Leadership Skills of School Principals in the Directorate of Education in Jerash Governorate from the Point of View of Teachers

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Abstract
The current research aims to identify the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view. The researcher used the descriptive approach, where a questionnaire was designed as a tool for data collection and the research sample consisted of (105) male and female teachers in the schools of education in Jerash Governorate, and they were selected in the available way. The results indicated a (high) level of leadership skills for school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view, and the field (human skills) ranked first with a high degree, followed by the field (intellectual skills) in the second place with a high degree, followed by the field (technical skills)) ranked third with a high degree. The results also indicated that there were no statistically significant differences ($\alpha = 0.05$) due to the effect of the variables of gender and years of experience for the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view.
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INTRODUCTION

Education is one of the priorities of the policies and programs of countries at all levels, both advanced and developing. The essence of the global conflict in the future is in fact an educational competition. Comparative studies and contemporary international experiences have proven beyond any doubt that the real mechanism of progress, and indeed the only one, is education; Education is the main engine of the knowledge society, and the most vital factor in its formation and construction; This prompts most countries of the world to reconsider their educational structure at its various levels (Al-Nabawi, 2007).

The school director is the first and only responsible before the higher authorities for the school, and he plays a key role in the educational process, as he is the nervous system on which the school is based, and the axis that drives and directs its energies and material and human potential, and since the objectives of the school administration are no longer just managing the affairs of the school The traditional way and the daily routine, but primarily to provide all the conditions and capabilities that help to achieve the mental, physical, health, psychological, emotional and social development of the student, which is the focus of the educational process, and accordingly the school director occupies an important place in the school program as the administrative leader, and many things depend He is responsible for leading the renewal and development of the educational process in his school, and he is responsible for motivating and encouraging teachers to innovate and create, and he is also responsible for managing the school's affairs (Al-Hariri, 2008).

Therefore, the responsibility of the school principal as an educational leader and resident supervisor primarily means his awareness of the needs of the school as an integrated educational community and the needs of students as members of this interactive community, and thus seeks to advance scientific educational services and provide them with high efficiency and effectiveness (Sultan, 2012).

Given the importance of the principal and his functional roles and educational and teaching tasks, he must practice leadership skills effectively, and work on continuous professional growth until he acquires the greatest amount of these skills, as he is the primary responsible for leading the school's staff and the most important seeker to develop their abilities and their skills, and their technical and administrative qualifications (Guirdham, 2005).

And that successful school management requires an educational leader characterized by leadership and creative skills that help him to be influential in his workers in order to win their cooperation and motivate them to reach the highest degree of efficiency and teamwork until the desired goals of the educational institution are reached with quality and mastery. Influencing and effecting change in his subordinates, meaning that the influence comes from the leadership skills practiced by the successful leader and gained their experience through practice, training and experience. Among the most prominent leadership skills are human skills, thinking skills, and technical skills.

THE STUDY PROBLEM:

The school principal is the main axis in the success of the administrative and educational process in the school, and the success of the administrative work requires him to possess a set of skills and competencies that help him to carry out his basic function to the fullest, and work to develop and develop it for the success of the educational process. Through the foregoing, the study problem came to reveal the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view. The problem of the study is determined in answering the following questions:

THE FIRST QUESTION: What is the degree of availability of leadership skills for school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view?

THE SECOND QUESTION: Are there individual statistically significant differences at the level ($\alpha = 0.05$) between the responses of the study sample members to the degree of leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view due to the variables (gender, years of experience)?

OBJECTIVES OF THE STUDY:

This study aimed to achieve the following objectives:

 -Identifying the degree of availability of leadership skills for school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view.

 -Detecting the differences between the estimates of the study sample members of the degree of availability of leadership skills among school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view due to the variables (gender, years of experience).

THE IMPORTANCE OF STUDY:

The importance of the current study lies in two aspects:

THEORETICAL SIGNIFICANCE:

 It is in building a theoretical framework on leadership skills in education, in a way that enriches educational literature on these variables on the one hand, and highlights their importance in the educational environment on the other.

PRACTICAL SIGNIFICANCE:

It is hoped that the results of the current study will contribute to assisting those in charge of school leaders training programs to emphasize the importance of developing leadership skills for new school principals. It is also expected that officials in the Ministry of Education will benefit from the results of the study with regard to developing the performance of school principals. This study may constitute a starting point for new topics in the future in improving the leadership skills of school principals.

