

Leadership Qualities of School Principals and Their Role in Decision-Making from the Point of View of the Principals Themselves

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ABSTRACT

The current study aimed to reveal the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves. The study used the descriptive survey method, and to achieve this, the researcher designed a questionnaire consisting of (25) items, and it was applied to the study sample that was selected in an accessible manner, which included (44) principals. From the point of view of the managers themselves in the field of creativity and excellence, development and a medium degree in the field of decision-making, influence and inspiration. The results also showed that there were no statistically significant differences in the decline in the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves, according to gender, and there were differences in favor of those who were more than five courses for the variable of training courses.

KEYWORDS: LEADERSHIP QUALITIES, SCHOOL PRINCIPAL, DECISION-MAKING

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INTRODUCTION

Education in the modern concept is a continuous process of life continuity that is not limited to a specific age period or a specific stage of study, concerned with all aspects of the individual's personality, including theoretical and applied aspects, based on scientific foundations derived from psychology, sociology, management science and other sciences.

The school is one of the social institutions that contribute, along with other institutions, to human education and help him grow in all aspects of his physical, mental, psychological and social personality to the maximum possible degree according to his abilities, inclinations, preparations and tendencies. In order for the school to perform its educational function well, it needs material and human capabilities, and it needs an administration that undertakes a set of operations in which human and material forces are mobilized and organized in a directed manner to achieve the desired educational aims (Nafi, 2002).

Therefore, the school administration has received great attention in educational studies, because of its important and prominent role in the success of the educational process, and the past years have witnessed a new trend in school administration, as it is no longer just running the school's affairs as a routine, and the goal of the school principal is no longer merely maintaining The system in his school, ensuring the school's functioning according to the set schedule, limiting the attendance of students, and working on their mastery of the subjects. Rather, the focus of work in the school administration revolves around the student and about providing all the conditions and capabilities that help direct mental, physical, spiritual and psychological development, leading to improvement the educational process in order to create development, by activating the role of the school in society. (Boullion, 1996).

Educational leaders are supposed to develop a conscious understanding of how to lead this person and deal with him, so that he makes every effort he can with conviction and satisfaction while exercising his role. Leadership is a dynamic activity that affects the administrative system, as it transfers it from a stagnant (static) state to a dynamic state (Hebron 1989).

From this point of view, attention is increasing today to the role of the school principal as he performs the educational leadership role as he is an educational supervisor residing in his school. Therefore, the school principal bears a great burden in the school's implementation of its functions and duties, as he is expected to lead, skill and creativity in improving the educational process and developing it and developing the school to give it the appropriate character for the needs of the community The local (Damah, 1985).

The ability and skill of administrative leadership is represented in its ability to develop the organization and the behavior of its members and direct them towards the aims of the organization. Changing the behavior of the organization's members can only be achieved by using the leadership skills that characterize the leading manager towards bringing about the required change. This is what justifies the researcher to undertake this study the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves (Ramzy, 1975).

STUDY PROBLEM AND QUESTIONS:

The school principal is an important and essential educational leader in the school, as he has an active role in the success of the educational process, through successful leadership capable of establishing positive relationships with teachers, to stimulate the employees' incentives to work. Schools need effective leadership behavior, so that the appropriate relationships Personality between management and teachers to achieve aims collaboratively and effectively. Through the work of the administrative researcher in government schools, she noticed that a number of leadership qualities must be available for the school principal to have the ability to make decisions, as we suffer greatly from weakness and difficulty in making administrative decisions by the principal. Therefore, the purpose of this study is to identify the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves. Hence, the problem of the study is to answer the following:

The first question: What are the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves?

The second question: Are there statistically significant differences at the level ($\alpha = 0.05$) in the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves due to the variables (gender, training courses)?

OBJECTIVES OF THE STUDY:

This study aimed to:

1. Identifying the leadership qualities of school principals and their role in decision-making from the principals' point of view themselves.
2. Identifying the impact of each of the variables (gender, training courses) on the degree of leadership qualities of school principals and their role in decision-making from the principals' point of view.

THE IMPORTANCE OF STUDY:

This study acquires its importance from the importance of the school being the basic cell in the educational system, and from the fact that the school director is the educational leader and the resident supervisor who takes care of the affairs of the school and pays attention to the aspects of this care related to administrative and technical tasks and the consequent academic achievement of students and preparation for them to continue their education It is known that the success of the educational institution depends on the degree of leadership qualities of the school principal in achieving its needs, hopes and ambitions. Therefore, the behavior of the principal has a major role in the growth and maturity of his employees, including teachers, students, and all employees.

