

The Traits of a Leading Principal from the Perspective of the Administrative and Instructional Staff in Secondary Schools in Al- Karak

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Abstract

The current study aimed to identify the traits of the leading principal from the perspective of the administrative and instructional staff in secondary schools in al- Karak. The study used the descriptive survey method and to collect data, a 44- item questionnaire was developed to measure the traits of the leading principal from the perspective of the administrative and teaching staff in al-Karak. It was divided into three fields: namely: the personal traits of the school principal - (16) items, and the field of The human traits of the school principal - (14) items, and the field of social traits of the school principal- (14) items. The questionnaire was applied to a sample consisting of (211) members of the administrative and instructional staff in the secondary schools in al-Karak directorate of education .The results of the study showed that the existence of the traits of the leading principal from the perspective of the administrative and teaching staff in al-Karak directorate of education was high, and there were no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the existence of the traits of the leading principal from perspective of the administrative and instructional staff in al-Karak due to the variables of gender, years of service, academic qualification and the directorate. There were of statistically significant differences attributed to the change in position in favor of the administrative Staff. The study had several recommendations, the most important of which was the Ministry of Education continuity in enhancing the principles of character traits for the principals of public schools in al-Karak, and its utilization of the results of the current study regarding the traits of administrative and leadership personality on administrative work and the need to consider personality traits when choosing Principals of schools and educational institutions, and conduct more studies and research similar to the current study on different samples and within the educational institution.

Keywords: traits of leading principal, the administrative and instructional staff.

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INTRODUCTION

Many various scientific references in the field of management have been interested in administration as leadership has become the cornerstone of it. The interest in the issue of administrative leadership has expanded in all psychology references due to relevance to all aspects of life. Personality traits are one of the topics that been the interest of researchers since it deals with the individual in all his psychological, physical and mental aspects as well as the various activities that affect him as a result of interaction with his surroundings. The researchers focused on the trait due to its essentiality in character building; This is because it is a distinctive sign of personality characterized by generality and relative stability, so it can be reliable in personality assessment, description and distinction among individuals on the basis of behavior in different situations.

The school administration needs educational leaders who are characterized by ethical leadership traits that help them influence the teamwork in order to grant their cooperation, motivate them to work with the highest degree of efficiency as a harmonious cooperative team to achieve the targeted goals effectively and efficiently. This is reflected in the climate within the educational institution through an appropriate atmosphere for work and overcoming of the obstacles that prevent the completion of assigned work (Rabee, 2006).The school principal influences and is affected by the educational climate within his school, and every decision taken has a positive or negative reflection on its educational climate and this indicates the extent of the leader's influence on the environment of his institution (Rabee, 2006).

STUDY PROBLEM:

Determining the personal traits of the leading principal is one of the demands of our current world as the effective traits of any educational institution principal is an indicator of transition from the current situation to another new situation to achieve a set of planned goals. The principal's personal traits contribute to better advancement and transition to a stage of development as these traits are of the most essential elements in the educational process where developing competencies to do their work in the best way contributes directly to achieve the educational process goals.

Many of the previous studies have emphasized the importance of identifying the traits of the leading

principal in the educational process. Ahmed's study (2018) recommended conducting studies that address the traits of principals extensively. Aklik study (2017) recommended conducting more research and studies in the field the principal's traits. Accordingly, the study problem is to answer the following study questions:

THE FIRST QUESTION: To what extent the traits of a leading principal exist from the perspective of the members of the administrative and instructional staff in secondary schools in al- Karak?

THE SECOND QUESTION: Were there statistically significant differences at the significance level ($\alpha = 0.05$) between the average responses of the study sample to the existence of the traits of the leader from the perspective of the members of the administrative and instructional staff in secondary schools in Karak due to the variables (gender, years of service, educational qualification, directorate, Occupation)?

THE IMPORTANCE OF THE STUDY:

THE IMPORTANCE OF THE STUDY IS AS FOLLOWS:

The importance of the study is theoretically clear as the leading principal's traits are identified from the perspective of the members of the administrative and instructional staff in secondary schools in Karak. Another significant point is a theoretical framework related to the variables of the current study to enrich Arab and local libraries and benefit researchers as it is one of the few studies which investigate the traits of the leader principal by providing scientific material and a modern reference for researchers who will deal with the subject of the study in general.

The importance of the current study from an applied point of view is also evident in the results and recommendations it presented that may prompt researchers to take advantage of them in conducting studies similar to the current study. This study can also serve the principals working in the field of school administration in terms of introducing them to the characteristics of an effective leader in public schools in Jordan.

From an applied perspective, the importance of the current study is also evident through the presented results and recommendations that may prompt researchers to take advantage of them to conduct studies similar to the current study. It is also hoped that the Ministry of Education will benefit from the results of the current study in preparing the training programs and studies for school principals necessary to advance the level of the administrative process. This study can also serve the principals working in the field of school administration in terms of introducing them to the traits of a leading principal in public schools in Jordan.

STUDY TERMS:

The terms of the current study were as follows:

-TRAIT: The characteristic, whether mental, physical, social, innate or acquired, that characterizes the individual. It represents a relatively stable readiness according to a certain type of behavior (Abdul-Khaleq, 2015).

Procedurally, the researcher defines it as an approach to study the personality of the principal in the schools in Karak directorate of education, and it is measured by the score the study sample obtained by when they answered the study tool.

-LEADER: the person who seeks change with a focus on the future, the strategic view and the partnership between the employees of the institution. He transcends the laws, regulations and policies to advance the institution towards excellence as he owns lot of creativity, development and change (Ghabayen, 2009).

-THE PRINCIPAL: a person who deals with a serious system with a short-term planning and focuses on the present time. He comply with laws and rules that require following the boss - subordinates system with the employees in the organization and often executes plans in the same previous methods and follows his predecessors' style (Najm, 2003).

STUDY LIMITATIONS:

This study was limited to the leading principal's traits from the perspective of the members of the administrative and instructional staff in secondary schools in Karak, in the second semester of the academic year 2020/2021, with the validity and reliability of the study tool.