PROCEDURAL CONCEPTS

LEADERSHIP: "The set of capabilities that an educational leader must possess and that enable him to exercise his role in a manner that ensures the efficient and effective performance of the tasks assigned to him to achieve the desired goals" (Abdin, 2001, p. 25)

THE RESEARCHER DEFINES IT PROCEDURALLY: the ability of school principals to possess human skills, thinking skills, and technical skills, which enable them to carry out the work entrusted to them to achieve the school's goals and ambitions.

THE LIMITS OF THE STUDY:

- Objective limits: The study was limited to the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view.

- Human limits: The study was limited to a sample of male and female teachers.

- Spatial limits: the current study was limited to the schools of the Education Directorate in Jerash Governorate.

- Time limits: the study was limited to the first semester of the academic year (2021/2022).

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

LEADERSHIP CONCEPT:

Educational leadership has become one of the most important topics that all educational and educational organizations seek. Because it has a great impact on the conduct of educational and educational processes, as the educational leader is the one who holds the reins of the matter, and directs the educational and educational process according to a clear vision that makes education a major indicator in achieving the nation's status and advancement.

Hemphill is the first to define leadership as the behavior of the individual when directing the activities of the group (Hemphill, 1949).

Researchers' definitions of the term leadership varied, some of them dealt with leadership according to the use of authority, some dealt with it through the personal traits of the leader, and others dealt with leadership according to the capabilities and skills of the leader, and this is the reason for the multiple definitions of leadership (Barnoti, 2008).

Al Omian (2005) defined leadership as: that process that stimulates the joint efforts of individuals that take

place through positive interactions between them, as it enables them to continuously follow up on these efforts to achieve the desired goals.

Ayasra (2006) defined it: It is the process of influencing individuals during their work in order to perform their work voluntarily and enthusiastically without forcing them through authority.

Sheikh Salem et al. (2011) also added that leadership is: the process by which the behavior of individuals and groups is influenced to motivate them to work towards achieving set goals.

It is also defined: It is a mutual process of mutual interaction between the leader and his workers in a specific situation, which results in identifying common goals and then taking effective measures collectively and not compulsively in order to achieve those goals. (Abu Al-Nasr, 2012).

And leadership, through these definitions, considers that the main essence of it is to focus on the values and morals of leaders in the application and development of a personal moral system, as the leader must apply the following: (Al Daradkeh, 2009)

-The leader should be consistent, have clear morals, and be distinguished by one self at home, at work, and outside work.

-He is imitated because he has features and the ability to influence others.

The leader applies to him what he intends to apply to others inside and outside the organization.

It can be concluded from the definitions that were presented for leadership that it includes analyzing the behavior of individuals and groups and influencing them and pushing them to work to achieve the organizational goals of the institution. And It includes normative, democratic, and symbolic concepts.

THE IMPORTANCE OF EDUCATIONAL LEADERSHIP:

Leadership is the main engine for the conduct of all operations in institutions, because of its great importance. (Al-Ajmi, 2010 AD, p. 181) put the importance of leadership, which is:

1. It is the crucible in which the energy of concepts, policies and strategies melts.
2. The link between the employees and the organization's plans and future visions.
3. Evaluate the positive forces in the institution and reduce the negative aspects as much as possible.
4. Controlling work problems and drawing up the necessary plans for them.
5. Development, training and care of individuals, as they are the most important capital and resource.

Likewise, "educational leadership is concerned with renewal, development, and liveliness of work, and extending aspects of work with the spirit that turns work into pleasure, and moves it from static to dynamic" (Al-Saud, 2012 AD, p. 90).

Al-Hariri (2010 AD, p. 25) has described the importance of educational leadership as:

1. Stimulates enthusiasm, recharges energies, and supports innovations and modern ideas.
2. Development, innovation, encouragement of initiative and putting forward ideas, because it works hard to encourage team work by achieving familiarity and harmony among the members of the group, and working to achieve the human needs of each member of the group.

CHARACTERISTICS OF LEADERSHIP SKILLS:

There are many characteristics that characterize leadership skills, as Abdul Latif, Al-Srouji and Mankerios (2002, 10) mentioned that among them are the following: They can be acquired through learning, measured through performance (excellence, quality, speed), and are related to knowledge and capabilities and they need to be acquired. and its development into personal readiness, mental and physical abilities, and soundness of senses, and each skill requires acquiring specific knowledge that is related to these skills and leads to them in one way or another; From the foregoing, it is clear that through the leader's acquisition of previous information, knowledge and experience, as well as his possession of mental and physical abilities that make him characterized by leadership qualities and skills that distinguish him from others.