TERMINOLOGY OF STUDY:

SCHOOL PRINCIPAL: He is primarily responsible for managing the school, providing the appropriate educational environment, coordinating the efforts of employees, directing them, and evaluating their work in order to achieve the general aims of education (Nafi 2002).

CHARACTERISTICS: They are the personal, professional, social, and scientific characteristics of primary school principals

LEADERSHIP: an attribute of the leader and it cannot be considered as a name for an administrative position or position. Rather, it is a personal ability that is characterized by leaders (the leader) and by forcing those working with him to follow him and accept his leadership because they see in him a person who is able to secure their needs and achieve their desires and aims.

STUDY LIMITATIONS:

The limits of the study are as follows:

STUDY LIMITS: The current study was limited to school principals in the education of the Southern Shouneh District for the academic year 2021/2022

DETERMINANTS OF THE STUDY: The results of the study were determined in the light of the validity of the tool that was adopted and the degree of its stability, and the results were determined in light of the respondents' honesty and objectivity when answering the paragraphs of the tool that was used in this study.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

Leadership is an ancient social phenomenon linked to human nature. The presence of human groups in the form of groups has led to the need for someone to organize the relationships between group members. And administrative leadership is a specialized type of leadership that targets all administrative methods that affect the behavior of individuals in order to ensure the achievement of the goal, and this requires that the administrator be skilled in leadership and create and develop a link of subordination to him and to convince and co-opt subordinates. The school administration plays an important role in the performance of educational tasks and the implementation of school programs, and the performance pattern of the school institution, its adequacy, and the

productivity of the educational process in its various aspects and dimensions depend on it in terms of planning, programming, organization, supervision, follow-up, guidance and evaluation. Leadership is an important element for the success of the school, and its importance is highlighted in its ability to motivate and activate human competencies in the school to achieve educational aims. Focusing on educational leadership and devoting itself to doing it, requires a set of qualifications and entitlements that must be available in the individual who proposes or is supposed to be a manager (Al-Saud, Battah 1993).

Regarding the concept of leadership, there is no specific definition agreed upon by writers, authors and researchers, rather the definitions differ according to the different entrances and angles through which researchers and writers look at leadership, and the following is a brief presentation of some of the concepts of leadership from an Arab and foreign point of view: "Evansweg" indicated that leadership: It is the relationship between two or more people in which the leader tries to influence others in order to achieve the desired aims" (Barnett 1999).

Shehadeh (1990), he sees that leadership is: "It is a process of interaction between the boss and his subordinates, during which the superior is able to positively influence their behavior and feelings and direct them to a specific direction he desires and wants".

Nafi (2002) defines leadership as: "The ability that the manager possesses over his subordinates and directs them in a way that enables them to gain their obedience, respect and loyalty, sharpen their enthusiasm, and create cooperation in order to achieve aim. And the ability to plan, organize, lead and control while in his administrative position, he gathers and coordinates the efforts of individuals in an effective manner to deliver his organization to its set aims.

1. Understand the meaning of responsibility at all administrative levels so that he can take the right decisions.
2. Examining the opinions of others and judging the right ones and what is in the interest of the institution, and being convinced of the importance of the group that affects the institution, and that collective decisions have a prominent place in modern management that should not be ignored.
3. Knowing the behavior of individuals and the ability to influence them to help them develop their knowledge, increase their intellectual and practical competencies, and motivate them to increase production.
4. The ability to express oneself in writing and orally and in a logical way to convince others of the importance of his decisions from an applied point of view.
5. Patience, perseverance, and not being complacent to laziness, because the administrative leader is responsible for bringing the organization to its aims, as this requires the nature of hard work (Shaaban, 1993).

There is a set of characteristics that are supposed to be available in the administrative leader, but in this case they are personal factors and in most cases they are inherited, but they can be developed:

1. Mental ability.
2. Creative thinking.
3. The physical amount required by the long working hours.
4. The ability to make sound judgments that are far from fantasies and illusions.
5. Self-confidence to control and direct subordinates (Almond, 1993).

