

Sources of Social Pressures and Their Relationship to Decision-Making Among School Principals in Marka District in Jordan from the Point of View of Teachers

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ABSTRACT

The current study aimed to identify the sources of stress and their relationship to decision-making among school principals in Marka District in Jordan from the teachers' point of view. To achieve this aim, a questionnaire was developed consisting of (46) items, and its validity and reliability indications were verified. It was applied to a sample of (346) male and female teachers whom were chosen randomly. The study concluded that there is an average level in each of the sources of social pressures and decision-making among the principals of Marka District schools in Jordan, as well as the existence of a negative and statistically significant correlation between each of the social pressures and decision-making, as it was found that there are no statistically significant differences in social pressures due to gender, where there is statistically significant differences in decision-making due to gender and in favor of male. It was also found that there were no differences due to experience and in favor of those with less experience in the level of social pressures, and in favor of those with higher experience in the decision-making process, while it was found that there were no differences in both pressures and decision-making due to academic qualification. and principals. The study recommended that the Ministry of Education lay the foundations, ways and methods and provide factors that work to reduce the negative effects of the sources of social pressures, which in turn affect the decision-making of principals.

KEYWORDS:SOURCES OF SOCIAL PRESSURES, DECISION-MAKING. SCHOOL PRINCIPALS, MARKA DISTRICT, JORDAN

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INTRODUCTION

Individuals in this world are exposed to stressful situations that may include complex events that take different dimensions and multiple situations, even describing the twenty-first century as the century of anxiety, when crises and social, economic and psychological crises and pressures are generated. Whereas, social pressures are the result of the social mobility that controls the human being in the environment in which he lives.

Social pressures are a phenomenon of human life that every individual must be exposed to in any period of his life, and requires him to restore compatibility with the natural and social environments, and this phenomenon is like most social psychological phenomena such as anxiety, conflict, frustration and others, so that the individual cannot refrain from it or escaping from it or being far from its social influences, because this will mean a clear lack of social effectiveness for the individual and a lack of efficiency in managing his life, which causes him to fail in life. (Abdul Hassan, 2018).

Badran (1993) believes that there are sources of influential pressures in the decision-making process that affect its objectivity and impartiality in choosing the most appropriate alternative, and these sources are divided into: sources of social pressure, sources of economic pressure, sources of psychological pressure, and sources of political pressure. However, the most prominent sources that affect the decision-making process are the sources of social pressures, which in turn fall under three groups represented by (Ahmed, 1996):

- 1- Personal factors: These relate to the psychological and social formation of the person making the decision.
- 2- Social factors: These relate to the social environment in which the decision is taken.
- 3- Civilizational or cultural factors: related to the methods, customs and traditions that govern the behavior of individuals and groups in a particular society.

Al-Qahtani (2017) considers that social pressures are a form of influence exerted by members of society on their peers, which leads to effectiveness in forming beliefs or forcing others to adopt their curricula, serving their purposes and standing by them, and exerting pressure and influence generate psychological disorders.

The social pressures to which an individual is exposed can be classified into two main categories: (Baqer, 2007):

1. **INTERNAL PRESSURES:** They are the pressures in which a person feels pressure as a result of psychological tension that occurs as a result of being criticized by others, with what young people consider a kind of insult or hurtful speech, or a sense of failure and inability to achieve his hopes and ambitions, which constitute an essential part of his feeling of his ability to achieve The same, due to the lack of opportunities to plan for the future and the lack of guarantees, or critical situations that they may be exposed to in social

situations.

2. EXTERNAL PRESSURES: The busy life that man lives, and the broad hopes and dreams that characterize them, which often exceed their capabilities, as well as exceed the many opportunities available to them, all produce many social pressures.

Decision-making is described as a task in which an individual chooses an alternative as many alternatives or possibilities in a given period of time. When making a decision, the individual must be aware of each choice and the results that are achieved from it, and able to distinguish the characteristics and details of each of the options, and to choose the alternative that is most beneficial to him (Chanquoy, 2007).

In addition, the decision-making process can be affected by the conditions and ideology of society. The prevailing customs and traditions in society, as well as the influence of the family, constitute social pressure factors that affect decision-makers in schools, and management scholars agree (March & Simon, 1958) that the decision-making process is affected. The social decision environment in which the institution carries out its activities. (Al-Nimr, 1991) also indicated that the decision-maker is vulnerable to being affected in his decision by the social conditions surrounding him at work. As Al-Khudairi (1991) explained that every administrative environment has its own social pressures, which make it imperative for the decision-maker to know them, take note of their determinants and various aspects, and what they represent of concepts, trends, motives, skills and abilities. The politics of society, as it is affected by the customs, traditions, and values that prevail in it and act as social pressures in influencing the course of decision-making, which leads to dire consequences represented in double treatment, away from sound decisions, and the dominance of class conflicts and old social inheritances. Al-Tarawneh (1988) stresses that the social pressures affecting decision-making stem from social considerations and personal relationships.

One of the problems facing the decision-making process is the tyranny of social considerations, and the personal influences placed by pressure universities and professional bodies and organizations, which in turn lead to a lack of commitment to objectivity in the decision-making process. The decision-making process is directly related to management functions and operations, such as planning, organizing, directing and controlling. It is a process that takes place at every organizational level. (Nassar, 1993). The school decision-making process is affected by the level of participation in its making, and participation is seen as representing a kind of influence and control imposed by subordinates on decision-making, given that part of the results of these decisions will be borne by the subordinates (Mitchell, 1993).

HOY AND MISHEL (HOY & MISHEL, 1987) REFER TO FIVE STEPS OF THE DECISION-MAKING PROCESS, WHICH ARE:

The first step: defining and defining the problem: identifying and diagnosing the problem is one of the first tasks in the decision-making process. Among the important things that the manager should realize while he is about to identify the basic problem and its dimensions, is his identification of the nature of the situation that created the problem, the degree of importance of the problem, not confusing its symptoms and causes, and the appropriate time to address its solution and take an effective and appropriate decision regarding it.

THE SECOND STEP: collecting and analyzing the facts: that is, identifying the problem and realizing it with all the facts and elements it contains, and touching the causal relationship between those elements, where the causal relationship constitutes a strong basis for solutions and proposals. A real understanding of the problem and proposing appropriate alternatives to solve it requires the collection of data and information related to the problem in question, because effective decision-making depends on the manager's ability to obtain the largest possible amount of accurate data and impartial and timely information from its various sources, and then determine the best ways to obtain it, and then analyze it carefully.

THE THIRD STEP: identifying alternatives to solve the problem: The management man develops alternative solutions as a treatment for his problem, and then evaluates the alternatives or solutions. The number and type of alternative solutions depends on several factors, including: the organization's status, the policies it applies, the philosophy it adheres to, its financial capabilities, the time available to the decision maker, and the manager's directions. The decision maker, and his ability to think logically and creatively, which depends on innovative thinking that is based on perception and expectation and behind ideas, which helps to classify and arrange

FREQUENT ALTERNATIVES AND REACH A LIMITED NUMBER OF THEM.