The accuracy and objectivity of the sample's response, and its results are only generalized to the same of the sample or a similar population

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

The origin of traits and factors theory goes back to psychology and individual differences measurement between individuals. Traits and factors theory is based on psychologists and their perseverance, especially people who have been interested in psychology of the personality. In addition, this theory restricts personality traits and analyzes their factors in order to classify people and identify their traits and factors which define their measurable, and predictable behavior (Koskimäki & Gradoboeva, 2016).

The trait and factor theory relied heavily on psychometrics. The trait and factor theory emerged with the

end of World War. It had a major role in the psychological counseling growth. One of the most important features of this theory is the development of factor analysis. The theory of traits and factors is strongly relevant to factor analysis as the practical application of factor analysis places it in the field of psychological counseling. The trait and factor theory states that an individual's behavior can be directly organized. The degree of traits and factors for this behavior can also be measured specifically through the tests and scales used in order to identify the differences (Chang, Chen & Chou, 2017).

According to the theory of traits and factors, personality is defined as a system that consists of a large number of traits or a large number of factors representing its entire parts, that is, it is a dynamic regularity of many of a person's traits (Nazeer, 2017).

The theory of traits and factors considers that a person can attain understanding according to the traits in his personality, which are an expression of his behavior where he can be described as an intelligent, a stupid, a nervous or a psychotic person. Traits extend along a continuum or dimension; most people are perceived to fall somewhere around the middle of that dimension. At the two ends of the continuum, there are a few people who have this trait in its most extreme form. Scientists tried to limit the personality traits, as their number in thousands, so they had to resort to factor analysis to determine general traits (Mellor, 2016).

Common traits are those that characterize people as a whole, or at least all people who have the same particular social experiences, whereas unique traits are those traits that are confined to a particular individual and are not in the same image to others. Surface traits on the other hand, are visible traits, i.e., obvious traits. The source traits, hidden internal traits are the basis for the surface traits. The acquired features that appear as a reaction of environmental factors and they are learned ones. Genetic features are the structural features as they appear due to genetic factors and don't require any education. The dynamic traits prepare the individual and motivate him towards goals. Ability traits are related to the individual's ability to achieve goals (Abu El-Ala, 2013).

THE DIFFERENCE BETWEEN THE LEADER AND THE PRINCIPAL:

The principal is defined as the one who performs the assigned tasks as he is the one who conducts his work. In addition, he manages his team based on his strength and functional authority. He also performs many duties in the right way. As for the leader, he is known as the person who innovates, renews and excels in any work entrusted to him alone as he searches

He always searches for what is useful to improve his skills and experiences. Moreover, in his team conduct, he relies on his self-confidence, abilities and experience, and he often does and implements the right things. The principal is also a job title obtained through promotion as a result of many years of experience, scientific progress, planning and guidance, and he is characterized by a strong personality, and the main goal is to direct and manage the organization's team to achieve the goals of the institution for which they work (Soufian, 2004).

In principle, the difference between a principal and a leader is obvious, but there are many personality traits that show whether a person is a leader or a principal. Leaders and principals practice very different management styles. Here are several differences between a principal and a leader:

1- How authority is perceived: the principal considers authority a privilege granted to him by his leadership position. While the successful leader uses authority as a useful tool and searches for the public interest for the organization, the principal acts as the decision-maker in the organization (Al-Sayegh, 2014).

2- Authority enforcement as opposed to persuasion: the principal derives his influence from the position he occupies, while the leader gains the sympathy and acceptance of those around him. The principal emphasizes his position within the hierarchy, while the leader is concerned with the development of his leadership on a daily basis (Al Ajez, 2001).

3- Fear versus trust: the principal instills a feeling of fear among the employees who have unreal respect for him and his absence they call him with worst qualities, while the leader represents the source of trust, generates enthusiasm among the employees, and encourages the group by paying tribute to their good work and effort (Amood, 2001).

4- Problem management: the principal searches for others' mistakes, and establishes the concept of guilt. In this case, he does not hesitate to shout and vow to punish the wrongdoer if things do not go well, as a warning to the wrongdoer and other employees. In contrast, the leader guides the employee how to deal with mistakes, and seeks to solve the problem and help the one who committed to come to his senses (Abboud, 2000).

5- Technical versus creative organization: the principal distributes tasks and orders then supervises the process. The leader on the other hand, encourages work alongside employees and maintains consistency of his actions. The manager turns tasks into duties, while the leader knows how to create motivation in every new project and spreads the desire to work and progress (Adas and Kattami, 2002).

6- Commands versus pedagogy: the principal knows how to conduct himself, while the leader lays the foundations for learning to do each task to the fullest. The principal hides the reasons he adopted to achieve success, while the leader seeks to help the employees to be able to develop (Hariri, 2010).

7- The degree of personal closeness: Unlike the leader who knows all the personal details of his work team, there is no room for a personal relationship between the principal and the employees, (Al-Suwaidan and Bashraheel, 2002).

8- Closed vs. Open and sophisticated schemes The principal uses the phrase “Do this,” while the leader says, “Let’s do it.” The manager seeks stability, while the leader promotes his collaborators through teamwork and training of other leaders. The leader is able to perpetuate the concept of commitment and design plans with clear and joint goals (Al-Suwaidan and Bashraheel, 2002).

9- Commitment vs. Leadership: The principal arrives on time, but the leader always comes first. The principal waits for the employees, while the leader comes out to welcome them as he always wants to maintain his presence as a collective guide who inspires commitment, friendliness and loyalty (Mohamed, 2008).

10- Authority vs. Inspiration: A principal defends his position on authority, while a leader makes ordinary people amazing. The leader is also able to engage his team in a task that is possible to overcome. Unlike the leader who gives meaning to the work and lives of those around him, the manager wants to preserve his privileges (Mohamed, 2008).

TRAITS AND QUALITIES OF A SUCCESSFUL SCHOOL PRINCIPAL:

The existence of the professional characteristics and personal traits of the school principal is an important matter for the success of the administrative work as the student tries to embody the personality of the school principal who represents the administrative leader.

The most important professional characteristics and personal qualities that must exist in a school principal.

FIRST: professional characteristics: they are represented in full knowledge of the objectives of education stages, the means of achieving the objectives and implementing the curricula, belief and pride in the education profession, and awareness of the characteristics of student growth.