QUALITIES OF AN EDUCATIONAL LEADER:

1. To be sympathetic to his group: the leader should be able to identify the various needs of his group and respond to them, and he should be seen by the group members that he is the person he depends on. If he is responsive to the issues that arise from time to time or is not responsive. According to this logic, if the group does not accept him personally, it will not accept him as a leader.
2. To be a commoner of the group: This means that the leader, in the eyes of his group, is an enthusiastic and moderate person.
3. To be recognized among the members of the group: The leader should be a distinguished person by working in accordance with the principles and standards of the group, that is, not all disagree with them, and his thinking should be similar to the thinking of the majority of them on critical issues.
4. To be helpful to the group members: He should always be keen to help those he leads when they face problems from time to time. The group usually evaluates its leader by the extent of his interest in their issues and problems, whether by providing direct assistance or arranging contacts that may lead to the achievement of personal needs.
5. To be a control of his emotions: The educational leader must be calm and composed when confronting individuals who show indifference and provocative behavior. In fact, the firm, stable and non-passive leader, who stands the position of a self-confident person in crises and problems, is always respected by the group.
6. To be willing to assume leadership: The successful leader should be characterized by his knowledge of work requirements, aware of his role and accept his responsibilities, based on his desire to work (Awdah, 2020).

The principal, as an educational leader, leads a large number of teachers, supervises large numbers of students, and graduates thousands of students who form the main wheel of economic, social and cultural

progress. Our educational systems get rid of their accumulated problems, a leadership that affects the behavior of students, teachers, administrators, and parents alike.

PREVIOUS STUDIES:

Al-Amoush (2021) conducted a study that aimed to know the degree of leadership dimensions among the principals of public schools in Zarqa Governorate, in addition to knowing the level of teachers' motivation towards work, and finding out whether there are statistically significant differences in the degree of leadership dimensions among principals. The principals are attributed to the variable of gender, academic qualification, and experience, and are there statistically significant differences in the level of teachers' motivation towards work due to the variable of the teacher's gender, academic qualifications and experience, then identifying the relationship between the leadership dimensions of principals, principals of public schools, and the motivation of their teachers towards work. . The study sample consisted of (155) principals and (620) teachers, who were randomly selected from Zarqa Governmental Schools . The researcher used the measure of leadership dimensions for male and female managers, which he prepared himself. And the measure of motivation towards work, which he also prepared himself The data were processed using arithmetic means, percentages, standard deviations, mono analysis of variance, Scheffe test for dimensional comparisons and Person correlation coefficient.

Odeh (2020) conducted a study that aimed to identify the relationship between the leadership behavior of the school principal and the job satisfaction of teachers in the secondary stage, and it aimed to investigate the impact of some demographic characteristics of teachers such as gender, educational qualifications and experience in this satisfaction. The study also aimed to measure the level of job satisfaction among these teachers. The study sample consisted of (400) male and female teachers who study in secondary schools in the directorates of education in the governorates of Irbid and Mafraq, who were randomly selected from the study population. The researcher used two tools in this study:

Halpin's Questionnaire to Describe Leadership Behavior in its Two Dimensions:

The Initiative in Setting the Framework for:

- Action and Legality

- The second was the Minnesota Questionnaire (MS Questionnaire Satisfaction Minnesota), which was conducted in Minnesota. To analyze the data, the researcher used arithmetic averages, percentages, and the correlation matrix between the independent variables and the dependent variable. The results of the study showed that the level of Jordanian teachers' satisfaction with their job is generally average, as their average score on the satisfaction scale reached (64) and the distribution of the sample members on the level of satisfaction was as follows: (7.42%) of them had a high level of satisfaction and (3.57%) of them Their satisfaction was moderate, and none of them had a low level of satisfaction, and a high level in the degree of satisfaction in the variables: achievement, appreciation and respect for society, working in a way that does not contradict conscience, a sense of security and job stability, the way officials deal and opportunities for diversification and renewal. A statistically significant relationship at the level ($01.0 = \alpha$) between the variables of legality and initiative in setting the framework, experience, gender, academic and educational qualifications on the one hand, and satisfaction on the other. It has a statistically significant contribution to explaining the variance in job satisfaction, as legality alone explained (20%) of this variance, followed by the initiative in setting the framework for work that explained (4%), then experience and gender explained each of them (3%) of this variance.