THE FOURTH STEP: Choosing the optimal alternative: The decision maker chooses the most appropriate and efficient alternatives, and the proposed alternative is chosen according to accurate economic criteria. It is considered one of the most important processes that managers are concerned with, since the process of choosing among the alternatives is a process of taking an action plan among the many possibilities available. It means choosing the best alternatives, which is the alternative that achieves the goals for which the decision is made better than others.

FIFTH STEP: Follow up on the implementation of the decision: that is, verify that the implementation of the

decision is in accordance with the drawn plan, and ascertain the skills to be available, and the requirements required for implementation. The decision maker must choose the appropriate time to announce the decision so that the decision leads to the best results. When the decision taken is applied, and its results appear, the manager evaluates these results to see the degree of their effectiveness, and the extent of the decision's success in achieving the goal for which it was taken. Deficiencies, knowing their causes and suggesting ways to treat them. There is no doubt that progress and development have accompanied human life since God created him and created him on the earth until our present, and technological progress is still developing day after day, and what we see today is nothing but human inventions and inventions. This technique can be relied upon and utilized to the fullest extent (Al-Radi, 2011).

The teacher has a great and prominent role in the educational process in order to rehabilitate the students spiritually, mentally and socially. The teacher is the pivot and the main element in the educational process, and without him, no educational system can achieve the goals set for it to the fullest extent, and the teacher is the model of effective education through his provision of good values and habits to the learner. The teacher is no longer just a transmitter of knowledge, as he seeks to promote himself and his profession. He is innovative and creative and responds to every new idea, and works to invest and employ it to develop the educational process. (Al-Zoubi, 1992).

Therefore, managers and authority holders who are authorized to make decisions must work to avoid these obstacles, clarify policies and objectives, search for the necessary information, enjoy initiative and innovation, not evade difficult decisions, try to stay away from routine, and work to involve individuals in the decision-making process, which is of great importance (Shomli, 2006).

Riggs, who is one of the great people interested in society and its impact on management, pointed out in his analysis of the social structure. advanced. Therefore, societies whose composition is characterized by primary organizations, the common feature of which is the predominance of personal character over the actual behavior of community organizations, which results in the imposition of formal restrictions and rules by the senior management, in order to reduce subjective personal behavior, that is, the official regulations and procedures of an objective nature are used to protect Organizations from subjective behavioral patterns (Al-Qahtani, 2017).

During their work, school principals face many pressures, such as social pressures, which may affect the decision-making process, hence the idea of the study that the researcher will undertake to identify the sources of social pressures and their relationship to the decision-making process in the schools of the Directorate of Education in Marka District in Jordan.

STUDY PROBLEM AND QUESTIONS:

The decision-maker in schools may be exposed to a group of different social pressures, sources and interests, which affect the decision-making process, which affects the effectiveness of the performance of the school and its employees.

The participation of teachers in the decision-making process makes them more committed and regular in the performance of the tasks entrusted to them than those who have limited opportunities to participate, and this participation occurs in the principals and teachers feeling of satisfaction and reassurance.(The Doctor, 1999). Social pressures pose a danger to the teacher, as they threaten his practice of his profession because of the negative effects that they have on him.

Through the researcher's review of many previous studies and research, such as the Al-Ajmi study (2006), which indicated the degree to which secondary school principals involve their teachers in the decision-making process, and the study (Al-Nassar, 2018) showed the degree of the impact of social pressures on the decision-making process of school principals, Brigade Irbid Kasbah.

Therefore, this study came to answer the main question: What is the relationship between social pressures and the decision-making process in Marka District schools in Jordan. The following questions arise from it:

1. What is the level of social pressures among the principals of Marka District schools in Jordan from the point of view of teachers?
2. What is the level of the decision-making process for the principals of Marka District schools in Jordan from the teachers' point of view?
3. Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the level of social stress and the decision-making process for the principals of Marka District schools in Jordan from the teachers' point of view?
4. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the level of social stress among the principals of Marka District schools in Jordan from the teachers' point of view due to the variable (gender, educational qualification, years of experience)?
5. Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the level of the decision-making process among the principals of Marka District schools in Jordan from the teachers' point of view due to the variable (gender, educational qualification, years of experience)?

OBJECTIVES OF THE STUDY:

The current study sought to achieve a set of objectives, including:

1. Identifying the level of social pressures among the principals of Marka District schools in Jordan from the point of view of teachers.
2. Identifying the level of the decision-making process among the principals of Marka District schools in Jordan from the teachers' point of view.
3. To identify if there is a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between the level of social stress and the decision-making process of the principals of Marka District schools in Jordan from the point of view of teachers.
4. To identify if there are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the level of social stress and decision-making among the principals of Marka District schools in Jordan from the teachers' point of view due to the variable (gender, educational qualification, years of experience).

THE IMPORTANCE OF STUDYING :

The importance of the study is represented in two aspects: Theoretical importance: by revealing the social effects resulting from social pressures and their relationship to the decision-making process, and clarifying the most important social pressures for school principals in Marka District. The results of the study may help in knowing the factors that affect the decision-making process and thus Help in making the most appropriate decision. As for the practical importance, it lies in preparing training programs aimed at guiding school principals to address the causes and factors that lead to the occurrence of social pressures. And its relationship to decision-making, and what these pressures have an impact on the performance of school principals and their reflection on the performance of their teachers.

TERMINOLOGY OF STUDY :

Social pressure: It is the pressure that stems from a person's relationships with others and from the social environment in general. Based on the emotion evaluation theory, stress arises when a person assesses a situation as personal relevant and realizes that he or she does not have the resources to overcome or deal with the specific situation (Smith & Lazarus, 1990), procedurally defined by the degree to which the respondent obtains on the stress scale. social user in this study.

Decision-making: is the ability to think complex, and aims to choose the best alternatives, solutions, or decisions necessary and available to the individual in a particular situation in order to reach the desired goal (Al-Muhtasib and Suwaidan, 2010), the decision-making process is defined as choosing between two alternatives or more. By following the following steps: realizing and defining the problem, identifying and analyzing the existing alternatives, and choosing the alternatives that most contribute to achieving and implementing the organization's goals (Boone & Kurtz, 1992), and procedurally defined as the degree to which the respondent obtains on the decision-making scale used in this study.

THE LIMITS OF THE STUDY:

This study was limited to teachers of Marka District schools in Jordan and in the second semester (2021/2022).

PREVIOUS STUDIES:

Through the researcher's review of the theoretical literature and previous studies related to the subject of the study, she was able to access a number of studies related to the subject, and the following is presented in chronological order from the most recent to the oldest:

Al-Sharafat (2019) conducted a study that aimed to identify the degree to which transparency is exercised in the administrative decision-making process and its obstacles from the point of view of school principals and teachers in the northeastern Badia, and to identify whether there is an impact of the variables of gender, experience, educational qualification, and job title in the estimates of sample members. The study of the degree of transparency practice in the schools of the northeastern Badia. To conduct this study, the descriptive analytical approach was used, and the study sample consisted of (431) respondents, where the number of school principals reached (109), and the number of teachers was (322). Choosing them by random method, the results of the study showed that the degree of practicing transparency in the administrative decision-making process from the point of view of school principals and teachers in the northeastern Badia was medium for all fields, where the field of transparency in laws and regulations came in the first place, followed by the field of transparency in decision-making, followed by The field of transparency in organizational culture, and finally the field of transparency in communication, and the results showed that the obstacles to practicing transparency in the decision-making process have It came to a moderate degree, and the results showed that there were statistically significant differences in the degree of administrative transparency practice due to the gender variable in all areas except the field of laws and regulations, in favor of females in the areas of decision-making and organizational culture, and

in favor of males in the field of communication.