IMPORTANCE OF LEADERSHIP SKILLS:

The importance of skills lies in improving the level of performance and raising production rates through a leadership that parallels the goals of the organization and the goals of employees and works to raise their level of satisfaction and ensures the continued existence of administrative and organizational effectiveness (Al-Hamdan, 2013, 4); The researcher believes that one of the most important reasons for the success of the educational institution is not only to raise the level of performance, increase the rate of production, raise the efficiency of workers, or the safety of the organizational climate environment, but rather the presence of a leader with leadership skills that makes him perform his role effectively.

Leadership skills are the visible features that distinguish the individual and make him superior to his peers. These skills vary and integrate to create a bright picture of the integrated performance of the leadership personality. Before addressing these skills, some important concepts should be identified.

LEADERSHIP SKILLS CLASSIFICATION:

HUMAN SKILLS:

Human skills are the focus of communication in the educational process, because educational leadership is centered between the principal, the teacher and the student, and therefore it is predominantly human in nature.

Human skills are defined as "the ability to understand the behavior of employees and their motives, as well as the factors affecting their behavior, because the leader with the dimensions of human behavior is able to first himself and then to know his subordinates secondly, this helps to satisfy the needs of followers and achieve common goals" (Al-Alaq, 2010 AD, p. 15).

It also means the ability to understand the behavior of employees, their relationships and motives, as well as the factors affecting their behavior, because the leader's knowledge of the dimensions of human behavior enables him to understand himself first, and then know his subordinates secondly, and this helps to satisfy the needs of followers and achieve common goals (Al-Alaq, 2010 AD, 15 The human skills include the extent of the management man's efficiency in identifying the requirements of working with people as individuals and groups, respecting the personality of others, and pushing them to work with enthusiasm and strength without coercion or coercion, which can build the group's morale on a strong foundation, achieve psychological satisfaction and generate among them Mutual trust and respect, and uniting them all in one loving and sympathetic family (Al-Samel, 2011 AD, 43), and the researcher believes that human skills mean the leader's ability to deal with his subordinates, unify their efforts, and create a spirit of teamwork among them through his knowledge of their opinions, tendencies and tendencies, it reflects his ability On dealing with individuals, and among these characteristics that are related to these human skills are: integrity, integrity of personality, trust, credibility and efficiency, influence and inspiration, justice and equality.

2. TECHNICAL AND ADMINISTRATIVE SKILLS:

Technical and administrative skills are the essence of leadership work for school principals, as they relate to the school principal's ability to perform internal operations, and the extent to which he possesses technical and administrative skills related to his work tasks.

Technical skills are defined as "the leader's ability to use his specialized knowledge, his ingenuity in using the available practical methods, and the technical means necessary to accomplish the work (Kanaan, 2009 AD, p. 327). In order for the educational leader to possess technical skills, he must be glorified and mastered at his work, and conversant with the work of the superiors. In terms of the nature of the work they perform, and knowing their stages, their relationship and requirements, as well as being able to use and analyze the information, being aware of the available methods and means that can accomplish the work" (Al-Alaq, 2010m, p. 15).

Technical skills are of great importance for the leader, because this leader has direct contact with his subordinates at work, so his duty is to be fully aware of the objectives of the work, its nature, size, specifications, methods of achievement, the difficulties that surround him, the competencies of each individual and the role that he contributes to in Completion of work, and technical skill means "the understanding and ability to achieve activities efficiently and practice tasks with mastery and knowledge. In its entirety, it refers to the set of skills necessary to achieve the adequacy and effectiveness of work, including the use of tools, procedures, and work techniques, and the following skills fall under it:

Planning, decision-making, organization, communication, control, guidance (Abu Zuaiter, 2009, 79), and one of the most important features that are related to the technical skills of the leader is the ability to take responsibility, deep understanding of the roles assigned to him, firmness, and belief in the goal to be achieved (Asiedu- Kumi, 2013).

From the foregoing, the concept of technical skills lies in the leader's ability to employ his specialized knowledge and use the available scientific methods and technical means to accomplish his tasks, as the educational leader lives in a changing and progressively developing era in the methods of education, so he must be familiar with the knowledge from its correct sources.

THINKING SKILL:

Human nature is distinguished from other creatures by possessing the grace of the mind through which it can think and distinguish between things. Thinking is defined as "mental and mental activities linked to external stimuli and symbols of the general culture of the individual" (Al-Ashqar, 2011 AD, p. 17), and it is also "a process of sequencing a set of processes Regarding a problem that is practiced in a variety of ways" (Jawdah, 2010, p. 14).

Thinking is characterized by a set of characteristics that can be summarized (Abbawi, 2008, p. 16):

1. Thinking is a purposeful behavior that often does not occur in a vacuum or without a goal.

2. Thinking is an evolutionary behavior that increases in complexity and stares with the growth of the individual and the accumulation of his experiences.

