improving the implementation of developed curricula (the Collins series) received an Average rating, with an overall mean of 3.65 (SD=0.72). This finding suggests that while the leadership role is influential and tangible, it operates within a framework of organizational and structural constraints that prevent this contribution from reaching its full potential. This moderate rating is attributed to the complex nature of high-quality developed curricula, which necessitate a Transformational Leadership model that integrates psychological support with technical empowerment. The data shows that while there is a positive response to motivational aspects, the procedural response remains contingent on field conditions and the availability of institutional resources.

An analytical reading of the highest-ranked item promoting student acceptance of the curriculum (M=3.85, High level) reveals the success of educational leadership in performing the role of a psychological facilitator for the curriculum. This can be explained by the fact that developed curricula, characterized by dense knowledge content and shifts in assessment patterns, often generate cognitive anxiety among students. Here, the leader's role in humanizing the curriculum and linking it to students' pedagogical needs becomes vital in alleviating alienation toward the new content. This is closely associated with teacher professional satisfaction (M=3.80), confirming that leadership which fosters stability and acceptance among key stakeholders (teachers and students) is best positioned to ensure implementation continuity.

In contrast, the results highlighted a procedural response challenge, as the item implementing a rapid response system to address field observations received the lowest mean (3.50). This relative weakness is attributed to systemic centralization in decision-making. Although educational leaders in Jordanian schools possess the skills to monitor field observations, they often lack the formal technical authority to immediately address difficulties related to officially mandated content or teaching strategies. This tension between observation and

the power to enact change results in a slower response to field issues, aligning with Rohmad et al. (2024) regarding the gap in translating leadership efforts into rapid, tangible educational outcomes.

Furthermore, the moderate levels of open communication and parental confidence (M=3.57 and 3.52) indicate that leadership contributions remain primarily intra-school focused. Leaders appear to concentrate their efforts internally to adapt curricula and alleviate teacher pressure, while external communication with the community regarding curriculum quality remains a challenge. This stems from the difficulty of persuading parents of the utility of radical curricular shifts in light of traditional academic achievement expectations, making community satisfaction a long-term goal that requires specialized communication strategies beyond current administrative capacities.

In conclusion, educational leadership in the Irbid District plays a crucial protective and motivational role, preventing the implementation process from faltering under new pressures. However, this contribution still lacks the necessary tools for independent implementation improvement. The Average overall score serves as a call to rebalance administrative burdens and technical tasks, granting leaders broader powers to respond to field observations. This would ensure that the leadership role evolves from merely facilitating implementation to ensuring excellence in educational performance.

**Results related to the fourth question: To what extent do educational leadership practices statistically predict the effectiveness of curriculum implementation from the perspective of the study sample?** To answer this question, arithmetic means and standard deviations were calculated, as shown in the table below:

**Table 6:** Arithmetic means and standard deviations for the level of influence of educational leadership on the satisfaction of teachers, students, and parents with the implementation of the developed curricula, ranked in descending order

| Rank                 | Paragraphs                                                                                                                                                                            | Arithmetic mean | Standard deviation | Level       |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|-------------|
| 1.                   | Educational leadership uses proactive communication strategies to bridge the knowledge gap between schools and parents regarding the pedagogical requirements of developed curricula. | 4.04            | 0.81               | High        |
| 2.                   | Leadership implements qualitative motivational mechanisms to foster teacher autonomy and commitment to achieving high standards in curriculum execution.                              | 3.97            | 0.83               | High        |
| 3.                   | Educational leadership fosters a culture of collaborative teamwork to overcome technical and pedagogical challenges encountered during implementation.                                | 3.91            | 0.87               | High        |
| 4.                   | Educational leadership manages the systematic transformation process with organizational flexibility to ensure a seamless transition to the developed instructional models.           | 3.82            | 0.89               | High        |
| 5.                   | Leadership employs evidence-based monitoring and evaluation frameworks to track the quality and fidelity of curriculum implementation in the classroom.                               | 3.70            | 0.91               | High        |
| 6.                   | Leadership exercises data-driven decision-making to rectify implementation deviations and sustain the quality of the developed curricula.                                             | 3.70            | 0.92               | High        |
| 7.                   | Educational leadership mobilizes alternative pedagogical resources to address logistical constraints that could hinder the successful implementation of the developed curriculum.     | 3.60            | 0.94               | Average     |
| <b>Overall score</b> |                                                                                                                                                                                       | <b>3.82</b>     | 0.69               | <b>High</b> |