Al-Nassar (2018) conducted a study aimed at identifying the degree of influence of social pressures on the decision-making process of school principals in Irbid Governorate from their point of view. The study sample consisted of (158) male and female managers. The results of the study showed that the degree of influence of social pressures on the decision-making process from the point of view of managers is medium, and organizational factors ranked first, then social factors, then environmental factors, then personal factors in the last rank, and the results showed that there were no statistically significant differences in the estimates of The study sample members according to the gender variable except for the field of environmental factors, and the differences came in favor of females, and there were no statistically significant differences according to the educational qualification variable except for the field of personal factors, and the differences came in favor of graduate studies. And there are statistically significant differences according to the variable of experience in the field of social factors, and the differences came in favor of the experience category from 10-15 years, and in the field of organizational factors in favor of each of the two categories of experience less than 10 years, and from 10 to 15 years in organizational factors, and there are statistically significant differences According to the variable of the educational stage in the field of personal factors in favor of the secondary stage.

The study of Al-Momani and Al-Saeeda (2018) aimed to identify the resulting intelligence and its relationship to the decision-making skill of the teachers of distinguished students in the King Abdullah II Schools for Excellence. It was high, and there were no statistically significant differences in successful intelligence and decision-making according to the variable experience.

Al-Mutairi's study (2016) aimed to identify the social pressures facing secondary school principals in the Ahmadi region from their point of view and that of teachers, and its relationship to their level of job performance. The study sample consisted of (279) principals, principals, and teachers of secondary school in Al-Ahmadi Governorate in the State of Kuwait. The domains of social pressures related to the relationship with the educational administration, and social pressures related to the relationship with teachers, the differences were in favor of females, and there were no statistically significant differences in the responses of the study sample members towards the social pressures facing secondary school principals due to the gender variable in the field of social pressures related to the relationship with the local community For the tool as a whole, the results showed that there were statistically significant differences in the responses of the study sample members towards the social pressures facing secondary school principals due to the effect of the academic qualification in all areas and the tool as a whole. The differences came in favor of those with a bachelor's degree, and the results also showed that there were statistically significant differences in social pressures due to the effect of the number of years of experience in all fields and the tool as a whole, and the differences came in favor of those with more than 10 years of experience.

Hindi (2013) aimed to identify the psychological pressures faced by private secondary school principals in the capital Amman governorate and its relationship to teachers' participation in decision-making, and used the descriptive analytical approach. The study sample consisted of (50) principals, and (400) A teacher and a female teacher were chosen in a simple random way, two questionnaires were applied to them, and the study reached the following results: - The level of psychological pressures faced by the principals of private secondary schools in the capital Amman governorate from their point of view was significantly, and the level of teachers' participation in decision-making in schools The private secondary school in the capital Amman governorate was moderately high from the teachers' point of view, and there was a negative correlation with statistical significance between the level of psychological stress of private secondary school principals and the level of teachers' participation in decision-making.

The Quartet study (2009) aimed to identify the degree of participation of private school teachers in Jordan in decision-making and its relationship to their job satisfaction. The study sample consisted of (520) male and female teachers from private schools, and the results showed that the participation of private school teachers in Jordan in making school decisions was medium And that there is a correlation between the degree of school teachers' participation in decision-making and job satisfaction.

Al-Ajmi (2006) conducted a study that aimed to identify the factors affecting the administrative decision-making process of secondary school principals in the State of Kuwait from their point of view. Academic qualifications, and administrative experience on the factors affecting the administrative decision-making process for principals of secondary schools in the State of Kuwait. The study sample consisted of (172) male and female managers. The results showed that the factors affecting the administrative decision-making process within the field of organizational factors ranked first, followed by the field of administrative factors, followed by the field of human factors, and finally the field of environmental factors. The administrative decision-making process is attributed to the following variables: the educational qualification variable and in favor of those who hold higher educational qualifications (postgraduate studies), the experience variable and in favor of those with long experience (11 years and more), and the results of the study showed that there were no statistically significant differences depending on the gender variable.

The study (Al-Rawashdah, 2005) aimed to identify the degree of participation of public secondary school teachers in Jordan in the decision-making process in their schools and its relationship to their level of sense of security. The study sample consisted of (670) male and female teachers. The results showed that the degree of participation of secondary school teachers in Jordan in the The decision-making in their schools was moderate, and there is a positive, statistically significant relationship between the degree of teachers' participation in school decision-making.

The study of Abu Hamdi (2005) aimed to know the impact of human, environmental and organizational factors on the decision-making process of school principals in the South Region. The study sample consisted of (360) principals of public and private schools affiliated with the directorates of education in the South region of Jordan. The study showed a number of results, including: the absence of statistically significant differences between organizational and environmental factors due to the variables: gender, academic qualification and school level, and the presence of statistically significant differences between organizational and environmental factors due to administrative experience, and the differences came in favor of the long-experienced school principals.

The study (Glassberg, 2004) aimed to test the relationship between decision-making and teacher satisfaction among public primary school teachers in New York City, USA, and the study sample consisted of (318) teachers, and the results of the study showed that the degree of decision-making among primary school teachers was high, and there was no Relationship between decision making and teacher satisfaction.

Al Hosani (1990) conducted a study aimed at knowing the social pressures that affect the educational administrative decision-maker in the Sultanate of Oman, and the areas of educational administrative decision-making that are affected by those sources. The study sample consisted of (126) general managers and their deputies in the Ministry of Education in the Sultanate of Oman. The results of the study indicated that the highest degree of the influence of the educational administrative decision-maker on the sources of social stress was moderately, and the results showed that there were no statistically significant differences in the sources of social stress (except for the source of the direct officials at work) due to the job title variable, and the differences were in favor of the general managers, The results also found that there were no differences according to the educational qualification variable and the scientific experience variable.

The study of Al-Tarawneh (1988) aimed at identifying the impact of the social pressures that the educational administrator is exposed to in Jordan on the educational decisions that he takes. A questionnaire was used to achieve the study's goal. The study sample consisted of (36) principals in the Ministry of Education. The study found that there are differences in the social pressures faced by the study sample members in terms of educational qualification and age, and the results showed that the social pressures that the educational administrator is exposed to in general are (social considerations, public opinion of the community, chiefs, tribal and regional situation, Parents of students, colleagues, humanitarian cases, personal relationships, kinship, lineage, favoritism, giving back, higher official job positions, and sister institutions. The results also indicated that there are differences in the importance of social pressures experienced by the study sample members aged between (40) - 49 years old and those over fifty years of age and over.

COMMENTING ON PREVIOUS STUDIES:

The similarities and differences between the current study and previous studies are as follows:

A- IN TERMS OF TIME PERIOD: The current study procedures were started at the beginning of the year (2020), while the previous Arab and foreign studies included in this study were conducted between the years (2010-2019) for Arab studies related to social pressures, and for the year (2006). For foreign studies, and Arab studies related to the decision-making process between (1997-2019), and for the year (2001) for foreign studies, while studies related to the relationship between social pressures and the decision-making process were between (1988-2018).