SECOND: Personal qualities: They are represented in integrity, intelligence, ambition, initiative, self-confidence, strength of persuasion and decisiveness, general appearance, good physical and psychological health, emotional stability, being away from irritability and anger, skill, good performance, ability to adapt, firmness and quickness in choosing alternatives. The ability to take initiative, setting goals, having a strong motivation towards success and achievement the school’s goals, having a reasonable amount of experience and specialization to understand and master work, being loved, having bright face and good speech, justice and fairness, flexibility and broad-mindedness, and depending on the power of trust to create an atmosphere of collective spirit of cooperation (Darseh, 2004).

Bala balance & Otican (2010) added: In order for a principal to be successful in his work, he must be characterized by a set of qualities, characteristics and traits, most notably are as follows:

1- Motivation: Every principal should always motivate and encourage employees, to do their best. In return, the motivation can be a financial reward that will be paid to them upon completion of their work, or any other moral thing such as a kind word in front of the rest of his colleagues or any other means that the manager deems appropriate for his employees.

2- Compassion: One of the most important qualities that distinguish principals and lead to subordinates' admiration is mercy. To have mercy on his subordinates in the work entrusted to them, and avoid pressure resulting from abundance of tasks, and to appreciate their circumstances, and to help them as he deals with a human being rather than a machine.

3- Justice: One of the rare qualities these days that principals as well as many people lack in their workplaces. Justice can be in the division of work, in the distribution of salaries, in evaluation, in the distribution of rewards. The principal who is Fair in his work or seek fairness will undoubtedly be a successful and will earn his subordinates' love as they will remind him throughout life of his goodness.

4- Staff development: Developing employees and raising their efficiency through training and educational courses is one of the characteristics of a successful principal because he knows after all, this will be in the interest of the work.

5- Experience: serving in different posts until he has been well versed in all matters, and that he has encountered many problems because this will enable him to solve the his subordinates' problems with ease.

6- Respecting the regulations and laws: In order to be a successful principal in your work, you must set an example for all your subordinates. You have to serve as an example that others might emulate of compliance with the law to grant their respect.

7- Self-control: There are some principals who meet others mistakes with reprimand, criticism, yelling and intemperate remark. In contrast, the successful principal holds his nerve so that the employees will not get hurt. if he finds a mistake, he resorts to guidance and directions.

8- Not giving orders: The successful principal is the one who tries as much as possible to be friendly to his subordinates, talks to them with love and affection, and does not give them his orders at work, because the subordinates are averse to receiving orders

9- Consultation: One of the most important characteristics of a successful principals is that he consults his subordinates at work, takes their opinion, asks them and listens to them in anything related to work.

A SUCCESSFUL LEADER'S TRAITS

A successful leader must possess personal qualities, traits and characteristics, the most important of which are (Nasser and Al-Ummi, 2006):

- Self-confidence: Self-confidence is one of the most important qualities that a leader must possess. If a leader lacks self-confidence, how can he instill this confidence in his followers.

-Honesty: One of the most important characteristics of a successful leader is that he is honest with his followers where he does not lie, tells the truth all the time, and presents all things transparently.

-Courage: Courage in decisions-making is one of the most important qualities of a successful leader. In many cases, bold and courageous decisions must be taken to reach the desired goal. The best leaders are the most courageous and daring people.

-Simplicity and humility: a successful leader is the one who deals with his subordinates and followers simply and humbly without being arrogant, and without implications that he has superiority over them. He accepts their negative opinions and criticism with an open mind.

-Thinking outside the box: One of the characteristics of a successful leader is creativity, searching for new ways and advanced ideas, thinking outside the box to solve his problems, and overcoming obstacles.

PREVIOUS STUDIES:

The previous studies are an important starting point for the current study by having insights at the aspects it addressed and utilizing the researchers' recommendations. The researcher mentioned a summary of a number of previous studies, as follows:

Ahmed's study (2018) aimed to identify the relationship between self-control and some personality traits among primary school principals in Baghdad for the 2015-2016 academic year. The research sample included (125) male and female principals. The researcher used the self-control scale after extracting its validity and reliability. The researcher also adopted Raymond Catel's personality traits scale. The researcher chose four features from them, and after processing the data using statistical means, he concluded that the research sample members of male and female principals had a good level of self-control, and the gender variable (male - female) had no effect on differences in the field of self-control among male and female principals. The male and female principals enjoy a good level in terms of the strength of the super ego and the trait of liberation. While the level of their possession of the trait of doubt and motivational tension was weak, and the gender variable (male - female) had no effect on differences in some personality traits for male and female principals. There was a positive and strong correlation between self-control and (super ego strength, liberation) and a negative correlation between self-control and (doubt, motivational tension).

The study of Aklik (2017) aimed to examine the relationship between personality traits and problem-solving style among public school principals in Nablus governorate. It also aimed to examine the impact of the variables of gender, years of experience, academic qualification, school location, stage, and number of courses in administration on personality traits and the ability to solve problems among principals working in public and private schools in Nablus Governorate. The study population consisted of all the (257) principals of public schools in Nablus governorate in the academic year 2017/2018. The questionnaire was used as a research tool. The study was conducted on a sample of (71) male and female principals, representing a percentage of (38.9%) of the study population, the results of the study showed: There was a positive correlation and a statistical significance between the principal's personality traits and the ability to solve problems in public and private schools in Nablus Governorate, where the value of the correlation coefficient between them was (0.278), which is a statistically significant value. The results also showed that there were no statistically significant differences at the significance level ($\alpha = 0.05$) in the personality traits of public school principals in Nablus governorate according to the study variables: gender, years of experience, educational qualification, school location, stage, number of courses in administration. There were no statistical significant differences at the significance level ($\alpha = 0.05$) in the problem-solving method among public school principals in Nablus governorate according to the study variables: gender, years of experience, academic qualification, school location, stage, number of courses in administration, and the most solving methods for school principals were in favor of the local community.