3. Effective thinking is thinking that is based on the best available information and is guided by healthy methods and strategies.

4. Perfection in thinking is not possible in reality, and effective thinking is a goal that can be reached through training and exercise.

5. Thinking is formed through the overlapping elements of the environment that include time (the period of thinking), the situation or the occasion and the topic about which the thinking is taking place.

6. Thinking occurs in different forms and patterns: (verbal, symbolic, quantitative, spatial, and formal) and each

has its own specificity.

As leaders who have cognitive and thinking skills are more able to give abstract solutions, and understand the ideas of other workers, and this skill is important for all managers, especially at the higher levels, and less important at the middle and lower levels of management (Northouse, 2010).

PREVIOUS STUDIES:

(Richter, Lewis & Hagar, 2012) conducted a study aimed at categorizing the main leadership skills associated with socially active school environments, in addition to establishing a line of research related to administrative leadership and school support for positive behavior. 725 respondents were selected using the random sampling method, and among the results were that principals and the official teaching staff appreciated the importance of each of the skills, and principals in school support schools for positive behavior obtained very high rates related to the effectiveness of administrative behavior, and respondents in the official teaching staff in School support for positive behavior showed a higher rate of job satisfaction than those who work in schools that support positive behavior.

Abu Zuaiter (2009) conducted a study aimed at identifying the degree of leadership skills practice of secondary school principals in the governorates of Gaza from the point of view of secondary school teachers and identifying ways to develop the leadership skills of secondary school principals in the governorates of Gaza. The study sample consisted of (832) teachers And a female teacher, one of the secondary school teachers in the governorates of Gaza, which is equivalent to approximately 20% of the study population, and it used the descriptive approach, and it used the questionnaire as a tool for the study. The point of view of their teachers was high (77.7%)

The domain of administrative skills ranked first with (83.4%), followed by the domain of self-skills with (79.1%), then the domain of intellectual skills with (75.6%), followed by the domain of human skills with (75.4%), and finally the domain of technical skills with (74.1%).

Smith (Smith, 2010) conducted a study that aimed to reveal the relationship between teachers' perception of the leadership abilities of their principals in looking at leadership qualities of empathy, decision making, time management, and comfort. The researcher used the descriptive approach, and a questionnaire was developed and applied to a sample of (245) principals in Malaysia, and the results showed that school principals have leadership abilities at a medium degree and also an average level of leadership qualities, and the study also showed that there is a strong and positive relationship between teachers' perceptions of the abilities of Leadership and leadership qualities for school principals.

The study of Piaw (Piaw et al, 2014) aimed to identify the level of leadership skills of secondary school principals, and the factors of leadership skill. The study sample consisted of 152 Malaysian secondary school principals. The results of the study showed that the influence of the factors of years of service as a school principal and academic qualification towards the degree of availability of leadership skills among school principals, and that the factors affected (24.9%) of the total leadership skills, and the study did not show that there were differences in the respondents' responses due to the effect of gender, and the study also showed that Managers possess high educational and cultural skills and a low level of educational managerial skills and leadership skills in organizational management.

Saleh and Abu Mokh (2017) conducted a study aimed at revealing the degree to which school principals practice leadership skills within the Green Line in Palestine from the teachers' point of view in light of the two entrances of the organization related to organizational culture. The application of this study to (250) male and female teachers in primary schools, and the sample was taken by simple random method from the study population. The study concluded that the degree to which school principals practice leadership skills within the Green Line in Palestine from the teachers' point of view was to a large degree and with a relative weight of (17%). The results also showed that there were statistically significant differences in the average estimates of the sample members in the degree of school principals practicing leadership skills within the Green Line in Palestine due to the study variables (gender, educational rank, experience.

Al-Omari (2016) conducted a study that aimed to reveal the degree of availability of leadership skills among educational supervisors from the teachers' point of view in Al-Makhwah Governorate, and to reveal the differences in responses between the study sample members due to the variables (years of experience, educational stage, and specialization), and the descriptive approach was used and based on The study tool (questionnaire), and the study population consisted of (2984) teachers. It was applied to (437) teachers of them as a stratified random sample, and the most important results of the study reached: that the degree of availability of leadership skills among educational supervisors was at a medium degree, as the results revealed The study found that there were no statistically significant differences in the degree of skill availability that were attributed to the variables of years of experience and specialization, while there were statistically significant differences at the level of significance due to the educational stage variable (primary).