B - IN TERMS OF OBJECTIVES, the current study is similar to the Al-Nassar study (2018), and the Al-Hosani study (1990).

C- IN TERMS OF THE SAMPLE: the samples of previous studies varied from male and female teachers such as the Al-Alariya study (2018), Al-Mutairi (2016) and the Al-Sharafat study (2019), and from the principals, principals, male and female teachers, such as the Al-Ajami study (2006), the Abu Hamdi study (2005), the Batah study and the Al-Quthmi study (1997) and the Nassar study (2018), also from male and female students, such as the study of Al-Taymi (2010) and the study of Ali (2017), and from the heads of departments, such as the study of Rabaa'a (2019), also from male and female teachers, such as the study of Al-Haqbani and Al-Qahtani (2017), and also from the principals and assistants in the directors of education as a study of the Haredi (2001). The current study differed and agreed from the previous studies in the study sample, which consisted of male and female teachers in Marka District schools in Jordan.

D- IN TERMS OF THE STUDY TOOL: All previous studies used the questionnaire as a tool for data collection, and the current study, like previous studies, used the questionnaire as a tool to achieve its goals, as a

questionnaire was built based on the opinions of experts and the theoretical framework.

Previous studies were taken advantage of in terms of: assistance in building the study tool, the method of selecting the study sample, and determining the method used

The current study is distinguished from previous studies, as it is considered one of the few studies that examined the sources of social pressures and their relationship to decision-making among school principals.

STUDY METHODOLOGY: The current study followed the descriptive analytical approach.

STUDY POPULATION: The study population consisted of all public school teachers in the Directorate of Education for the District of Marka, who numbered (5357) male and female teachers, of whom (2518) were male and (2839) female teachers, according to the statistics of the Planning Department in the Directorate for the academic year 2021/2022.

STUDY SAMPLE: The sample was chosen in a simple random way, and the unit of choice was at the school level, where (6) schools were randomly selected (3 schools for males and 3 schools for females), and thus (350) questionnaire copies were distributed, with a rate of (8.4%) from the population. The study, from which (347) a questionnaire was retrieved, and it was found that there is one copy that is not valid for analysis due to incomplete data, i.e. a loss rate of (1%), and the number of study sample members reached (346) male and female teachers, which constituted (8.2%) of the study sample. The study population, and table (1) shows the distribution of the study sample members by gender, educational qualification and experience:

TABLE(1) :DISTRIBUTION OF STUDY SAMPLE MEMBERS ACCORDING TO GENDER, EXPERIENCE AND EDUCATIONAL QUALIFICATION

Variable	Category	NO.
Gender	Male	102
	Female	204
Experience	Less than 11 years	156
	11 to less than 15	109
	More than 15	81
Qualification	More than 15	35
	Bachelor	311
	Bachelor + Diploma	13
	Master And more	22
Total		346

STUDY TOOL :

To achieve the objectives of the study, the researcher developed a questionnaire after reviewing the educational literature related to the subject and reviewing previous studies, such as the study of (Abu Hamdi, 2005), and (Al-Qahtani, 2007), which in its initial form consisted of (47) paragraphs, and in its final form consisted of (46) paragraph, divided into three parts:

THE FIRST PART: THE DEMOGRAPHIC VARIABLES: gender (male, female), educational qualification (bachelor, bachelor's + diploma, master's degree and above), and the number of years of experience (less than 11 years, from 11 to less than 15 years, 15 years and more).

PART TWO: SOCIAL PRESSURES

It consists of (22) paragraphs divided into three areas:

- 1- The field of social environment: it is represented by 10 paragraphs.
- 2- The field of social compatibility: represented by 6 paragraphs.
- 3- The field of economic compatibility: represented by 6 paragraphs.

PART THREE: MAKING A DECISION

It consists of (24) paragraphs divided into three areas:

1. The field of human factors: represented by 8 paragraphs.
2. The field of organizational factors: represented by 8 paragraphs.
3. The field of environmental factors: represented by 8 paragraphs.

THE VALIDITY OF THE STUDY TOOL

The indications of apparent validity were verified using the arbitrators' validity by distributing the questionnaire in its initial form to (10) arbitrators from professors of Jordanian universities and the Ministry of Education holding a PhD in educational administration, and their opinions, suggestions and amendments were taken into account, with an agreement percentage (80%), and in light of Their amendments One paragraph (19) of the social stress scale was deleted, and the field of civil and cultural reasons was merged with the field of social environment. As for the decision-making scale, one paragraph was deleted, which is the number (1), and the two

paragraphs (5 and 6) were merged, and the wording of (6) paragraphs with the numbers (13, 14, 16, 19, 21, 23) was modified.

The validity of the questionnaire was also verified using the internal consistency validity by calculating the correlation between the degree of the paragraph and the degree on the dimension to which the paragraph belongs to the part related to social pressures on an exploratory sample of (30) male and female teachers who were randomly selected from within the community and were not included in the study sample, and the table. 2) Shows the correlation coefficients:

TABLE(2) :THE VALIDITY OF THE INTERNAL CONSTRUCTION OF THE SCALE BY CALCULATING THE PEARSON CORRELATION COEFFICIENT BETWEEN THE SCORE ON THE ITEM AND THE SUB-SCORE ON THE DOMAIN TO WHICH THE ITEM BELONGS TO THE PART RELATED TO SOCIAL STRESS (N = 30)

Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient
social environment		social compatibility		Economic Compatibility	
1	.633**	11	.531**	17	.644**
2	.562**	12	.522**	18	.586**
3	.698**	13	.444**	19	.625**
4	.377*	14	.561**	20	.526**
5	.651**	15	.374*	21	.700**
6	.466**	16	.357*	22	.718**
7	.629**				
8	.542**				
9	.696**				
10	.581**				

(*) Function at significance level ($\alpha \leq 0.05$)

(**) Function at significance level ($\alpha \leq 0.01$)

It is evident from Table (2) that the questionnaire achieved good internal construct validity indicators, as the correlation coefficients ranged between (0.357-0.708). The validity of the questionnaire was also verified for the decision-making variable, and Table (3) shows the correlation coefficients:

TABLE(3) :THE VALIDITY OF THE INTERNAL CONSTRUCTION OF THE SCALE BY CALCULATING THE PEARSON CORRELATION COEFFICIENT BETWEEN THE DEGREE ON THE PARAGRAPH AND THE SUB-SCORE ON THE DOMAIN TO WHICH THE PARAGRAPH BELONGS TO THE PART RELATED TO DECISION-MAKING (N = 30)

Item	correlation coefficient	Item	correlation coefficient	Item	correlation coefficient
human factors		Regulatory factors		environmental factors	
1	.644**	9	.584**	17	.536**
2	.719**	10	.630**	118	.496**
3	.476**	11	.646**	19	.581**
4	.384*	12	.356*	20	.632**
5	.702**	13	.618**	21	.503**
6	.481**	14	.462**	22	.635**
7	.620**	15	.387*	23	.593**
8	.619**	16	.534**	24	.399*

(*) Function at significance level ($\alpha \leq 0.05$)

(**) Function at significance level ($\alpha \leq 0.01$)

It is evident from Table (3) that the questionnaire achieved good internal construction validity indicators, as the correlation coefficients ranged between (0.356-0.719). The correlation coefficient between the degree on the domain and the total degree on the questionnaire was calculated as in Table (4):

TABLE(4) :CORRELATION COEFFICIENT BETWEEN THE SCORE ON THE DOMAIN AND THE TOTAL SCORE ON THE RESOLUTION

Variable	Field	stability coefficient
social pressures	social environment	.676**
	social compatibility	.548**
	Economic Compatibility	.597**
Make decision	human factors	.562**
	Regulatory factors	.673**
	environmental factors	.657**

(**) Function at significance level ($\alpha \leq 0.01$)

It is evident from Table (5) that it appears from Table (4) that the correlation coefficients for the domains of the social stress variable ranged between (0.548-0.676). And that the correlation coefficients for the domains of the decision-making variable ranged between (0.562-0.673).