Al-Qaddoumi (2000) conducted a study aimed at identifying the relationship of personal traits of secondary school principals in Jordan with each of their teachers' motivation and the level of school discipline in their schools. The study sample consisted of (85) principals and (342) teachers who were randomly selected from public and private schools in Amman in order to answer the questions of the study, arithmetic means, standard deviations, percentages, analysis of variance, and t-test were used, and the study reached the following results: The dominant traits of school principals are arranged according to their presence from the teachers' point of view as the trait of responsibility, control, trait of emotional balance, trait of Control: There are no statistically significant differences between the average motivation of teachers (males) due to the personal characteristics of the principals, the presence of a statistically significant interaction between the averages of gender, experience and motivation among teachers, the presence of a statistically significant interaction between the averages of qualification, experience and gender in the teachers' motivation, no There is a statistically significant interaction between the averages of gender and qualification in the motivation of teachers.

Shehadeh (2018) conducted a study aimed at identifying the administrative and technical tasks entrusted to the principals of public secondary schools in Jordan and the extent of their implementation. The researcher has developed a measurement tool that represents the administrative and technical tasks entrusted to the director of the secondary school, which were derived from educational legislation, and he measured the reliability coefficient by re-testing. The study sample consisted of (108) principals and (432) male and female teachers that

included all regions of the Kingdom. The researcher used arithmetic averages and Pearson correlation coefficient to treat the data statistically. (83)%, and that the highest degree of implementation is in the field of curriculum and teaching methods, whose practice rate reached (87) % - the results of the study indicated that there are no statistically significant differences at the significance level ($\alpha = 05.0$) in the implementation of administrative and technical tasks that are attributed for the gender variable.

Brown (2003) conducted a study aimed at examining the leadership behavior of American high school principals and principals from Brown (1995, Brown) study (of Filipino origin in California public schools, and principals' attitudes, beliefs and values were analyzed, and the researcher used the descriptive method to take advantage of the Surveying and interviewing members of the sample of (39) American managers of Filipino origin. The results of the study showed that American managers of Filipino origin demonstrated the leadership qualities necessary for successful organizations, and the study also revealed that they evaluated the beliefs and practices of the roots of culture.

Crawford (2000) conducted a study aimed at knowing the administrative skills necessary for the success of higher educational management, conducted on deans and assistant deans of university colleges and institutes in the United States. Ethical standards to achieve the goals of the institution, honesty and honor in performing work, trust in employees, ability to prove oneself, flexibility and openness to accept new ideas, less important skills appeared in the following areas, written skills, understanding student affairs, knowledge of education economics.

COMMENTING ON PREVIOUS STUDIES:

- It is clear from previous studies related to leadership qualities and their importance, and its prominent role in achieving the goals of the institution, exploiting the available resources, coordinating various efforts, and enabling the group to participate in drawing up the institution's policy.

- It is noted from the previous studies that the leader is not characterized by one trait, but rather diversifies beyond the leadership qualities and traits according to the requirements of the situation, and that there is a direct relationship between leadership qualities and the ability to make decisions.

-The current study differs from its predecessors in that it aims to reveal the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves, and this is what a previous study did not address, according to the researcher's knowledge.

METHOD AND PROCEDURE:

STUDY APPROACH:

The researcher used the descriptive survey method for its relevance, nature and objectives of this study.

STUDY COMMUNITY:

The study community consisted of all principals of governmental schools in the education of the Shouneh district during the school year 2021/2022. And their number reached (58) directors and directors, by (18) directors (40) directors.

THE STUDY SAMPLE:

The study was conducted on a sample of (44) principals, consisting of (30) principals and (14) principals, from various public schools in the Southern Shouneh District.

STUDY TOOL:

The study tool was limited to a questionnaire that measures the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves. The questionnaire consisted of two parts: The first part included the independent variables of the study. The second section: the response to the questionnaire, which was formulated in a way that suits each of the managers.

TOOL VALIDITY:

The researcher verified the validity of the tool by adopting the method of sincerity of the arbitrators, where the questionnaire was presented to (twelve) arbitrators with experience, and all the questionnaires were returned to the court. In terms of deleting some paragraphs, adding others, modifying the wording of some paragraphs linguistically, and transferring paragraphs from one field to another, so that the total of the paragraphs became (25) paragraphs after approving the paragraphs that were unanimously agreed upon by 75% or more of the arbitrators.

TOOL STABILITY:

The stability of the tool was verified using Cronbach's alpha equation, and the results of Table (1) show this.