Rajab study (2017) showed the identification of personality traits among the managers of administrative units at Al-Baha University, and their relationship to the prevailing administrative patterns from the employees' perspective. The study population consisted of male and female employees of Al Baha University in all its various administrative units, and the study sample consisted of (76) employees from all the administrative units at Al-Baha University during the second semester of the academic year 1435/1436 AH. The sample was chosen in a simple random way and to achieve the goal of the study, the research team used Raymond Cattell's personality traits scale, which consists of sixteen traits, six of the traits were selected: (dominance, tension,

emotional stability, social boldness and self-reliance), Accordingly, the used scale consists of (51) items, and the research team developed a scale of leadership styles according to the theory of Hersey-Blanchard, which consists of (43) items distributed on leadership styles represented in the Informative, persuasive, participative, and delegating styles. The results showed that the level of personal traits among the managers of administrations at Al-Baha University from the perspective all employees came to a medium degree, and the traits for the sample were arranged as follows (emotional stability - dominance, social boldness -, self-reliance, tension , suspicion). The results also showed a positive correlation relationship between some personality traits (emotional stability - social dominance - self-reliance) and the degree of leadership styles practiced by administrative unit managers at Al Baha University, and a negative correlation between some personality traits (tension - apprehension) and the degree of leadership styles practiced by administrative unit managers at Al Baha University.

Gideon's study (2014) also showed the method of appointing principals of public and private secondary schools in the Greater Beirut Governorate, as it aimed to show whether the principal beliefs in leadership qualities are realistic or not. This study relied on the descriptive/field-analytical approach to collect data from the study population consisting of principals of public and private secondary schools in the Greater Beirut Governorate. The completion of this study required the adoption of the questionnaire as a data collection tool in order to measure principals' leadership traits. The study concluded that principals, in the public or private sector, follow a single system within the Lebanese context where the tense political situation, nepotism, and quota system in all its aspects determine method of selecting individuals to assume responsibility, their commitment to training and the implementation of tasks, their submission to the rules and regulations. In order to avoid all this, principals must be equipped with the most important principles and rules contained in the science of educational administration.

Ali study (2010) aimed to identify the relationship of positive attitude towards life with the following personality traits: emotional stability, dominance, boldness, and apprehension.

The sample consisted of (120) males and females of university students, and the "positive orientation towards life" choice and four sub-scales of the clinical analysis scale were applied. The results showed that males are more positively oriented towards life, more emotionally stable and more impulsive. They expect the best in times when things are not clearly visible and that they are optimistic about their future. In contrast, females do not always expect things to go in their favor. The results also showed that a positive attitude towards life is positively related to emotional stability, dominance, and boldness, while it is negatively related to apprehension.

Gokce study (2009) aimed to contribute to improve the management of Turkish primary schools to determine the behavior of primary school principals in the change process. Interviews were conducted with the sample to collect information. The sample was (80) primary school principals and (280) primary school teachers in Cappadocia, in Nevzi Shahir. One of the most prominent results was that the school principals and teachers had adequate behavior in the change process. However, there was a significant difference between the opinions of teachers and school principals, and the teachers expected school principals to show more effective behavior in the process change.

METHOD AND PROCEDURES:

This part deals with the methodology used in the study, a description of the study population and the sample, the tools used to collect information, the methods used to verify the validity and reliability of the tools, and the appropriate statistical treatment patterns for data analysis and access to study results.

STUDY APPROACH:

To achieve the objectives of the study, the descriptive analytical method was used due to its appropriateness to the nature of this study. A questionnaire was used to collect and analyze relevant data, in order to reach results that help in the interpretation and answering the study questions.

THE STUDY POPULATION AND ITS SAMPLE:

The study population consisted of (1000) members of the administrative and teaching staff in the Directorate of Education in Karak during the first semester of the academic year 2021/2022. Where the researcher distributed questionnaires electronically to a sample selected from the study population, which consisted of (211) administrative and teaching staff members from Karak Directorate of Education. The sample was selected using through random sampling method according to the study variables, as shown in the Table(1).

TABLE(1): DISTRIBUTION OF THE STUDY SAMPLE MEMBERS.

STUDY VARIABLES	CATEGORY	FREQUENCY	PERCENTAGE
GENDER	Male	73	34.6%
	Female	138	65.4%
	Total	211	100.0%
YEARS OF SERVICE	less than 5 years	118	12.8%
	years (5 - 10)	55	17.1%
	More than 10 years	38	70.1%
	Total	211	100.0%
ACADEMIC QUALIFICATION	Bachelor	118	55.9%
	Higher Diploma	55	26.1%
	Masters/PhD	38	18.0%
	Total	211	100.0%
DIRECTORATE	Al-karak	137	64.9%
	Al-Qasr	74	35.1%
	Total	211	100.0%
OCCUPATION	Administrative staff	72	34.1%
	Instructional staff	139	65.9%
	Total	211	100.0%

STUDY TOOL:

The researcher developed the study tool, by reference to the relevant theoretical literature, and previous studies related to the topic, such as Al-Ghuwair istudy (2018), where the questionnaire consisted of (44) items distributed into (3) fields: the field of school principal's personal traits and with (16) items, the field of school principal's human traits, with (14) items, and the field the school principal's social traits with (14) items.

THE VALIDITY OF THE STUDY TOOL:

The validity of the study tool was verified in two ways:

A. THE VALIDITY OF THE CONTENT OF THE STUDY TOOL:

To verify the validity of the face and content of the study tool; The researcher presented it in its initial form to a group of arbitrators of faculty members in Jordanian universities with experience in educational faculties to identify the suitability of the items to the scale, the soundness of their formulation, and the linguistic clarity of their meanings. All the arbitrators' observations were taken; Where the linguistic wording of the items was applied to the items that approximately (80%)- as a minimum criterion for validity - of the arbitrators agreed to modify.

B. THE VALIDITY OF THE CONSTRUCTION OF THE STUDY TOOL:

To verify the construct Validity, the study tool was applied to a pilot sample consisting of (30) members of the administrative and instructional staff, from the study population and from outside the target study sample in order to identify the extent of the internal consistency of the tool and contribution of its constituent items using Pearson correlation coefficient. The items of the study tool with the total degree of the field to which they belong, as shown in the following table(2):

TABLE (2) CORRELATION COEFFICIENTS OF ITEMS WITH THE TOTAL SCORE OF THE DOMAIN TO WHICH THEY BELONG.