RESOLUTION STABILITY

The significance of the stability of the resolution was verified using the Cronbach's alpha equation for internal consistency on the same exploratory sample ($n = 30$), and the table (5) shows the resolution stability coefficients:

TABLE(5) :RESOLUTION STABILITY COEFFICIENTS.

Field	Items	Cronbach Alpha
social environment	10	0.87
social compatibility	6	0.82
Economic Compatibility	6	0.83
aggregate social pressures	22	0.89
human factors	8	0.86
Regulatory factors	8	0.84
environmental factors	8	0.85
Make the overall decision	24	0.91

Table (5) shows that Cronbach's alpha stability coefficient for the part related to social pressures as a whole amounted to (0.89) and for the domains ranged between (0.83-0.87), and for the part related to decision-making, it amounted to (0.91) and for the domains ranged between (0.84-0.86).

QUESTIONNAIRE CORRECTION

The response to the questionnaire is done according to the five-fold Likert scale (always, dearly, sometimes, rarely, never), and grades (5, 4, 3, 2, 1) are given in order and reflected in the case of negative items, and the degree of approval is judged based on the criterion next one:

Arithmetic Mean	Level
1-2.33	Low
2.33-3.67	Average
Above 3.68	High

STATISTICAL PROCESSING METHODS

To answer the study questions, the following statistics were used:

1. Arithmetic averages and standard deviations to answer the first and second questions.
2. Calculating the Pearson correlation coefficient to answer the third question.
3. Using the t-test for independent samples and one-way analysis of variance to answer the fourth and fifth questions.

STUDY RESULTS AND DISCUSSION

THE FIRST QUESTION: WHAT IS THE LEVEL OF SOCIAL PRESSURES AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS?

To answer the question, the arithmetic averages and standard deviations were calculated, and Table (6) shows this:

TABLE(6) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE TOTAL AND SUB-DOMAINS OF THE LEVEL OF SOCIAL STRESS AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS

Field	Arithmetic Mean	Standard Deviation	Rank	Level
social environment	3.57	.53	3	Average
social compatibility	603.	.56	2	Average
Economic Compatibility	3.68	.52	1	High
total	13.6	.45	-	Average

It is noted from Table (6) that the level of social pressures among the principals of Marka District schools in Jordan from the teachers' point of view was average, with a mean of (3.61) and a standard deviation of (0.45), where the field of (economic compatibility) ranked first, with a high degree, and with an arithmetic mean (3.68) and a standard deviation (0.52), while the field of (social environment) came in the last rank with a mean level and an arithmetic mean (3.57) and a standard deviation (0.53).

This may be attributed to many things, including that the economic pressures on the Jordanian teacher are high, as the teacher receives a lower salary and incentives compared to his peers in some neighboring countries, as well as from his peers in other institutions and ministries. He also suffers from an appreciation of the teaching profession in Jordanian society, in addition to that There are good relations between the teacher and his co-workers, supervisors or superiors at work, which in turn led to a decrease in the level of social pressures faced by the Kuwaiti teacher.

With regard to solutions to the field of economic compatibility in the first place, this may be due to the high economic pressures on the Jordanian teacher, as the teacher receives less salary and incentives compared to his peers in some neighboring countries, as well as from his peers in institutions and ministries, and the teacher always suffers from career advancement opportunities. As for the social environment field solutions in the last rank, this may be due to the good treatment the teacher receives by managers and supervisors, the support of his colleagues and his positive relations with them.

It differs with the study of Al-Mutairi (2016), which found that the degree of appreciation of the study sample to the social pressures facing secondary school principals came to a high degree.

The following are the arithmetic averages and standard deviations of the items for each domain:

FIRST: THE FIELD OF SOCIAL ENVIRONMENT

TABLE (7) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE SOCIAL ENVIRONMENT DOMAIN ITEMS

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
8	I am satisfied with my relationship with others within the school.	3.72	.86	1	High
1	I find it difficult to get along with my schoolmates.	3.65	.78	2	Average
5	I can't find anyone I trust in my schoolmates.	3.63	.91	3	Average
6	I avoid inviting my colleagues to visit me.	3.62	.90	4	Average
3	I feel unhappy within my family.	3.41	.91	5	Average
4	I discuss my issues with the supervisor.	3.57	.89	6	Average
2	I deal with my fellow teachers at school without any nervousness.	3.53	.84	7	Average
7	I feel appreciated by society because I am a teacher.	3.52	.92	8	Average
9	The educational supervisor treats me well while he visits me.	3.46	.88	9	Average
10	I participate a lot in social events.	3.58	.85	10	Average
	The field of social environment	3.57	.53	---	Average

It is noted from Table (7) that Paragraph No. (8), which states, "I am satisfied with my relationship with others within the school." It came in the first place at a high level with a mean of (3.72) and a standard deviation (0.86), and this can be attributed to the fact that the relationships between teachers are often not tense and positive, while paragraph No. (3), which states, "I feel unhappy within my family" came in the last rank is at an average level, with an arithmetic mean (3.41) and a standard deviation (0.91). This can be attributed to the fact that Jordanian families care for their children, and give them care and attention, which makes them feel happy.

SECOND: THE FIELD OF SOCIAL HARMONY

TABLE(8) :ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE SOCIAL ADJUSTMENT FIELD

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
11	I feel emotionally balanced.	3.64	.84	1	Average
12	I avoid meeting people as much as possible.	3.63	.83	2	Average
13	I feel comfortable when I am away from people.	3.59	.84	5	Average
14	I lack social relationships outside of my job.	3.50	.87	6	Average
15	I feel uncomfortable because I have to take on more tasks than I can handle.	3.62	.88	3	Average
16	I do not have close relationships with other relatives and friends.	3.60	.87	4	Average
	social compatibility	3.60	.53	---	Average

It is noted from Table (8) that Paragraph No. (11) which states “I feel emotionally balanced” came in the first place at an average level, with an arithmetic mean (3.64) and a standard deviation (0.84), and this result can be explained in that it was conducted on a group of The society is considered mature and balanced, and the response was from the teachers’ point of view themselves, while paragraph No. (14) which states “I lack social relations outside my work” came in the last rank, at an average level, with an arithmetic mean (3.50) and a standard deviation (0.87), and this can be explained The result is based on the nature of Jordanian society, which is characterized by social relations and communication between its members.

