

The Degree of Availability of Leadership Skills for School Principals from the Point of View of Teachers in the Sultani Dam Affiliated to the Qatraneh Brigade

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Abstract

Leadership plays a major role in the effectiveness of the educational system, and this requires educators to develop their performance in terms of management or leadership. Through this study, the researcher sought to find out the degree of availability of leadership skills for school principals from the point of view of teachers in the Sultani Dam affiliated to the Qatraneh Brigade. It sought to determine the significance of the differences in the responses of the study sample according to some demographic variables (gender, years of service, and educational qualification). To achieve the objectives of the study, the descriptive analytical method was followed and the Likert scale was adopted. A stratified random sample of teachers was selected, numbering (50) male and female teachers, and a questionnaire was used as a tool to collect data consisting of the axis (leadership skills), after verifying its validity and stability, and then applying it to the basic study sample, where it was found that there are significant differences Statistical ($\alpha = 0.05$) attributed to the effect of gender, where the value of P-value amounted to 4.779, with a statistical significance of 0.034, there were no statistically significant differences ($\alpha = 0.05$) due to the effect of years of service, where the value of P-value amounted to 1.059, and there were no statistically significant differences ($\alpha = 0.05$) due to the effect of educational qualification, where the value of is 0.623. According to these results, a set of recommendations were presented, including: Urging school principals to link the teachers' development plan professionally with the school's vision, mission, mission and goals, in order to achieve greater activation of future planning within schools, as well as directing school principals towards building a common vision among teachers about the development of school work.

Keywords: leadership, administrative leadership, public schools, the Royal Dam.

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Introduction

In recent years, the world has witnessed an even greater wave of change in all aspects of life, as governments and NGOs face globalization, cultural and social diversity, the massive expansion of information leaders with more efficient and better skills to improve organizational performance, and perhaps a growing interest in managerial leadership and its skills, and developments that meet the goals of Educational institution.

Leadership is one of the most important phenomena of social interaction, in which leaders play a major role. It affects the direction of the group's activities, the degree of its production, the general spirit among its members, and is considered the criterion by which the success of any management organization is determined. (Al-Hamdan, 2013). Also, administrative leaders at all levels of management are in dire need of leadership skills, so their responsibility should be to analyze the situation into its component parts and draw possible conclusions. The desired objectives of the educational institution are achieved with its quality and efficiency to reach teamwork and team spirit and these attributes are nothing more than a set of skills that leaders have developed or acquired through practice, training and experience. (Ahmed, 1992)

Some believe that leadership is linked to the leader's practice of administrative activities that take place in the sector in general and in the education sector in particular, that such an activity may convince the management that they imagine that the greater the size of these activities, the greater the profits, the higher the level of control and the greater the desired result, however, the leader It directs the administrators to review the past daily schedules for example, in the next 90 days, he learns how much time you have spent in management and its activities, how little time you have spent on training, evaluation, communication and trying to understand others etc. (Wiener, 2005)

Leadership is a systematic science with principles, rules, theories, and processes that can be practiced in a variety of ways through interactive activities between leaders and followers, i.e., between the principal, teachers, and students in schools, where all orientations, qualities, and advantages are integrated. Within the organization is the key to excellence in leadership, and all leaders must be enthusiastic about that, as it is a different human nature, and from the point of view of (Amayrah, 2002) it considers leadership a difficult art because of the link with achievement and realization during administrative work, and Amayreh explains that the personality of the leader can achieve The goals set for an organization through the ability to appropriately and effectively influence

and pursue individuals.

Schools are the place where all the efforts made by the higher committees for education policy in any country crystallize, whether they are scientific, administrative or technical, and the level of success or failure in educational institutions all over the world is determined, which is clearly adopted and crystallized. In its main product which is the student; As pointed out by Al-Khawaja (2004), educational leadership is one of the main issues for society as a whole, and for the education sector and school administrators in particular, because it is an interface for creating relationships with the public, teachers and students.

Schools today face a wave of challenges represented in the difficulty of strategically predicting the future of schools, the dynamics of school activities and objectives, the pressures and complexities they face and the challenges that schools face today. The future success of today's schools depends on how school principals, who are leaders, can make a difference in the process. Educational pedagogical.

Therefore, the researcher believes that the administrative leadership skills of school principals, including creative skills, should help in light of some personal characteristics and communication skills. The administrator is familiar with organizing the management of others and working to achieve common goals, and this is done by noting the differences between management and leadership. Not every administrator is a leader and vice versa. Qualifications must be present with their own content so that individuals can be leaders of the administration at the same time.

Research problem

Despite the importance of managerial leadership, many studies show that there are many shortcomings and weaknesses associated with managers; Al-Makki's study (2011) showed the lack of supervisor evaluation of subordinates and the existence of a weak relationship between supervisors and employees, as well, the lack of justice in the distribution of tasks and responsibilities, the lack of employee participation in the planning and decision-making process and the lack of flexibility and routine commitment of officials.