Al-Zahrani (2016) conducted a study to identify the degree to which school principals in Al Mandaq Governorate possess leadership skills and their relationship to their job performance from the teachers' point of

view. The questionnaire consisting of (60) paragraphs as a tool for data collection, and the results of the study showed: that the degree of leadership skills of school principals in Al-Mandaq governorate was significant, and the results showed that there were no statistically significant differences in the degree of estimations of the study sample members to the degree to which school principals possessed For leadership skills according to the study variables (educational qualification, educational stage, years of experience, training courses).

COMMENTING ON PREVIOUS STUDIES:

The current study agrees with previous studies in terms of the descriptive approach and the questionnaire tool, such as: the Abu Zuaiter study (2009) and the Saleh and Abu Mokh study (2017); Piaw et al, 2014 and Al Omari (2016) study; And the study of Al-Zahrani (2016)

The current study is distinguished from previous studies by studying the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the point of view of teachers.

STUDY METHODOLOGY:

The current study followed the descriptive approach, to study a problem or a specific scientific phenomenon; In order to reach logical explanations for it, this method was used to study the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the point of view of teachers.

STUDY COMMUNITY:

The study population consisted of all teachers in schools in the Directorate of Education in Jerash Governorate from the teachers' point of view.

THE STUDY SAMPLE:

The study sample consisted of (105) male and female teachers in the schools of the Directorate of Education in Jerash Governorate from the teachers' point of view, they were chosen by the available method, and Table (1) shows the distribution of the study sample members according to the study variables (gender, years of experience).

TABLE NO. (1): DISTRIBUTION OF STUDY SAMPLE MEMBERS ACCORDING TO PERSONAL CHARACTERISTICS

Variable	Classification	Repetition	Percentage %
Gender	Male	43	.41
	Female	62	.59
	Total	105	.100
Years of Experience	less than 5 years	30	28.6
	From 5 years - 10 years	37	35.2
	More than 10 years	38	36.2
	Total	105	100

STUDY TOOL:

After reviewing the theoretical literature and previous studies related to the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view, the researcher used the questionnaire as a tool for collecting information and data related to this study; Because it fits with the nature of the study in terms of its objectives, methodology, and its ability to collect data, information and facts in a specific reality and in a relatively short time. The researcher built a scale through the use of studies, research and messages related to the subject of the study. The tool, in its final form, included (28) items distributed over three areas, the first domain: human skills, by (11) items, the second domain: intellectual skills, by (9) items, and the third domain: technical skills by (8) items, where the formulation of Paragraphs in a smooth and clear manner, the study sample members can answer them, and the scale was designed with a five-step gradation (strongly agree, agree, neutral, disagree, strongly disagree) and numerical scores were given, respectively: (5, 4, 3, 2, 1). The honesty and reliability of the scale were verified by thevirtual honestyand internal consistency.

VIRTUAL HONESTY:

The Virtual honesty of the questionnaire by presenting it to a committee consisting of (4) specialized arbitrators in educational administration to ascertain the suitability and ability of the tool to achieve the objectives of the study.

The following scale was used to correct the pentatonic scale.

The upper limit of the scale (5) - The lower limit of the scale (1)

Number of classes required (3)   =1.33

And then add the answer (1.33) to the end of each category.

Accordingly, it will be:

From 1.00-2.32 = low

From 2.34- 3.67 =an average degree

From 3.68- 5.00 = high

HONESTY AND CONSTANCY' ACCOUNT:

To verify the honesty of the tool's construction, it was applied to an exploratory sample consisting of (30)

individuals from the study population, but from outside the target study sample, in order to calculate the values of" Person" correlation coefficients for the relationship of the paragraphs with the domain to which they belong, as in Table (2).

Paragraph No.	Pearson correlation coefficient	Paragraph No.	Pearson correlation coefficient	Paragraph No.	Pearson correlation coefficient
Human Skills		**Intellectual Skills**		**Technical skills**	
1	.802**	1	.571**	1	.569**
2	.517**	2	.607**	2	.627**
3	.696**	3	.579**	3	.654**
4	.622**	4	.752**	4	.613**
5	.843**	5	.790	5	.732**
6	.818**	6	.567**	6	.856**
7	.699**	7	.770**	7	.836**
8	.836**	8	.850**	8	.836**
9	.654**	9	.830**		
10	.696**				
11	.569**				

The data in Table2 indicate that the correlation coefficients for the tool domains are statistically significant values.

STABILITY:
 The stability of the study tool means the stability, reliability and ability of the results to predict, that is, the extent of concordance or consistency in the results of the questionnaire, as it was applied more than once in similar conditions. All the questions in the scale, and (alpha) can also be interpreted as the internal stability coefficient between the answers, and indicates its high value on the degree of high stability and ranges between (0-1) and its value is acceptable at (60%) and above, and in other studies it is Acceptable at (70%) and above, and according to the following table (3) shows this.