The findings in Table 6 indicate that the level of influence of educational leadership on the satisfaction of teachers, students, and parents regarding the implementation of the developed curricula received a High rating, with an overall arithmetic mean of 3.82 (SD = 0.69). This result underscores the pivotal and qualitative role that leadership plays in transforming curricula from theoretical frameworks into accepted field practices. This high impact is attributed to leaders' recognition that the success of high-quality curricula (the Collins series) depends not only on content efficiency but primarily on the effective management of human resources and the creation of a socio-psychological environment conducive to change. These results align with Li & Luo (2025), who identified effective leadership and stakeholder satisfaction as essential gateways to outstanding academic performance.

An analytical reading of the top-ranked indicator utilizing proactive communication strategies which received a mean of **4.04**, reveals that educational leaders in Jordanian schools rely significantly on social capital to persuade the school and local community to embrace systemic change. Given that the transition to improved curricula is often accompanied by uncertainty or resistance among parents and teachers, open communication has proven to be the most effective tool in bridging the

knowledge gap. This communicative role has transitioned the leader from a traditional executor of instructions to an educational advocate for the new curricula, thereby enhancing overall satisfaction levels.

Regarding change management and qualitative motivation, which received high means ranging between **3.82 and 3.97**, the results suggest success in adopting participatory leadership strategies. In light of the technical obstacles inherent in developed curricula, leaders have fostered a culture of collaborative teamwork, shifting teacher engagement from forced compliance to self-commitment. This high rating indicates that leaders possess the organizational flexibility required to manage systemic change as a comprehensive project, utilizing evidence-based monitoring and continuous evaluation to track progress and address implementation deviations in a timely manner.

In contrast, mobilizing alternative resources to address logistical constraints ranked last with a mean of **3.60** (Average level). A critical reading attributes this relative decline to structural constraints that often fall beyond the direct control of the educational leader. While leaders demonstrate high proficiency in soft skills (communication and motivation), they are often hampered by limited hard skills empowerment,

specifically the lack of financial and technical autonomy to secure immediate resources. This discrepancy suggests that stakeholder satisfaction in the Irbid District stems more from the leaders' interpersonal and transformational skills than from their material support capabilities, placing leaders under pressure to manage existing resources with maximum efficiency to compensate for logistical deficits.

In conclusion, the impact of educational leadership on satisfaction is highly interactive, as leaders have succeeded in building bridges of trust with teachers, students, and parents. However, the fact that resource mobilization remains at the bottom of the list confirms that sustaining this satisfaction requires a shift toward providing greater structural

and logistical support. The overall high score indicates that the Jordanian educational field possesses leaders capable of protecting and institutionalizing developed curricula, provided that the necessary educational tools are available to transform satisfaction with the leader into comprehensive satisfaction with the learning environment.

**Results related to question five: What is the nature and strength of the relationship between perceived educational leadership practices and perceived stakeholder satisfaction (teachers, students, and parents) regarding curriculum implementation?** To answer this question, arithmetic means and standard deviations were calculated, as shown in the table below:

*Table 7: Arithmetic means and standard deviations for the level of leadership skills that an educational leader must possess to ensure the implementation of high-quality curricula, in descending order*