TABLE NO. (1) STABILITY OF THE STUDY INSTRUMENT

Number	Axle	Stability
1	Creativity and Excellence	0.81
2	Development	0.77
3	Impact and inspiration	0.78
4	Make decision	0.58
	Overall stability	0.82

It is clear from Table (1) that the reliability coefficients of the resolution domains ranged between (0.81-0.58) and the total resolution reliability was (0.82), all of which is high and meets the purposes of the study.

STATISTICAL MANIPULATIONS:

In order to process the data, the researcher used the statistical packages program for social sciences (spss) using the following statistical treatments:

- Percentages, arithmetic averages, and standard deviations.
- T-test for two independent groups.
- Mono ANOVA and Scheffe's test if necessary.

RESULTS:

First: the results related to the first question: What are the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves?

THE FIRST AXIS: CREATIVITY AND EXCELLENCE

TABLE NO. (2) :ARITHMETIC AVERAGES AND PERCENTAGES OF THE DEGREE OF LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES.

Paragraph No.	Domain	Arithmetic average	Standard deviation	Rank	Score
6	Creating new ways to do better at school	2.80	.50	1	Medium
5	Creativity in investing community participation opportunities to enhance school work	2.76	.58	2	Medium
1	Creating new ways to do better at school	2.74	.58	3	Medium
2	Implementation of administrative tasks in a variety of ways	2.62	.40	4	Medium
3	Determining work priorities within the school to achieve its goals in a distinctive way	2.58	.44	5	Low
7	Expressing his ideas in a convincing and innovative manner	2.56	.39	6	Low
4	Employing the expertise of teachers in order to achieve distinguished institutional work within the school	2.50	.39	7	Low
	total score	2.67	.50	-	low

Table No. (2) shows the leadership qualities of school principals and their role in decision-making, according to the arithmetic averages and standard deviations from the point of view of the principals themselves in the education of the Southern Shouneh District, where it is noted that the averages of the principals' responses were limited to between (2.80-2.50) and it is also noted from the table that The principals' responses were their appreciation for the paragraph (inventing new ways to perform school work better) ranked first with an average of 2.80. The researcher attributes this result to the distinctive and important role of teachers within the school and what a successful principal must direct his teachers with all their potentials and energies towards distinguished work within the school, through the leadership qualities of the principal that encourage teachers to excel and be creative. The paragraph that states the employment of teachers' experiences in order to achieve distinguished institutional work within the school came in the latter with an average of (2.50). The researcher attributed this to the fact that most teachers have a traditional style of teaching and do not seek self-development, which contributes to the accumulation of skill and teaching experiences for them that contribute to providing distinctive educational outcomes for the school, and this result is consistent with the study (Al-Qaddumi, 2000).

THE SECOND AXIS: DEVELOPMENT:

TABLE NO. (3) :ARITHMETIC AVERAGES AND PERCENTAGES OF THE DEGREE OF LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES.

Paragraph No.	Domain	Arithmetic average	Standard deviation	Rank	Score
11	Creating the appropriate environment for the exchange of experiences between teachers to benefit from them in accomplishing their tasks	2.55	.61	1	Low
8	Giving multiple alternatives to develop school work in all aspects	2.54	.61	2	Low
9	Involve teachers in choosing mechanisms for developing their job performance	2.55	.61	3	Low
12	making a common vision among teachers about school development	2.47	.56	4	Low
10	Develop his expertise and enrich a culture about administrative work	2.45	.55	5	Low
	Total score	2.44	.54	-	Low

Table No. (3) shows the leadership qualities of school principals and their role in decision-making, according to the arithmetic averages and standard deviations from the point of view of the principals themselves in the education of the Southern Shouana District, where it is noted that the averages of the principals' responses were limited to between (2.55-2.45). It is also noted from the table that the principals' answers their appreciation for the paragraph that (creating the appropriate environment for the exchange of experiences among teachers to benefit from it in accomplishing his tasks) ranked first with an average of (2.55). Providing an appropriate environment that encourages work and this can only be achieved by the presence of a manager who is characterized by the qualities of development and excellence, and helps the professional development of teachers by keeping pace with everything that is new. The paragraph stipulating the development of his experiences and enriching a culture about administrative work within the school came in the latter with an arithmetic average of (2.45). The researcher attributed this to the fact that the vast majority of principals do not have the knowledge about the administrative work they perform, and the school's important and basic role in influencing the student inside and outside the school. This result is consistent with the study (Odah, 2022).

THE THIRD AXIS: INFLUENCE AND INSPIRATION

TABLE NO. (4):ARITHMETIC AVERAGES AND PERCENTAGES OF THE DEGREE OF LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES.