TABLE NO. (3): THE INTERNAL CONSISTENCY COEFFICIENT ACCORDING TO CRONBACH'S ALPHA EQUATION AND THE PEARSON CORRELATION COEFFICIENT OF THE DOMAIN WITH THE TOOL

Number	Domain	Paragraph No.	Cronbach's alpha	The domain correlation coefficient
1	Human Skills	7	0.852	.832**
2	Intellectual Skills	7	0.814	.725**
3	Technical skills	6	0.807	.719**
	Total	16	0.838	-

 **Statistically significant at the significance level (0.01).
The data in Table 3 indicate that the internal consistency coefficients according to Cronbach's alpha equation for the tool as a whole (0.838), which are statistically significant values   and indicate the stability of the tool.

STUDY PROCEDURES:
The researcher did the following:
- Reviewing the educational literature and previous studies related to the topic of the current study.
- Determining the number of the study population and the sample.
 - Preparing the study tool in its initial form after reviewing the educational literature and studies related to the subject of the study.
 - Verify the significance of the validity and stability of the study tool to come up with the final image of the tool.
- Applying the study tool in its final form to the members of the target study sample on the specified date.
 - Data encoding and statistical processing to answer the questions of the study, and to come up with appropriate recommendations in light of the findings of the study.

STUDY VARIABLES:
The study includes the following variables:
FIRST: THE CLASSIFIED VARIABLES:
Gender: It has two levels (male and female).
Years of experience: It has three categories (less than 5 years, from 5 years to 10 years, and more than 10 years).
SECOND: THE MAIN VARIABLE:
Leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view . The statistical methods used:
Based on the nature of the study and the objectives it sought to achieve, the data were analyzed using the

Statistical Package for Social Sciences (SPSS) programs, and the results were extracted according to the following statistical methods:

1. Pearson correlation coefficient

2. Cronbach's alpha coefficient: to calculate the stability of the study tool.

3. Frequencies and percentages of personal variables.

4. Binary variance analysis of the effect of the variable (gender, years of experience) on the dependent variable (leadership skills of school principals in the Directorate of Education in Jerash Governorate from the point of view of teachers).

5. Arithmetic averages and standard deviations of the tool's domains and items.

The first question: What are the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view?

In order to answer this question, the arithmetic averages and standard deviations of the reality of creative leadership among government school principals in the Northern Mazar district schools were calculated from the teachers' point of view, taking into account their descending order according to their means, and Table (4) illustrates this.

TABLE NO. (4): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE STUDY TOOL DOMAINS, TAKING INTO ACCOUNT THEIR DESCENDING ORDER ACCORDING TO THEIR ARITHMETIC MEANS (N = 105)

Domain No.	Domains	arithmetic average	standard deviation	Rank	Level
2	Intellectual Skills	4.24	0.53	1	High
3	Technical Skills	4.20	0.53	2	High
1	Human skills	4.14	0.64	3	High
	Tool	4.19	0.51		High

It is noted from the results in Table (4) that the arithmetic averages of the domains of the reality of creative leadership for the principals of public schools in the schools of the Northern Mazar district from the teachers' point of view ranged between (3.75-3.84) and the second domain (intellectual skills) came with an arithmetic average of (4.24) and a degree of High and in the first place, followed by the third domain (technical skills) with an arithmetic average of (4.20) and a high degree and in the second place, followed by the first domain (human skills) with an arithmetic average of (4.14) and a high degree and in the third and last place, and the arithmetic average of the tool as a whole was (4.19) with high score.

The researcher attributes the result to the Ministry of Education's interest in the leadership and leadership skills of school principals, through holding training and educational courses and seminars for teachers, since the school principal is the first and last official in school administration matters and must have knowledge of leadership skills in order to perform his role to the fullest. The result is consistent with a study conducted by Abu Zuaiter (2009), whose results indicated that the degree of leadership skills practiced by secondary school principals in Gaza governorates from the point of view of their teachers was at a high degree of (77.7%), the domain of administrative skills ranked first with (83.4%)., followed by the domain of subjective skills weight (79.1%), then the domain of intellectual skills with (75.6%), followed by the domain of human skills with (75.4%), and finally the domain of technical skills with (74.1%).

THE FIRST DOMAIN:HUMAN SKILLS

The arithmetic averages and standard deviations of the items in the field of "human skills" were calculated, taking into account their descending order according to their arithmetic average, as shown in Table (5).