Item no.	social traits		human traits		personal traits	
	Significance level	Correlation coefficient	Significance level	Correlation coefficient	Significance level	Correlation coefficient
1	0.000	0.750**	0.000	0.661**	0.000	0.556**
2	0.000	0.742**	0.000	0.706**	0.000	0.785**
3	0.000	0.796**	0.000	0.723**	0.000	0.745**
4	0.000	0.697**	0.000	0.733**	0.000	0.669**
5	0.000	0.749**	0.000	0.750**	0.000	0.654**
6	0.000	0.750**	0.000	0.707**	0.000	0.598**
7	0.000	0.645**	0.000	0.716**	0.000	0.753**
8	0.000	0.700**	0.000	0.696**	0.000	0.774**
9	0.000	0.688**	0.000	0.669**	0.000	0.701**
10	0.000	0.749**	0.000	0.766**	0.000	0.711**
11	0.000	0.750**	0.000	0.730**	0.000	0.784**
12	0.000	0.789**	0.000	0.706**	0.000	0.759**
13	0.000	0.810**	0.000	0.722**	0.000	0.658**
14	0.000	0.795**	0.000	0.756**	0.000	0.689**
15	0.000	0.761**				
16	0.000	0.741**				

****Statistically significant at the level (0.01 = α).**

Table (2) shows that the values of the correlation coefficients of the items on the domain of the school principal's personal qualities ranged between (0.556-0.785) with the domain. It also shows that the values of the correlation coefficients of the items on the domain of the school principal's human qualities ranged between (0.661-0.766) with the field. It is also seen that the values of the correlation coefficients on the domain of the school principal's social traits ranged between (0.645-0.810) with the domain. This indicated that there was a degree of internal consistency in items on the scale.

Table (3) shows the values of the Pearson correlation coefficients between the domains of the leading principal's traits tool and the total score of the tool, as shown in the table(3):

TABLE (3) THE MATRIX OF CORRELATION COEFFICIENTS BETWEEN THE FIELDS OF THE LEADING-PRINCIPAL'S TRAITS AND THE TOTAL SCORE.

Fields	Scale as a whole	school principal's social traits	school principal's human traits	school principal's personal traits
school principal's personal traits	0.824**	0.669**	0.762**	1
school principal's human traits	0.860**	0.874**	1	
school principal's social traits	0.891**	1		
Scale as a whole	1			

****Statistically significant at the level (0.01 = α).**

It is noticed from Table (3) that there were high correlation coefficients that were statistically significant at ($\alpha = 0.01$) between the domains with the total score of the leading-principal's traits scale, which ranged between (0.824 - 0.891). This indicated that there was a degree of internal consistency between the domains and the total score on the leadership patterns scale.

STABILITY OF THE STUDY INSTRUMENT:

To verify the stability of the study tool, the internal consistency method Cronbach's Alpha was applied, as the tool was applied to a sample consisting of (30) members of the administrative and instructional staff from the study community and from outside the study sample, as table (4):

TABLE (4) CRONBACH'S ALPHA INTERNAL CONSISTENCY COEFFICIENTS.

#	Field	Items No.	Cronbach's Alpha
1	school principal's personal traits	16	0.881
2	school principal's human traits	14	0.868
3	school principal's social traits	14	0.870
Scale as a whole			44

It is noted from the results in table (4) that the values of Cronbach's alpha reliability coefficients for the leadership styles tool ranged between (0.868-0.881) on the domains, and the value of tool reliability as a whole was (0.922). Also, the value of Cronbach's alpha reliability for the tool as a whole was (0.922). These values were suitable for the purposes of the current study.

STUDY VARIABLES:

The variables of the current study were as follows:

FIRST, THE INDEPENDENT VARIABLES:

- 1. **GENDER:** It has two levels (male and female).
- 2. **YEARS OF SERVICE:** It has three categories (less than 5 years), (5-10) years, and (more than 10 years).
- 3. **ACADEMIC QUALIFICATION:** It has three levels (Bachelor, Higher Diploma, Master/PhD).
- 4. **DIRECTORATE:** It has two categories (al-karak and al-qaser).
- 5. **POSITION:** It has two categories (administrative staff and instructional staff).

SECOND: THE DEPENDENT VARIABLE:

Leading principal's traits from the perspective of members of the administrative and instructional staff.

STATISTICAL TREATMENT:

Statistical treatments of the study data were performed using the Statistical Package for Social Sciences (SPSS), as follows:

- To answer the first question, the arithmetic means, standard deviations, ranks, items, the leading principal's traits in secondary schools in Karak were extracted from the perspective of members of the administrative and instructional staff.
- To answer the second question, (5 Way MANOVA) was used between the average responses of the study sample and the leading principal's traits in secondary schools from the perspective of members of the administrative and instructional staff in Karak.
- Frequencies and percentages were calculated to determine the distribution of the study sample according to the variables.
- Cronbach- Alpha equation was used to find the internal consistency coefficient to ensure the reliability of the study tool.
- Pearson correlation coefficient was used to find the internal consistency validity coefficient for the items of the study tool.
- The existence of the leading principal's traits in secondary schools was determined from the perspective of the members of the administrative and instructional staff in Karak at three levels through the following equation:

- $$\text{Category length} = \frac{\text{(the highest value of the alternative - the lowest value of the alternative)}}{\text{number of scores.}}$$

$$= \frac{(5-1)}{3} = 1.33$$

- Accordingly, the scores (1-2.33) were low, (2.34-3.67) were medium, and (3.68-5.00) were high.

RESULTS:

The study aimed to reveal the existence of the leading principal's traits in secondary schools from the perspective of the members of the administrative and instructional staff in Karak. To achieve this, the study sought to answer the following questions:

1. THE RESULTS RELATED TO THE FIRST QUESTION, WHICH STATES: TO WHAT EXTENT DO THE LEADING PRINCIPAL'S TRAITS EXIST IN SECONDARY SCHOOLS FROM THE PERSPECTIVE OF MEMBERS OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF IN AL-KARAK?

To answer the first question, the arithmetic means and standard deviations of the existence leading principal's traits in secondary schools were calculated from the perspective of the members of the administrative and instructional staff in Karak in general and for each of the fields as table (5).

TABLE (5): ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE EXISTENCE OF THE LEADING PRINCIPAL'S TRAITS IN SECONDARY SCHOOLS FROM THE PERSPECTIVE OF THE MEMBERS OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF IN AL-KARAK, ARRANGED IN DESCENDING ORDER.