| Rank                 | Paragraphs                                                                                                                                                                                     | Arithmetic mean | Standard deviation | Level       |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------------------|-------------|
| 1.                   | The educational leader demonstrates the capacity to leverage available technological and pedagogical resources, adapting them effectively to meet the requirements of the developed curricula. | 4.37            | 0.78               | High        |
| 2.                   | The educational leader actively engages teachers in collaborative decision-making processes to ensure the alignment of the developed curriculum with student-centered needs.                   | 4.18            | 0.81               | High        |
| 3.                   | The educational leader implements 'coaching leadership' models by facilitating the transfer of professional expertise essential for the efficient execution of the developed curricula.        | 4.09            | 0.82               | High        |
| 4.                   | The educational leader takes proactive initiatives to enhance their technical and instructional competencies to remain synchronized with the continuous updates in high-quality curricula.     | 3.93            | 0.85               | High        |
| 5.                   | The educational leader employs critical and analytical thinking skills to evaluate and monitor the quality of classroom pedagogical practices associated with the curriculum.                  | 3.84            | 0.88               | High        |
| 6.                   | The educational leader adopts participatory work methodologies with teachers to navigate and overcome the technical challenges emerging from the developed curriculum implementation.          | 3.83            | 0.89               | High        |
| 7.                   | The educational leader activates community partnership channels with parents to foster a supportive learning environment conducive to the continuity of the new curricula requirements.        | 3.63            | 0.47               | Average     |
| <b>Overall score</b> |                                                                                                                                                                                                | <b>3.98</b>     | <b>0.55</b>        | <b>High</b> |

The findings presented in Table 7 demonstrate that the perceived level of leadership skills required to ensure the successful implementation of the developed curricula (the Collins series) received a High rating, with an overall mean of 3.98 (SD = 0.55). This result reflects a significant professional awareness within the educational field that

international standard curricula necessitate technical leaders with specialized competencies that transcend traditional administrative management. This high rating is attributed to the nature of the current educational transformation in Jordan, which has introduced complex cognitive and technical challenges, requiring leaders to employ instructional

leadership tools that integrate strategic resource management with the ability to guide high quality classroom practices.

An analytical reading of the highest ranked skill leveraging and adapting available technological and pedagogical resources which received a mean of 4.37, reveals a critical professional reality: that outstanding leadership is increasingly associated with the skill of alternative management. This can be explained by the logistical gaps observed in some schools, where the leader's ability to adapt available technology and materials has become a vital professional competency to ensure the continuity of the implementation process. This finding reflects organizational intelligence in optimizing limited assets to achieve the goals of advanced curricula, which aligns with the conclusions of Shehada et al. (2025) regarding the necessity of sustainable strategies to support field practitioners.

Regarding participatory and coaching skills ( $M = 4.18$  and  $4.09$ , respectively), the results suggest a qualitative shift toward collaborative leadership models. The developed curricula necessitate a continuous transfer of expertise between the leader and the teacher to keep pace with modern pedagogical strategies. Consequently, involving teachers in decision-making and professional expertise transfer are perceived as crucial for aligning curricula with actual student needs. These results indicate that educational leaders are increasingly viewed as resident coaches rather than mere external observers, a shift that directly supports the fidelity of curriculum implementation.

Furthermore, skills related to critical thinking and self-development scored highly, suggesting a strong

sense of professional responsibility toward classroom practice quality. Given that developed curricula rely on precise performance outcomes, leaders prioritize the analytical skills needed to monitor and address implementation deviations. Conversely, activating community partnership channels with parents ranked last with a mean of 3.63 (Average level). This relative gap may be attributed to the primary focus of leadership on internal technical processes and overcoming immediate school based difficulties. Consequently, bridge building with families continues to face challenges resulting from differing expectations between the school and the local community regarding the new curricula.

In conclusion, leadership competence in the Irbid District is characterized by procedural intelligence, with resource management and coaching emerging as top priorities. While leaders appear to possess the high-level skills required for developed curricula, the full investment of these capabilities remains contingent on reducing administrative burdens and providing continuous logistical support. This would enable leaders to further activate their roles in community partnership and technical innovation, which currently require further strategic development.

**Results related to question six: Are there statistically significant differences ( $\alpha = 0.05$ ) in participants' perceptions of leadership practices attributable to demographic and professional variables (e.g., job title, educational stage, or years of experience)?** To answer this question, simple linear regression analysis was used to reveal the extent to which educational leadership can predict the successful implementation of developed curricula and determine the magnitude of the resulting effect.

**Table 8:** Results of simple linear regression analysis of the impact of educational leadership on the successful implementation of high-quality developed curricula

| Dependent variable                                       | (Independent variable) | Correlation coefficient | Explanatory value | Coefficient of regression | Heteroscedasticity coefficient | T-value Calculated | Significance level |
|----------------------------------------------------------|------------------------|-------------------------|-------------------|---------------------------|--------------------------------|--------------------|--------------------|
| Success of the implementation of the developed curricula |                        | R                       | R <sup>2</sup>    | B                         | Beta                           |                    |                    |
|                                                          | Regression constant    | .655                    | .429              | 2.267                     |                                | 18.90              | .000               |
|                                                          | Educational leadership |                         |                   | .401                      | .655                           | 40.12              | .000               |

Predictors (constant regression): Successful implementation of developed curricula.

b. Predictors (constant regression): Educational leadership.