TABLE NO. (5): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE HUMAN SKILLS DOMAIN ITEMS (N = 105)

Number	Paragraph	Arithmetic average	standard deviation	Rank	Level
8	Giving teachers the opportunity to exercise leadership roles through various committees and meetings	4.30	0.81	1	High
11	Encourages team work	4.22	0.99	2	high
2	Maintains good relations with the local community	4.21	1.03	3	High
6	Develop successful communication skills with others	4.17	0.88	4	High
9	Creates an educational atmosphere for teachers and students	4.14	1.00	5	High
1	Strengthening the spirit of cooperation with teachers in the school	4.10	1.02	6	High
	Diagnose the difficulties that teachers face in the				

Number	Paragraph	Arithmetic averages	standard deviations	Rank	Level
3	school and try to solve them	4.10	0.97	7	High
10	Provides psychological and moral support for teachers and students	4.10	1.03	8	High
7	Paying attention to the principle of participation in decision-making	4.07	1.04	9	High
5	Use friendly words and expressions	4.05	1.23	10	High
4	Providing an effective environment inside the school	4.04	1.15	11	High
	Domain as a whole	4.14	0.64	-	High

It appears from Table (5) that the arithmetic averages of the paragraphs in the domain of "human skills" ranged between (4.04-4.30), the highest was for paragraph No. (8), which states "the opportunity for teachers to exercise leadership roles through various committees and meetings" with an arithmetic average (4.30).) with a high degree, followed by Paragraph No. (11) which states "It encourages teamwork" with an arithmetic average (4.22) and a high degree and second place, and in the last place Paragraph No. (4) which states "Providing an effective environment within the school" with an arithmetic average (4.04) to a medium degree, and the arithmetic averages for the domain of "human skills" as a whole was (4.14), with a high degree. The researcher attributes the result to the school principals who are keen to hold regular meetings with teachers because they contribute to the transfer of the directions and plans drawn up for the school, which helps in achieving the school's goals and objectives.

THESECOND DOMAIN:INTELLECTUAL SKILLS

The arithmetic averages and standard deviations of the items in the domain of "intellectual skills" were calculated, taking into account their descending order according to their arithmetic average, as shown in Table (6).

TABLE NO. (6): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ITEMS IN THE INTELLECTUAL SKILLS DOMAIN (N = 105)

Number	Paragraph	Arithmetic averages	standard deviations	Rank	Level
1	Organized thinking ability	4.45	0.68	1	High
6	Having the ability to come up with new ideas in various situations	4.36	0.76	2	High
2	The ability to consolidate cooperation between the external environment and the school	4.33	0.63	3	High
9	Encourages teachers to generate new ideas in teaching	4.32	0.91	4	High
5	Accepting the new and being ready to study change	4.24	0.93	5	High
3	The ability to manage time during daily work	4.23	0.86	6	High
7	Organizes events and activities that support students' thinking	4.14	0.87	7	High
8	Possesses a high flexibility in accepting ideas	4.04	1.12	8	High
4	Evaluate teacher behavior and make appropriate decisions	4.03	1.10	9	High
	Domain as a whole	4.24	0.53		high

It appears from Table (6) that the arithmetic averages of the paragraphs in the field of "intellectual skills" ranged between (4.03-4.45), the highest was for paragraph No. (1), which states "the ability to organize thinking" with an arithmetic average (4.45) and a high degree, followed by paragraph No. (6) which states that it "has the ability to invent new ideas in various situations" with an arithmetic average (4.36), a high degree, and the second rank, and in the last rank, paragraph No. (4), which states "assessing the behavior of the parameters and making appropriate decisions" with an arithmetic average (4.03) And with a high degree, and the arithmetic average of the domain of "intellectual skills" as a whole was (4.24) and at a high degree. The researcher attributes the result to the school principals possessing skills represented in accepting the new and preparing for the change process, their ability to organize thinking, their ability to make plans, school principals' awareness of the importance of cooperation between the school and the external environment, and the school principals' ability to see the overall picture of school organization.

THE THIRD DOMAIN: TECHNICAL SKILLS

The arithmetic averages and standard deviations of the paragraphs of the "originality" field were calculated,

taking into account their descending order according to their arithmetic averages, as shown in Table (7).