#	degree	rank	Standard deviation	Arithmetic mean	Field
1	high	1	0.61	4.09	school principal's personal traits
2	high	2	0.67	4.06	school principal's human traits
3	high	3	0.70	3.97	school principal's social traits
High			0.63	4.04	Total score

It is noted from the results in Table (4) that the arithmetic mean of the existence of the leading principal's traits in secondary schools from the perspective of the members of the administrative and instructional staff in Karak came at a high level (40.04 with a standard deviation (0.63), and came in the first rank in the field of “the school principal's personal traits” “with an arithmetic mean (4.09) and a standard deviation (0.61) and a high level, As a second rank was the field of “school principal's human traits” with an arithmetic mean (4.06) and a standard deviation (0.67) and at a high level. In the third rank came the field of “school principal's social traits.” with an arithmetic mean (3.97) and a standard deviation (0.70) and a high level. This can be attributed to the fact that school principals have a spirit of perseverance and a high morale. In addition, they are emotionally mature and stable in their attitudes and tendencies. Moreover, they are characterized by self-control, willpower, and a good self-image.

Here is a presentation of the arithmetic means and standard deviations for each of the items in descending order on the domain to which they belong, and Table (6) illustrates this:

TABLE (6) ARITHMETIC MEANS AND STANDARD DEVIATIONS OF THE ITEMS OF THE DOMAINS THE EXISTENCE LEADING PRINCIPAL'S TRAITS IN SECONDARY SCHOOLS FROM THE PERSPECTIVE OF THE MEMBERS OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF IN AL-KARAK ARRANGED IN DESCENDING ORDER.

#	Degree	Rank on the field	Standard deviation	Arithmetic mean	Item
6	High	1	0.73	4.37	Possesses self-confidence and self-esteem.
10	High	2	0.80	4.31	Treat others well.
12	High	3	0.74	4.27	is interested in outward appearance and tact
1	High	4	0.73	4.25	loves and respects the school staff.
5	High	5	0.79	4.22	committed to deadlines and has the ability to organize time.
11	High	6	0.80	4.18	Think positively and optimistically.
14	High	7	0.79	4.16	has the ability to manage dialogue and express opinion.
9	High	8	0.80	4.14	characterized by the ability to speak boldly and frankly, and doubtlessly.
7	High	9	0.85	4.10	tends toward empathy, compassion, and assistance to others.
4	High	10	0.85	4.08	has a wise personality in making decisions?
15	High	11	0.83	4.01	adopts positive cultures at work.
16	High	12	0.94	3.96	adopts participatory leadership in decision-making.
3	High	13	0.91	3.94	tends to deal with others with a good heart.
8	High	14	0.98	3.89	is flexible in that he accepts constructive criticism, takes lessons and learns from mistakes.
13	High	15	0.89	3.80	Uses body language.
2	High	16	0.90	3.72	Avoids being nervous in emergency situations.
			0.61	4.09	The overall score on the field of school principal's personal traits
17	High	1	0.84	3.97	open-minded, adventurous and loves to try new things.
27	High	2	0.77	4.26	works hard to attain his goals.
18	High	3	0.77	4.23	has a high sense of responsibility and duty towards everything around.
30	High	4	0.78	4.21	motivated to achieve and succeed at any cost.
28	High	5	0.80	4.15	has a very high concentration.

22	High	6	0.84	4.12	Provides positive assistance to school staff.
29	High	7	0.90	4.06	likes to do a lot of different activities within the team.
25	High	8	0.87	4.05	Engages in social activities.
19	High	9	0.91	4.00	Delegates authority with confidence in others performance.
26	High	10	0.86	3.99	overcomes his difficult experiences easily and safely.
20	High	11	0.88	3.98	has a high degree of acceptance by the people.
21	High	12	0.89	3.97	is trusted by others and in particular school staff.
24	High	13	0.95	3.93	has a high level of empathy towards others.
23	High	14	1.01	3.91	He has an affectionate personality with a lot of emotions and feelings, and he is able to give them to school employees.
			0.67	4.06	The overall score on the field of school principal's human traits
36	High	1	0.82	4.16	Tends to speak in front of groups of people boldly.
32	High	2	0.91	4.10	Constantly contact with school staff. .
37	High	3	0.88	4.02	enjoys when he is the center of attention.
38	High	4	0.86	4.01	Listens highly to the school staff. .
31	High	5	0.92	4.00	searches constantly for new experiences.
33	High	6	0.87	3.99	Accepts new information from others.
35	High	7	0.89	3.98	has an open- minded personality.
44	High	8	0.99	3.97	Provides students with advice and guidance without predominance.
41	High	9	0.91	3.96	School staff loves him.
34	High	10	0.84	3.94	Tends to discover new social interests all the time.
40	High	11	0.91	3.92	tries to interact with all characters to get along with.
43	High	12	0.99	3.91	Meets with students in the fields of educational activities.
42	High	13	0.91	3.90	listens to students' opinions and their personal ideas.
39	High	14	0.97	3.74	Tends to compliment others in some situations.
			0.70	3.97	The overall score on the field of school principal's social traits

Table (6) shows that the arithmetic mean of the domain of school principal's personal traits was (4.09) with a standard deviation (0.61) and at a high degree. It ranked first on the domain - item (6), which states that "Possesses self-confidence and self-esteem" with an arithmetic mean (4.37) and a standard deviation (0.73) at a high degree. In the last rank came item (2), which stipulates "stays away from nervousness in emergency situations", with an arithmetic mean (3.72) and a standard deviation (0.90) with a high degree.

The table also showed that the arithmetic mean of the field of the school principal's human traits was (4.06), with a standard deviation (0.67) and at a high degree, as it ranked first on the field, item (17), which states that "open-minded, adventurous and loves to try new things, with an arithmetic mean (3.97) and a standard deviation (0.84) with a high degree. In the last rank came paragraph (23) which states that "He has an affectionate personality with a lot of emotions and feelings, and he is able to give them to school employees.", with an arithmetic mean (3.91) and a standard deviation (1.01) and at a high degree.

The table shows that the arithmetic mean of the domain of school principal's social traits was (3.97), with a standard deviation (0.70), and with a high degree. (4.16) and a standard deviation (0.82) at a high degree. In the last rank was item (39) which states "tends to compliment others in some situations" with an arithmetic mean (3.74) and a standard deviation (0.97) at a high degree.