THIRD: THE FIELD OF ECONOMIC COMPATIBILITY

TABLE(9): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE FIELD OF ECONOMIC COMPATIBILITY

NO.	Item	Arithmetic Mean	Standard Deviation	Rank	Level
17	I feel like my material things have diminished.	3.67	.87	5	Average
18	I have financial difficulties that I cannot overcome.	3.71	.90	2	High
19	I have to work outside the teaching profession to get over the burdens of life.	3.68	.83	4	High
20	I am sensitive to society's criticism of my profession	3.62	.84	6	Average
21	I lack opportunities to advance my career	3.74	.90	1	High
22	I avoid talking about my economic situation to my friends.	3.69	.89	3	High
	economic compatibility	3.68	.52	---	Average

It is noted from Table (9) that Paragraph No. (21) which states, “I lack the opportunities to advance my job,” came in the first place, at a high level, with an arithmetic mean (3.74) and a standard deviation (0.90), and this result is logical, especially that the number of teachers is large. On the other hand, opportunities for promotion are few and are limited to supervision and management almost, which makes the teacher feel that the chances of promotion are small, and do not meet the ambition of the teacher. While paragraph No. (20), which states, “I feel sensitive to society’s criticism of my profession,” came in the last rank, at an average level, with an arithmetic mean (3.62) and a standard deviation (0.84). This result indicates the extent to which the individual belongs to his profession, and this result explains that the teaching profession Tired, and exposed to criticism from society, which was reflected in the teacher's low feeling towards criticism of her.

THE SECOND QUESTION: WHAT IS THE LEVEL OF THE DECISION-MAKING PROCESS FOR THE TEACHERS OF MARKA DISTRICT SCHOOLS IN JORDAN?

TABLE(10): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE KIDNEYS AND SUB-DOMAINS OF THE DECISION-MAKING LEVEL AMONG TEACHERS OF MARKA DISTRICT SCHOOLS IN JORDAN

the field	Arithmetic Mean	Standard Deviation	Rank	Level
human factors	3.50	.82	3	Average
Regulatory factors	83.6	.72	1	High
environmental factors	43.5	.84	2	Average
Total	73.5	.69	-	Average

It is noted from Table (10) that the level of decision-making among teachers of Marka District schools in Jordan was average, with an arithmetic mean (3.57) and a standard deviation (0.69), where the field of (organizational factors) came in the first place, with a high degree, with an arithmetic mean (3.68) and a standard deviation. (0.72), while the field (human factors) came in the last rank, at an average level, with an arithmetic mean (3.50) and a standard deviation (0.82).

This can be attributed to the presence of many stressful factors related to the nature of the teacher's work, which may affect the teacher's decision-making process, and his taking rational and rational decisions, and this can be traced back to previous experiences. It may also be due to the lack of participation of teachers in decision-making, which is due to the lack of awareness of school principals of the importance of involving teachers in the decision-making process, through the formation of various committees.

This result agrees with the study of Al-Ajmi (2006) in terms of the factors affecting the administrative decision-making process by the field of organizational factors in the first place, then the human factors, and finally the field of environmental factors. Decision-making ranked first, then environmental factors, and it differs with the Rabaa study (2019), which showed that the degree of effectiveness of the decision-making process at Al-Balqa Applied University was high, and it differs with the study of Al-Haqbani and Al-Qahtani (2017), which indicated that the degree of school leaders practice Secondary school in Al-Kharj governorate to take the decision in general from the point of view of its teachers in light of the high concept of moderation in Islam.

The following are the arithmetic averages and standard deviations of the items for each domain:

FIRST: THE FIELD OF HUMAN FACTORS

TABLE(11): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE HUMAN FACTORS DOMAIN.

NO.	the field	Arithmetic Mean	Standard Deviation	Rank	Level
4	I take responsibility for making decisions that are in the best interest of the school.	613.	1.10	1	Average
8	The decisions I make are skewed by my previous scientific experience.	3.57	1.16	2	Average
7	The decisions I make are influenced by my personal experiences.	3.52	1.13	3	Average
1	Alga to change the decision to avoid the opposition.	423.	1.13	8	Average
5	I retract my educational decisions if my fellow teachers object to them.	83.4	1.08	5	Average
2	I analyze situations carefully before making a decision.	73.4	1.11	6	Average
3	I make decisions without fear.	33.4	1.13	7	Average
6	I retract my educational decisions if managers object to them.	503.	1.09	4	Average
	field of human factors	503.	.82	-	Average

It is noted from Table (11) that Paragraph No. (4), which states, "I take responsibility for making decisions that serve the interests of the school," came in the first rank, at an average level, with an arithmetic mean (3.61) and a standard deviation (1.10), and this may be attributed to the teachers' awareness and extent Their ability to take responsibility for their decisions. While paragraph No. (1), which states "the decision to change the decision to avoid opposition," came in the last rank, at an average level, with an arithmetic mean (3.42) and a standard deviation (1.13). This result is logical, and indicates teachers' awareness and appreciation of the consequences of their decisions if they are wrong. There are problems, especially that these decisions are often affected by the teacher's personal experience, so they reconsider them in the light of the extent to which those decisions are opposed. It is based on the instructions and decisions issued by the competent authorities.

SECOND, THE FIELD OF ORGANIZATIONAL FACTORS

TABLE(12): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ORGANIZATIONAL FACTORS DOMAIN.

NO.	the field	Arithmetic Mean	Standard Deviation	Rank	Level
9	Be sure to follow the regulations and instructions issued by the higher authorities.	773.	1.08	1	High
16	The number of teachers at school affects my decisions.	63.7	1.04	2	High
11	I list all the pros and cons of my decision.	723.	1.02	3	High
15	I pay attention to time management when making decisions.	3.68	1.05	4	High
10	Make educational decisions according to the laws.	53.6	1.09	5	Average
14	Clarity of laws and regulations sufficient.	633.	1.10	6	Average
13	The powers vested in me are sufficient to make a sound decision.	613.	1.10	7	Average
12	There is a problem with the exchange of ideas between myself and the higher levels.	593.	1.07	8	Average
	Regulatory Factors	83.6	.72	---	High

It is noted from Table (12) that Paragraph No. (9) which states, "Be sure to follow the regulations and instructions issued by the higher authorities," came in the first place, at a high level, with an arithmetic mean (3.77) and a standard deviation (1.08), and this may be attributed to the fact that teachers They are asked to review all decisions and instructions issued by the higher administrations, and sign on that, under pain of accountability. Paragraph No. (12), which states, "There is a problem in exchanging ideas between me and the higher levels." In the last rank, at an average level, with an arithmetic mean (3.59) and a standard deviation (1.07), this result can be attributed to the decisions and instructions issued by Entities and higher levels, without the participation of teachers.