Statistical data derived from simple linear regression analysis indicates a statistically significant predictive relationship between educational leadership practices and the successful implementation of developed curricula ( $\alpha = 0.05$ ). The correlation coefficient (R) was found to be 0.655, reflecting a strong positive correlation between leadership performance and the perceived quality of curriculum practices in the field. This suggests a shift in leadership roles in the Jordanian context, where leaders have transitioned from traditional administrative supervision to becoming technical facilitators who can navigate the complexities of curriculum implementation.

The coefficient of determination ( $R^2$ ) of 0.429 reveals substantial explanatory power for the leadership variable, indicating that educational leadership practices account for approximately 42.9% of the variance in the perceived success of implementing the developed curricula (the Collins series). This finding emphasises the leader's pivotal role in bridging the gap between the theoretical philosophy of the curriculum and its practical classroom application. The remaining variance (57.1%) is attributed to other contextual factors, such as infrastructure and logistical resources, which often fall outside the leader's direct control. This further emphasises that leadership is a key driver within the educational system, especially in environments with limited resources.

In terms of magnitude of effect, the standardised regression coefficient (beta) of 0.655 highlights the strength of this relationship, indicating that improvements in leadership practices are linked to improvements in the quality of curriculum implementation. Leaders who adopt 'instructional leadership' models and utilise effective communication and motivational skills seem to be more successful in fostering a school environment that is responsive to change and the demands of the developed curriculum. The statistical significance of this model is confirmed by the calculated t-value of 40.12 at a significance level of 0.000, which establishes educational leadership as a strong predictor of outcomes in the educational process.

These results imply that the success of high-quality curricula in the Jordanian context is closely linked to the extent to which educational leaders are technically empowered. This finding highlights the importance of leadership training programmes focusing on 'curricular competencies'. As teachers and students often base their confidence in new curricula on the leader's ability to manage the transformation process, leadership is a vital factor in ensuring the sustainability of national educational development efforts.

## Recommendations

In light of the study's findings, and to strengthen the role of educational leadership in successfully implementing the national approach to curriculum

development, the study proposes the following recommendations:

- **At the Educational Policy Level:** The Ministry of Education and the National Center for Curriculum Development (NCCD) should actively involve field leaders (principals and supervisors) in the early stages of curriculum design and review. This ensures that developed curricula are strategically aligned with the logistical realities and implementation capacities of Jordanian schools.
- **Specialized Professional Development:** The Ministry, in coordination with the Queen Rania Teacher Academy (QRTA) and relevant training institutes, should design specialized professional development programs focused on Leading Methodological Change. These programs should prioritize training principals on leading the transition from traditional instruction to inquiry-based models (e.g., the Collins series), moving beyond purely administrative training.
- **Logistical and Technical Empowerment:** Educational authorities should provide flexible, decentralized budgets for school principals, particularly in disadvantaged areas. This empowerment would enable leaders to secure the pedagogical resources and technologies necessitated by the developed curricula, thereby narrowing the gap between curricular ambition and field potential.
- **Strengthening Professional Learning Communities (PLCs):** There is a need to activate the role of the Resident Supervisor and strengthen PLCs within Jordanian schools. These platforms should serve as hubs for exchanging expertise between leaders and teachers regarding best practices for high-quality curriculum implementation and strategies for mitigating resistance to change.
- **Incentivizing Excellence:** A comprehensive system of financial and non-financial incentives should be introduced for educational leaders and teachers who achieve tangible success in implementing developed curricula and improving student learning outcomes in accordance with the new national standards.
- **Future Research Directions:** The study recommends conducting longitudinal research to track the long-term impact of educational leadership on Jordanian students' performance in international assessments (e.g., PISA and TIMSS). Such studies would provide a robust benchmark for the quality and sustainability of developed curriculum implementation.

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