2. RESULTS RELATED TO THE SECOND QUESTION, WHICH STATES: WERE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE LEVEL OF SIGNIFICANCE ($\alpha = 0.05$) BETWEEN THE AVERAGE RESPONSES OF THE STUDY SAMPLE TO THE EXISTENCE OF THE LEADING PRINCIPAL'S TRAITS IN SECONDARY SCHOOLS FROM THE PERSPECTIVE OF THE MEMBERS OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF IN KARAK DUE TO THE VARIABLES (GENDER, YEARS OF SERVICE, ACADEMIC QUALIFICATION, DIRECTORATE, POSITION)?

To answer the question, the arithmetic means and standard deviations of the responses of the study members

were calculated forexistence of the leading principal's traits in secondary schools from the perspective of the members of the administrative and instructional staff in Karak due to the variables (gender, years of service, academic qualification, directorate, position), as shown Table (7).

TABLE (7) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE RESPONSES OF THE STUDY MEMBERS FOR THEEXISTENCE OF THE LEADING PRINCIPAL'S TRAITS IN SECONDARY SCHOOLS FROM THE PERSPECTIVE OF THE MEMBERS OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF IN KARAK ACCORDING TO THE STUDY VARIABLES.

TOO L AS WHOLE	SCHOOL PRINCIPAL'SSOCIALTRAITS	SCHOOL PRINCIPAL'SHUMANTRAIT	SCHOOL PRINCIPAL'SPERSONAL TRAIT		LEVELS	VARIABLE
4.05	4.01	4.05	4.08	ARITHMETIC MEAN	Male (N= 73)	GENDER
0.70	0.76	0.74	0.69	STANDARD DEVIATION		
4.04	3.95	4.06	4.09	ARITHMETIC MEAN	female (N= 138)	
0.60	0.67	0.64	0.58	STANDARD DEVIATION		
4.04	3.97	4.06	4.09	ARITHMETIC MEAN	Total (N=211)	
0.63	0.70	0.67	0.61	STANDARD DEVIATION		
4.13	4.01	4.14	4.23	ARITHMETIC MEAN	less than 5 years (N=27)	YEARS OF SERVICE
0.61	0.71	0.63	0.57	STANDARD DEVIATION		
4.00	3.95	4.01	4.05	ARITHMETIC MEAN	years (5-10) (N=36)	
0.58	0.70	0.61	0.54	STANDARD DEVIATION		
4.03	3.97	4.06	4.07	ARITHMETIC MEAN	more than 10 years (N=148)	
0.65	0.71	0.70	0.64	STANDARD DEVIATION		
4.04	3.97	4.06	4.09	ARITHMETIC MEAN	Total (N=211)	
0.63	0.70	0.67	0.61	STANDARD DEVIATION		
4.07	4.00	4.09	4.11	ARITHMETIC MEAN	BA (N=118)	ACADEMIC QUALIFICATION
0.58	0.68	0.58	0.57	STANDARD DEVIATION		
4.00	3.92	4.03	4.03	ARITHMETIC MEAN	Higher diploma (55=N)	
0.69	0.72	0.79	0.64	STANDARD DEVIATION		
4.03	3.95	4.02	4.11	ARITHMETIC MEAN	Master/ PhD N=38	
0.71	0.76	0.75	0.71	STANDARD DEVIATION		
4.04	3.97	4.06	4.09	ARITHMETIC MEAN	total (N=140)	
0.63	0.70	0.67	0.61	STANDARD DEVIATION		
4.10	4.04	4.12	4.13	ARITHMETIC MEAN	Al-karak (N=137)	DIRECTORATE
0.60	0.69	0.62	0.60	STANDARD DEVIATION		
3.94	3.85	3.94	4.01	ARITHMETIC MEAN	Al-qaser (N=74)	
0.68	0.73	0.75	0.64	STANDARD DEVIATION		
4.04	3.97	4.06	4.09	ARITHMETIC MEAN	total (N=211)	
0.63	0.70	0.67	0.61	STANDARD DEVIATION		
4.21	4.12	4.26	4.26	ARITHMETIC MEAN	Administrativestaff (N=72)	Occupation
0.59	0.68	0.63	0.55	STANDARD DEVIATION		
3.95	3.90	3.96	4.00	ARITHMETIC MEAN	Instructional staff (N=139)	
0.64	0.71	0.67	0.63	STANDARD DEVIATION		
4.04	3.97	4.06	4.09	ARITHMETIC MEAN	total (N=211)	
0.63	0.70	0.67	0.61	STANDARD DEVIATION		

Table (7) shows that there were apparent differences between the arithmetic means for the existence of the leading principal's traits in secondary schools from the perspective of the members of the administrative and instructional staff in Karak according to the study variables. To clarify the significance of the statistical differences between the averages, the (5-WAY MANOVA) was used for the responses of the study sample members on the fields and the total degree of the scale, and table (8) shows the results.

TABLE (8) RESULTS OF (5-WAY MANOVA) FOR INDIVIDUALS' RESPONSES TO THE EXISTENCE OF THE LEADING PRINCIPAL'S TRAITS IN SECONDARY SCHOOLS FROM THE PERSPECTIVE OF THE MEMBERS OF THE ADMINISTRATIVE AND INSTRUCTIONAL STAFF AL- KARAK ATTRIBUTED TO THE STUDY VARIABLES IN