TABLE NO. (7): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE TECHNICAL SKILLS DOMAIN ITEMS (N = 105)

Number	Paragraph	Arithmetic average	Standard deviations	Rank	Level
8	Helping teachers create remedial plans for students	4.43	0.71	1	High
4	The ability to collect the appropriate data and information you need to make various decisions	4.27	0.86	2	High
1	Organizing and managing meetings	4.23	0.87	3	High
3	The ability to follow up on the teachers' technical work	4.19	0.76	4	High
6	Delegating some of his authority to his teachers	4.18	0.79	5	High
2	Proficiency in preparing reports for school work	4.11	0.88	6	High
7	directing instructions to his teachers objectively	4.02	1.06	7	High
5	Professional development of teachers	4.20	1.00	8	High
	Domain as a whole	4.20	0.53	-	High

It appears from Table (7) that the arithmetic averages of the paragraphs in the domain of "technical skills" ranged between (4.02 -4.43), the highest was for paragraph No. (8), which states "helps teachers to develop remedial plans for students" with an arithmetic average (4.43) and a high degree, It is followed by paragraph No. (4) In the second rank, which states "the ability to collect appropriate data and information that you need to make various decisions" with an arithmetic average of (4.27) and a high degree, and in the last rank, paragraph No. (7), which states that "he directs his instructions to his teachers objectively" with an average Arithmetic (4.02) with a high degree, and the arithmetic averages for the domain of "technical skills" as a whole was (4.20) with a high degree. This result is attributed to the school principals' interest in the teacher's follow-up and evaluation in order to achieve the school's goals, and therefore they follow up the teachers and review records in order to ensure that the educational process is on the right track, and in light of this monitoring, follow-up and results, he seeks to make a change for the better in his school.

The second question: Are there statistically significant differences at the level of statistical significance (α 0.05) between the estimates of the study sample members for the leadership skills of school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view due to the study variables (gender, years of experience)?

TABLE NO. (8): ARITHMETIC AVERAGES AND DEVIATIONS OF LEADERSHIP SKILLS FOR SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION IN JERASH GOVERNORATE FROM THE TEACHERS' POINT OF VIEW DUE TO THE VARIABLE (GENDER, YEARS OF EXPERIENCE).

Variable	category	Arithmetic average	Standard deviations
Gender	Male	4.18	0.42
	Female	4.19	0.57
	less than 5 years	4.30	0.44
Years of Experience	From 5 years - 10 years	4.19	0.47
	More than 10 years	4.10	0.60

Table (8) shows an apparent variance in the arithmetic averages and standard deviations of leadership skills among school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view, according to the study variables (gender, years of experience), and to indicate the significance of statistical differences between the arithmetic averages, dual analysis of variance was used on The tool as a whole Table (10) illustrates this.

TABLE NO. (9): BINARY VARIANCE ANALYSIS OF THE EFFECT OF (GENDER, YEARS OF EXPERIENCE) ON THE LEADERSHIP SKILLS OF SCHOOL PRINCIPALS IN THE DIRECTORATE OF EDUCATION IN JERASH GOVERNORATE FROM THE POINT OF VIEW OF TEACHERS

Contrast Source	sum of squares	Degrees of Freedom	average squares	value F	Statistical Indication
Gender	0.006	1	0.006	0.024	0.876
Years of Experience	0.623	2	0.312	1.170	0.315
Error	26.898	101	0.266		
Total	27.523	104			

Table 9 shows:

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of (gender). Thus, it can be concluded that there are no statistically significant differences between the average estimates of the sample members of the degree of practicing leadership skills among school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view. The researcher attributes the result to the fact that leadership skills are no less important according to gender, as it is a task for the school principal according to his gender, and management in schools at the present time is not the monopoly of anyone, but everyone has the competence and ability to carry out management and leadership operations according to gender.

-There are no statistically significant differences ($\alpha = 0.05$) due to the effect of (years of experience). Thus, it can be concluded that there are no statistically significant differences between the average estimates of the sample members of the degree of practicing leadership skills among school principals in the Directorate of Education in Jerash Governorate from the teachers' point of view.

Its results are consistent with conducted by Al-Zahrani (2016), which showed that there are no statistically significant differences in the degree of estimations of the study sample members to the degree to which school principals possess leadership skills according to the study variables (years of experience).

The result differs from that of Saleh and Abu Mokh (2017). The results of which indicated that there were statistically significant differences in the average estimates of the sample members in the degree to which school principals practice leadership skills within the Green Line in Palestine due to the study variables (gender, experience).

RECOMMENDATIONS:

Through the results of the study, the researcher recommends the following:

- Spreading the culture of the importance of leadership skills among school principals and their effective role in the success of the school principal's leadership process.

- Preparing courses for school principals periodically in order to develop the principals' leadership skills.

- Urging school principals to link the teachers' development plan professionally with the school's vision, mission and goals, in order to achieve greater activation of future planning within the school.

-Directing school principals on the measures that can be taken to develop teachers' talents and abilities by putting forward innovative ideas that would contribute to achieving this.

- Training school principals to identify the priorities of work within schools, which leads to the achievement of their goals in a distinctive way, and develops the skill of creativity and excellence among these principals.

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