Paragraph No.	Domain	Arithmetic averages	Standard deviation	Rank	Score
14	Presenting himself as a role model for teachers through his behavioral commitment	2.66	.50	1	Medium
15	Justice and equality in humane dealing with all workers	2.65	.53	2	Medium
13	Motivating teachers towards presenting innovative ideas and visions for developing school work	2.63	.56	3	Medium
18	Motivating teachers towards self-professional development	2.60	.53	4	Medium
19	Urging teachers to do their best in performing their job duties	2.59	.52	5	Medium
16	Creating a productive school environment for teachers and students	2.58	.49	6	Low
17	All teachers' opinions are accepted with appreciation and respect	2.85	.49	7	
	Total score	2.61	.40	-	medium

Table No. (4) shows the leadership qualities of school principals and their role in decision-making, according to the arithmetic averages and standard deviations from the point of view of the principals themselves

in the education of the Southern Shoune District, where it is noted that the averages of the principals' responses were limited to between (2.66-2.58) and it is noted from the table also that The principals' answers were their appreciation for the paragraph (presenting himself as a role model for teachers through his behavioral commitment) ranked first, with a mean of (2.55). The researcher attributes this result to the fact that the principal, who has the characteristics of an influential leader, has the ability to directly influence the teachers' behavior with all his words and deeds. This is because the director, through his influence on teachers, will become for them an ideal role model and model to follow in all his words and actions. The paragraph that states that all the opinions of the generalists are accepted with all appreciation and respect came in the last place with an average of (2.58).

The researcher attributed this to the fact that the vast majority of principals may be tyrannized in making decisions related to administrative work, due to the sensitivity of these decisions in administrative work, as the teacher may not reach the stage that enables him to make a decision without considering his personal interest and neglecting the public interest of work. The results are consistent with the study of Al-Amoush (2021).

THE FOURTH AXIS: DECISION MAKING

TABLE NO. (5) :ARITHMETIC AVERAGES AND PERCENTAGES OF THE DEGREE OF LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES

Paragraph No.	Domain	Arithmetic average	Standard deviation	Rank	Score
22	Clarity and transparency in decision-making and assignments among teachers	2.64	.59	1	Medium
25	Choosing the most appropriate alternatives available for your decision	2.70	.52	2	Medium
20	Take initiative in implementing educational decisions at school	2.65	.49	3	Medium
24	Examine the available information before making decisions	2.58	.42	4	Medium
23	Teachers' participation in decision-making within the school.	2.57	.45	5	Medium
21	Take responsibility for the decisions you make with courage	2.56	.41	6	Low
	Total score	2.59	.40	-	Medium

Table No. (5) shows the leadership qualities of school principals and their role in decision-making, according to the arithmetic averages and standard deviations from the point of view of the principals themselves in the education of the Southern Shouneh District, where it is noted that the averages of the principals' responses were limited to between (2.64-2.56) and it is also noted from the table that The principals' answers were their appreciation for the paragraph (clarity and transparency in decision-making and assignments among teachers) ranked first with an arithmetic average of (2.64). The researcher attributes this result to the fact that the principal, who is characterized by transparency and clarity with teachers at work, is characterized by the qualities of a distinguished leader in the spirit of teamwork and delegation Powers are for others, which contributes to teachers' feeling of responsibility for the direction of official work within the school, as all decisions taken by the principal are clear and pervaded through daily notifications, WhatsApp groups and other means of reporting. The paragraph that states taking responsibility for the decisions he takes courageously came in the last place with a mean of (2.56). The researcher attributed this to the fact that school principals do not dare to take important decisions, due to the responsibility that falls on their shoulders as a result of these decisions, which may result in ominous consequences. Therefore, most principals avoid taking full responsibility for any decision and leave that to the official books issued by the Directorate. This result agrees with the study (Crawford, 2000).

Second: The results related to the second question:

Are there statistically significant differences at the level ($\alpha = 0.05$) in the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves due to the variables (gender, training courses)

To answer this question, a t-test was used for two independent groups (Independent-Samples-T-Test) to indicate differences according to the variable (sex), and the results of Table (6) show that.