THIRD: THE FIELD OF ENVIRONMENTAL FACTORS

TABLE(13): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE ENVIRONMENTAL FACTORS DOMAIN ITEMS

NO.	the field	Arithmetic Mean	Standard Deviation	Rank	Level
17	I consider traditions and religious values that influence my decision making.	613.	1.05	1	Average
21	The conflict between public and private interests affects my decision-making.	3.60	1.12	2	Average
19	My decisions are affected by favoritism and courtesy in official transactions	593.	1.13	3	Average
18	My decision is influenced by the prevailing economic conditions.	3.58	1.08	4	Average
20	My decisions are influenced by the prevailing customs, traditions, norms and patterns of social behavior.	73.5	1.14	5	Average
23	The instability of systems affects my decision-making.	93.4	1.11	6	Average
24	I complain about the lack of a clear educational philosophy.	3.48	1.09	7	Average
22	I complain about improper planning among the school's administrative organs.	23.4	1.11	8	Average
	The field of environmental factors	543.	.84	---	Average

It is noted from Table (13) that Paragraph No. (17), which states, "I take into account the traditions and religious values that affect my decision-making." It came in the first place at an average level, with an arithmetic mean (3.61) and a standard deviation (1.05), and this reflects the nature of the area on which the study was conducted, which is the Jahra Governorate, which still retains its own customs and traditions, and is also

characterized by religious commitment and being conservative. same area. While paragraph No. (22) which states, “I complain about improper planning among the administrative bodies in the school,” came in the last rank, at an average level, with an arithmetic mean (3.42) and a standard deviation (1.11). This can be explained by the fact that planning is one of the administrative, basic and necessary processes. It requires that the work in the institution be orderly and non-random, where the goals and means are precisely determined in order to harmonize the achievement of the set goals on the one hand and the available inputs on the other hand. It is a process that requires collaborative teamwork between working individuals away from self and singularity at work, and planning requires high skills and competencies for administrators. Desirable taking into account the available resources.

THE THIRD QUESTION: IS THERE A STATISTICALLY SIGNIFICANT CORRELATION AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) BETWEEN THE LEVEL OF SOCIAL PRESSURES AND THE DECISION-MAKING PROCESS FOR THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS?

To answer the question, the Pearson correlation coefficient was calculated between the level of social stress and the decision-making process for the principals of Marka District schools in Jordan from the teachers’ point of view, and table (14) shows that:

TABLE 14: PEARSON'S CORRELATION COEFFICIENT BETWEEN THE LEVEL OF SOCIAL STRESS AND THE DECISION-MAKING PROCESS AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS

The field		human factors	Regulatory factors	environmental factors	Make the overall decision
social environment	correlation coefficient	-.232**	-.263**	-.181**	-.293**
	indication	.000	.000	.001	.000
social compatibility	correlation coefficient	-.268**	-.217**	-.094-	-.251**
	indication	.000	.000	.080	.000
Economic Compatibility	correlation coefficient	-.239**	-.200**	-.110*	-.238**
	indication	.000	.000	.040	.000
Socio-educational pressures	correlation coefficient	-.390**	-.358**	-.203**	-.412**
	indication	.000	.000	.000	.000

It is noticed from Table (14) that there is a medium and negative correlation between the level of social pressures and the decision-making process for the principals of Marka District schools in Jordan from the teachers' point of view, where the correlation coefficient is (-0.412). This may be attributed to the fact that the decision-maker is a human being, and an individual in society is affected by the customs, traditions and customs that it contains, which, in turn, are reflected in his behavior, and affect his decision-making, and this applies to the teacher, as the pressures he is exposed to, both economic and career advancement and his outlook. Society for the teaching profession, as it is affected by its social environment in terms of its relationship with its colleagues and how it deals with them, and the appreciation it receives from the local or school community, as well as its family relations. making his decisions. This result is consistent with Al-Nassar study (2018), which found that the degree of influence of social pressures on the decision-making process from the point of view of managers is medium.

THE FOURTH QUESTION: ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES AT THE SIGNIFICANCE LEVEL ($\alpha \leq 0.05$) IN THE LEVEL OF EACH OF THE SOCIAL PRESSURES AND DECISION-MAKING AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE TEACHERS' POINT OF VIEW DUE TO THE VARIABLES: (GENDER, EDUCATIONAL QUALIFICATION, YEARS OF EXPERIENCE)?

To answer the question, the following was done:

FIRST: SEX

The t-test of independent samples was used to find out the significance of the differences in the level of each of the social pressures and decision-making among the principals of Marka District schools in Jordan from the teachers' point of view according to gender and table (15):

TABLE(15):THE RESULTS OF THE (T) TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE LEVEL OF EACH OF THE SOCIAL PRESSURES AND DECISION-MAKING AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS ACCORDING TO GENDER

the field	Gender	NO.	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value	Indication level
social pressures	Male	162	3.5721	.42897	345	-1.41	.15
	Female	185	3.6413	.47781			
Make decision	Male	162	3.6572	.62214		2.19	.03
	Female	185	3.4991	.74437			

It is clear from the results contained in Table (15) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social pressures among the principals of Marka District schools in Jordan from the teachers' point of view due to the gender variable, where the calculated value of (T) for the total = (- 1.41), while it is noted that there are differences in decision-making due to gender, where the values of (T) = (2.19), and it is noted that the differences are in favor of males.

The results indicated that there are no differences between male and female teachers in the sources of social pressures, and this may be due to the fact that male and female teachers perform the same work and are subjected to the same pressures, as they are subject to the same instructions, and both sexes see that they perform tasks and unnecessary work in school, such as clerical work, and make Efforts are not commensurate with their abilities and skills, and they feel that the teaching profession does not meet their aspirations, and teachers of both sexes feel that they have family obligations that require improving their functional and economic conditions.

This result is consistent with the study of Al-Mutairi (2016), which concluded that there are no statistically significant differences in the responses of the study sample members towards the social pressures facing secondary school principals due to the gender variable.

The results indicated that there are differences in decision-making due to gender, and in favor of males, there are differences. That is, males are higher in the ability to make decisions than females, and the reason why males are more able to make decisions can be attributed to the fact that it is from the nature of females that they take more time to think before making a decision, and do long consultations before making decisions, and are more hesitant, as well. It may be because they seek to find more than one alternative to solve the problem, while males are more daring in making decisions, which are taken faster compared to females. The difference in the methods of family upbringing, where families pay attention to the upbringing and upbringing of males in ways that are different from that of females, as parents encourage their male children to rely on themselves and independence in making decisions regarding them and their academic and social future, in addition to expanding the areas of freedom for them to act fully It may also be attributed to the fact that females are more emotional and social than males, as the female shows more empathy with others than the male, which may affect her decision-making, So the differences came in favor of the males.

It differs with the study of Al-Haqbani and Al-Qahtani (2017), which indicated that there are no statistically significant differences between the responses of the study sample members about the practice of decision-making for secondary school leaders due to gender, and it differs with the study of Abu Hamdi (2005), which concluded that there are no statistically significant differences between Organizational and environmental factors are attributed to the gender variable, and differ with Al-Ajami study (2006), which indicated that there are no differences in the factors affecting the administrative decision-making process due to a variable due to the gender variable, and also differ with Al-Nassar study (2018), which concluded that there are no significant differences A statistic in the estimates of the study sample on the influence of organizational factors in decision-making due to the gender variable and that the differences in the field of environmental factors, and the differences came in favor of females.