LEVEL OF SIGNIFICANCE	F VALUE	SQUARES MEAN	DEGREE OF FREEDOM	SUM OF SQUARES		FIELDS	SOURCE OF VARIANCE VARIABLE
.349	.880	.313	1	.313	school principal's personal traits	GENDER HOTELLING'S = 0.023 SIG = 0.205	
.282	1.165	.491	1	.491	school principal's human traits		
.861	.031	.015	1	.015	school principal's social traits		
.451	.570	.216	1	.216	Tool as a whole		
.358	1.032	.367	2	.734	school principal's personal traits	YEARS OF SERVICE WILKS' LAMBDA = 0.974 SIG = 0.507	
.812	.208	.088	2	.175	school principal's human traits		
.970	.031	.015	2	.030	school principal's social traits		
.724	.323	.123	2	.245	Tool as a whole		
.194	1.651	.587	2	1.173	school principal's personal traits	ACADEMIC QUALIFICATION WILKS' LAMBDA = 0.967 SIG = 0.399	
.096	2.374	1.000	2	1.999	school principal's human traits		
.189	1.681	.810	2	1.620	school principal's social traits		
.137	2.009	.762	2	1.523	Tool as a whole		
.096	2.797	.994	1	.994	school principal's personal traits	DIRECTORATE HOTELLING'S = 0.027 SIG = 0.145	
.025*	5.084	2.140	1	2.140	school principal's human traits		
.044*	4.099	1.976	1	1.976	school principal's social traits		
.040*	4.290	1.626	1	1.626	Tool as a whole		
.000*	16.801	5.969	1	5.969	school principal's personal traits	OCCUPATION HOTELLING'S = 0.118 SIG = 0.000	
.000*	18.457	7.771	1	7.771	school principal's human traits		
.003*	8.926	4.302	1	4.302	school principal's social traits		
.000*	15.646	5.931	1	5.931	Tool as a whole		
		.355	203	72.127	school principal's personal traits	ERROR	
		.421	203	85.466	school principal's human traits		
		.482	203	97.836	school principal's social traits		
		.379	203	76.950	Tool as a whole		
			210	79.408	school principal's personal traits	MODIFIED TOTAL	
			210	95.050	school principal's human traits		
			210	104.144	school principal's social traits		
			210	84.358	Tool as a whole		

*Statistically significance at the level ($\alpha = 0.05$).
 It is evident from Table (8) that:

1. There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between individuals' estimates of all fields (the personal, human, social traits of the school principal) due to the difference in gender. The statistical value (f) on the domains were (0.880) (1.165) (0.031) with the significance level (0.349) (0.282) (0.861) respectively, and all these values were considered non-significant at ($\alpha = 0.05$). There were also no statistically significant differences at the level of significance ($\alpha = 0.05$) on the total degree of the scale due to the effect of gender, where the value of (F) on the scale as a whole was (0.570) at a level of significance (0.451) and that value was not statistically significant. This can be attributed to the fact that personality traits are a set of methods of thinking, behavior, decision-making, and person's inherent and unique feelings which are possible to be similar among the members of the same sample as it is from the same population.

2. There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) among individuals' estimates on all fields (personal, human, social traits of the school principal) due to the different years of service, as the statistical (f) value on the fields was (1.032) (0.208) (0.031) with the significance level (0.358) (0.812) (0.970), respectively, and all these values were considered non-statistically significant at ($\alpha = 0.05$). There were also no statistically significant differences at the level of significance ($\alpha = 0.05$) on the total degree of the scale due to the effect of years of experience where the value of (F) on the scale as a whole was (0.323) at a level of significance (0.724), and this value was not statistically significant. This can be attributed to the fact that educational policies are the same in schools and all teachers have almost the same contact with school principals.

3. There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) between individuals' estimates of all fields (personal, human, social traits of the school principal) ascribed to the difference in academic qualification, as the statistical (f) value on the fields was (1.651) (2.374) (1.681) with the significance level (0.194) (0.096) (0.189), respectively, and all of these values were not statistically significant at ($\alpha = 0.05$). There were also no statistically significant differences at the level of significance ($\alpha = 0.05$) on the total degree of the scale due to the effect of the academic qualification, where the value of (F) on the scale as a whole was (2.009) with a level of significance (0.137) and this value was not statistically significant. This can be attributed to the feeling of all teachers, regardless of their academic qualifications, about the traits that school principals have, as teachers are directly in contact with them at work and spend sufficient time to distinguish those traits.

4. There were no statistically significant differences at the level of statistical significance ($\alpha = 0.05$) among individuals' estimations on the field of the school principal's personal traits due to the difference of the directorate, as the statistical (f) value on the field was (2.797) at the significance level (0.096), and this value is not considered statistically significant at ($\alpha = 0.05$). It was also seen that there were statistically significant differences at the level of statistical significance ($\alpha = 0.05$) a individuals' estimates on each of the field of the human and social traits of the school principal, attributed to the difference of the directorate as the statistical (f) value on the fields was (5.084) (4.099) at the significance level (0.025) (0.044), respectively, and these values were considered statistically significant at ($\alpha = 0.05$). It is also seen that there were statistically significant differences at the significance level ($\alpha = 0.05$) on the total degree of the scale due to the difference of the directorate where the value of (F) on the scale as a whole was (4.290) with a significance level of (0.040), and this value is considered a statistical significance where the differences were in favor of the members of Qasr District with a higher mean compared to the members of al- Karak District on the fields and the scale as a whole. This can be attributed to the fact that the teachers in Qasr District seek to acquire everything new and search for knowledge as the geographical nature of Qasr District helps them to do so more than the teachers in al-Karak

5. There were statistically significant differences at the level of statistical significance ($\alpha = 0.05$) among individuals' estimates on all fields (personal, human, social attributes of the school principal) due to the difference in the occupation variable as the statistical value of (f) on the fields was (16,801) (18,457) (8,926) with the significance level (0.000) (0.000) (0.003) respectively and all these values were considered statistically significant at ($\alpha = 0.05$). There were also statistically significant differences at the significance level ($\alpha = 0.05$) on the total degree of the scale due to the difference in the occupation variable where the value of (F) on the scale as a whole was (15.646) with a significance level of (0.000), and this value is considered statistically significant where the differences were in favor of members of the administrative staff with a higher mean compared to members of the instructional staff in all fields and the scale as a whole. This can be attributed to the fact that the members of the administrative staff communicate more with the principals compared to the teachers' limited communication with the principals, which is confined to simple matters.

RECOMMENDATIONS:

Through the results obtained, the researcher recommends the following:

- 1- Inviting the Ministry of Education to conduct a comprehensive field survey to determine the necessary training needs for government school principals in the Karak Education Directorates.
- 2- The Ministry of Education need to further promotion of the principles of traits among government school

principals in the Karak Education Directorates.

3- The Ministry of Education's possible utilization of the results of the current study regarding the characteristics of the administrative and leadership personality on administrative work and the need to consider the personality traits when choosing principals of schools and educational institutions.

4- Conducting more studies and research similar to the current study on different samples and within the educational institution.

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