TABLE NO. (6): THE RESULTS OF THE T-TEST FOR TWO INDEPENDENT GROUPS TO INDICATE THE DIFFERENCES IN THE LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES DUE TO THE VARIABLES OF THE GENDER VARIABLE

Gender Domains	Male (n=14)		Female (n=30)		"T value"	Indication level *
	average	deviation	average	deviation		
Creativity and Excellence	2.56	.41	2.64	.59	.84	.08
Development	2.52	.38	2.70	.52	.03	.04
Impact and inspiration	2.58	.40	2.65	.49	.13	.39
Make decision	2.56	.41	2.58	.42	.16	.41

The results in Table (6) indicate that there are no statistically significant differences at the significance level ($\alpha = 0.05$) for the principals' estimates of the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves due to the variables of the gender variable. The researcher attributes this result to that the leadership qualities it is the same for males and females in terms of the powers and duties entrusted to the school director and director.

According to the training courses variable: the arithmetic averages and standard deviations were calculated, and the "t" test was extracted for independent samples of the answers of the study sample members of the principals' estimates of the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves due to the variables of the training courses variable, and table (7) shows that.

TABLE (7) ARITHMETIC AVERAGES, STANDARD DEVIATIONS AND T-TEST OF PRINCIPALS' ESTIMATES OF THE LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE PRINCIPALS' POINT OF VIEW DUE TO THE VARIABLES OF THE TRAINING COURSES VARIABLE

Domain	Experience	Number	Arithmetic average	Standard deviation
Creativity and Excellence	2 courses	2	2.43	.66
	From 3 to 4 courses	27	2.50	.63
	More than 5 courses	15	2.45	.53
Development	2 courses	2	2.68	.54
	From 3 to 4 courses	27	2.71	.52
	More than 5 courses	15	2.63	.53
Impact and inspiration	2 courses	2	2.52	.54
	From 3 to 4 courses	27	2.64	.58
	More than 5 courses	15	2.72	.46
Make decision	2 courses	2	2.54	.45
	From 3 to 4 courses	27	2.50	.78
	More than 5 courses	15	2.64	.11
Total score	2 courses	2	.521	.41
	From 3 to 4 courses	27	80.981	.51
	More than 5 courses	15	81.502	.42

The results in Table (7) indicate that there are apparent differences between the arithmetic averages of the principals' estimates of the leadership qualities of school principals and their role in decision-making from the point of view of the principals themselves due to the variables of the training courses variable. (2.43). In order to determine whether the differences between the averages are statistically significant at the level ($\alpha = 0.05$), a mono analysis of variance was applied, and the results of the analysis of variance came as shown in Table (8) .

TABLE NO. (8) THE RESULTS OF THE MONO ANALYSIS OF VARIANCE TEST FOR THE ESTIMATES OF THE PRINCIPALS OF THE LEADERSHIP QUALITIES OF SCHOOL PRINCIPALS AND THEIR ROLE IN DECISION-MAKING FROM THE POINT OF VIEW OF THE PRINCIPALS THEMSELVES DUE TO THE VARIABLES OF THE TRAINING COURSES VARIABLE

Domain	Contrast source	Sum of squares	Average squares	The calculated 'F' value	Indication level
Creativity and Excellence	Between groups	.521	.261	1.008	.36
	Inside groups	80.981	.259		
	Total	81.502			
Development	Between groups	.297	.149	.762	.46
	Inside groups	61.053	.195		
	Total	61.350			
Impact and inspiration	Between groups	.121	.060	.379	.68
	Inside groups	49.924	.160		
	Total	50.044			
Make decision	Between groups	.091	.046	.299	.74
	Inside groups	47.766	.153		
	Total	47.858			
Total score	Between groups	.521	.004	1.043	.24
	Inside groups	80.981	.264		
	Total	81.502			

The results in Table (8) showed that there were no statistically significant differences at the level ($\alpha = 0.05$) on the degrees of the principals' estimates of the leadership qualities of school principals and their role in decision-making from the principals' point of view due to the variables of the training courses variable.

RECOMMENDATIONS:

1. Holding targeted courses for school principals related to their leadership work and its development, such as courses in educational leadership, modern school management, communication skills and communication with teachers and students, problem-solving strategies, and attention to developing leadership qualities among teachers and students.
2. Choosing the principals of Tulkarm schools who will be appointed with great care to raise the level of leadership practices of its principals, especially in the field of teachers and human relations.
3. The participation of school principals in planning education at the governorate level, especially when setting an annual plan, and when appointing new teachers, and that the relationship between the Directorate of Education is based on cooperation, consultation, exchange of opinion and meaningful dialogue.

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