SECOND: FOR ACADEMIC QUALIFICATIONS

The t-test of independent samples was used to find out the significance of the differences in the level of each of the social pressures and decision-making among the principals of Marka District schools in Jordan from the teachers' point of view according to the educational qualification and table (16):

TABLE(16): THE RESULTS OF THE (T) TEST FOR INDEPENDENT SAMPLES TO FIND OUT THE SIGNIFICANCE OF THE DIFFERENCES IN THE LEVEL OF EACH OF THE SOCIAL PRESSURES AND DECISION-MAKING AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS ACCORDING TO THE EDUCATIONAL QUALIFICATION

the field	Qualification	NO.	Arithmetic Mean	Standard Deviation	Freedom Degree	T Value	Indication level
social pressures	Bachelor's degree or less	246	3.5857	.44214	345	-1.484	.139
	Postgraduate	101	3.6656	.48679			
Make decision	Bachelor's degree or less	246	3.5295	.67152		-1.826	9.06
	Postgraduate	101	3.6786	.73724			

It is clear from the results contained in Table (16) that there are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the level of social pressures and decision-making among the principals of Marka District schools in Jordan from the teachers' point of view due to the educational qualification variable, where the value of (T) was Calculated for total = (-1.484, -1.826), respectively.

The absence of differences between teachers in the level of social pressures may be due to the fact that teachers, with different qualifications, perform the same tasks and duties, and receive the same instructions, and that the conditions of teachers, regardless of their qualifications, are similar and perform the same job role required of them, and thus are exposed to the same social pressures.

This result is consistent with Al-Nassar study (2018), which found that there are no statistically significant differences according to the educational qualification variable, and it also differs with Al-Mutairi study (2016), which found that there are differences in the social pressures facing secondary school principals due to the educational qualification and in favor of those with scientific qualifications. BA.

The reason for the absence of gender differences in decision-making can be attributed to the fact that it was conducted on teachers, and these teachers are similar in circumstances, being teachers who perform the same tasks and technical meals, and are homogeneous in terms of the environment, especially that the majority of them are residents of the same area, as may be due to The ability to make decisions requires other things that are more important than qualifications, as the educational qualification brings knowledge and information, and the decision-making process is a cognitive process that requires practice and the ability to estimate.

This result is consistent with the study of Al-Haqbani and Al-Qahtani (2017), which indicated that there were no statistically significant differences between the responses of the study sample members about the practice of decision-making for secondary school leaders due to the academic qualification, and consistent with the study of Abu Hamdi (2005), which concluded that there are no significant differences Statistical significance between organizational and environmental factors attributed to the educational qualification variable, while it differs with Al-Ajami study (2006), which indicated that there are differences in the factors affecting the administrative decision-making process due to the educational qualification variable and in favor of those who hold higher educational qualifications (postgraduate studies), and this result agrees With the study of Al-Nassar (2018), which found that there are no statistically significant differences according to the educational qualification variable.

THIRD: EXPERIENCE

One-way analysis of variance was used to indicate the differences in the level of social stress among teachers of Marka District schools in Jordan, according to experience, and the table (17) shows that:

TABLE(17): ONE-WAY ANALYSIS OF THE SIGNIFICANCE OF DIFFERENCES IN THE LEVEL OF SOCIAL STRESS AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS ACCORDING TO EXPERIENCE

the field	Experience	NO	Arithmetic Mean	Standard Deviation	Source	Squares Sum	Freedom Degree	Squares Mean	F	Level
social pressures	less than 5 years	81	3.6891	.49436	Between Groups	.928	2	.464	2.244	.108
	5 to less than 15 years	189	3.6041	.41590		Error	71.120	344		
	15 years and over	77	3.5366	.50065	Total	72.048	346			
Make decision	less than 5 years	81	3.3750	.87316	Between Groups	7.147	2	3.574	7.718	.001
	5 to less than 15 years	189	3.5653	.54826		Error	159.279	344		
	15 years and over	77	3.7998	.74139	Total	166.426	346			

It is noticed from Table (17) that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of social pressures among the principals of Marka District schools in Jordan from the teachers' point of view due to experience, where the value of (P) for the total = (2.244), While it is noted that there are differences in decision-making, where the value of (t) = (7.718), and to determine the direction of differences in decision-making, the (Scheffe) test was used for dimensional comparisons and the table (18) shows that:

TABLE(18): THE RESULTS OF THE (SCHEFFE) TEST FOR DIMENSIONAL COMPARISONS OF THE DIRECTION OF DIFFERENCES IN THE LEVEL OF DECISION-MAKING AMONG THE PRINCIPALS OF MARKA DISTRICT SCHOOLS IN JORDAN FROM THE POINT OF VIEW OF TEACHERS

Field	Experience A	Experience B	The difference between the two averages	Indication
Decision Making	Less than 5 years old	5 to less than 15 years	-.19026	.111
		15 years and over	-.42478*	.001
	5 to less than 15 years	15 years and over	-.23453*	.040

It is noted from Table (18) that the differences in the level of decision-making among the principals of Marka District schools in Jordan from the teachers' point of view are between the experienced (less than 5 years) and the experienced (5 to less than 15 years) on the one hand and the experienced (15 years and more) On the other hand, in favor of those with experience (15 years and over), that is, those with higher experience are higher in decision-making ability.

This result can be attributed to the fact that teachers with long and short experiences have the same level of familiarity with laws and instructions, and they have a greater ability to form social relationships, and they are exposed to the same conditions and therefore both have the same ability to form relationships with colleagues and superiors, and thus generate adaptation for them. with working conditions, which in turn led to a reduction in social pressures.

It differs with the study of Al-Mutairi (2016), which found that there are differences in the social pressures facing secondary school principals due to the number of years of experience and in favor of those with more than 10 years of experience.

The reason that those with higher experience are more able to make decisions may be attributed to the fact that the long years of experience in education have given teachers the optimal choice among the available alternatives, and they have also been exposed to many situations that require decision-making as a result of their long service, and thus they have become more able to They make rational and rational decisions, and they have received more training courses and workshops than their peers with little experience.

This result is in agreement with the study of Abu Hamdi (2005), which indicated that the differences in the impact of organizational and environmental factors were in favor of the long-experienced school principals, and differed with the study of Al-Haqbani and Al-Qahtani (2017), which indicated that there were no statistically significant differences between the responses of school principals. The study sample on the practice of decision-making for secondary school leaders is attributed to the number of years of experience, and this result is in

agreement with Al-Ajmi's study (2006), which indicated that there are differences in the factors affecting the administrative decision-making process due to the variable of experience and in favor of those with long experience (11 years and more). It differs with Al-Nassar's study (2018), which found that the differences in the field of organizational factors for decision-making in favor of each of the two categories of experience are less than 10 years, and 10 to 15 years.

RECOMMENDATIONS

Based on the results of the study, the following can be recommended:

- The necessity for the Ministry of Education to lay the foundations, ways and methods and to provide factors that work to reduce the negative effects of social pressures, which in turn affect teachers' decision-making.
- The necessity for school principals to involve teachers in the planning process and school decision-making.
- Reconsidering the methods of evaluating teachers' performance, taking into account their methods of dealing with social pressures and their ability to make decisions.
- Training teachers on how to face social pressures.
- Conducting similar studies on other categories and samples such as managers, supervisors and students.

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