The results of the studies conducted by (Al-Khawaldeh 2011, Al-Shammari 2013, Al-Ghamdi 2010) show that the availability of administrative leadership skills for leaders at all levels is average in some areas, and leaders at all levels need to improve their performance in light of rapid change and benefit from modern leadership approaches such as leadership. Therefore, and based on the results of previous studies on the availability of leadership skills, the researcher identified the problem of this study through her work as a principal in a government school in the Royal Dam affiliated to the Qatraneh Brigade, and the necessity of determining the degree of availability of leadership skills among school principals from the teachers' point of view (2021-2022)

Where private schools were excluded from this study.

Research aims

The main objective that the researcher focused on during her study was to determine the availability of administrative leadership skills for school principals in the Sultanate Dam area of the Qatraneh Brigade from the teachers' point of view, and also sought to determine the existence of statistically significant differences between the teachers' point of view to the extent of the availability of administrative leadership skills among the teachers. School principals in the Sultani Dam area of the Qatraneh Brigade are attributed to the study variables (educational qualification, years of service, gender).

Research questions

The current study aims to clarify the reasons for choosing this study by answering the following questions:

1. What is the degree of availability of administrative leadership skills for school principals in the Sultanate Dam area of the Qatraneh Brigade from the teachers' point of view?
2. What are the statistically significant differences between the teachers' point of view to the degree of availability of administrative leadership skills among school principals in the Sultani Dam area of the Qatraneh Brigade due to the study variables (educational qualification, years of service, gender)?

Research importance

In this study, the researcher touched on a very important topic that cannot be excluded, which is the availability of administrative leadership skills among school principals in the Sultanate Dam area of the Qatraneh Brigade from the teachers' point of view in schools, and this importance is divided into:

1. Theoretical importance:

- The current research seeks to contribute to enriching an important field of administrative educational research, which is the availability of administrative leadership skills for school principals in the Sultanate Dam area of the Qatraneh Brigade from the teachers' point of view.
- The study is consistent with the trends of excellence, creativity and development of Jordanian public

schools and the important role that teachers play in schools.

- This research may assist officials in identifying the different aspects of leadership style that contribute to improving administrative and educational processes.

2. Practical importance:

- We hope that this research will help decision makers to identify the skills of administrative leadership and the mechanisms of their application.
- It is hoped that the results of this study will help in improving the administrative skills of school principals in the Sultanate Dam area of the Qatraneh Brigade.

Theoretical framework of the study

The availability of administrative leadership skills in schools is very important, as this method is one of the most familiar methods between the leader and the subordinate (teacher), and it is one of the methods that achieve harmony and agreement between the two parties. internal satisfaction of subordinates; For his interest in them and motivates them to do everything that is asked of them, and he became an ideal model for them and derived their energies and motives, and the administrative leadership gave the institutional leaders a major role in the importance of achieving the vision, mission and goals of their schools who are based on the continuous motivation of individuals, motivate their abilities and improve their performance and allow them to participate in setting goals and achieving them. (Al Jabri, 2018).

A skill is defined conventionally as the ability to perform well and learn whenever he wants, and skills are learning activities that are developed during the practice of activities supported by feedback, and each skill consists of smaller sub-skills, and the lack of sub-skills affects the quality of overall performance (Cottrell, 1999).

Administrative leadership:

- He mentioned many definitions of leadership in the theoretical literature and previous research, where it was defined linguistically in the dictionary of the ocean (Firouzabadi, 2003) as: "A leader is among the leaders and the one who is led by breaking is what he is led by is like leadership."
- As for the terminology, it was defined by (Khattam Al-Suhaymat, 2010) as: "Influencing groups in specific situations, at specific times and specific circumstances, to excite individuals and the pursuit of the desire to achieve organizational goals and give them experiences that help them achieve common goals."
- He said (Tashtoush, 2008) that leadership is: "The process of arousing the interest of others, releasing their energy, and directing them in the desired directions."
- He defined it (Al-Ajmi, 2010) as "preserving the spirit of responsibility among group members and their leadership to achieve common goals."

Through the above definitions, it can be said that leadership is the ability to influence the behavior of workers and this may allow leaders to direct workers in the right direction to achieve the desired and agreed goals with good relations between leaders and subordinates, and that leadership is a process of social interaction, requiring The interaction between members of the organization and the convergence of values and interests that allow continuous interaction and are the characteristics and capabilities of a leader to influence a group or organization.

Leadership and management

The highly effective principles are described as: Putting teaching and learning leadership at the heart of business so that schools and other educational administrative units are managed effectively, and are clear about the school's direction, future, and priorities, so we want leadership in the education system characterized by all of the above.

Leadership is the partnership between the leader on the one hand, the members of the school or institution on the other hand, and the groups that benefit from the school's services. In short, leadership means the interactive relationships between groups of people, and in this direction, he (Al-Tawil, 1999) explained that many studies conducted within the framework and concepts of leadership have reached many results, the most important of which are:

1. Leadership is a group role, no individual can be a leader, but leadership is achieved through active participation in a group within a given setting and place.
2. Leadership depends on the frequency of interaction. That is, leadership within the group requires a minimum convergence of values and interests in order to continue interaction to achieve the desired goals.
3. Leadership is not necessarily related to a managerial position, but is pervasive throughout the organization and across various managerial positions.
4. Leadership considerations and standards are determined by the feelings and behavior within the group and its organization.

Leadership in its general concept, prior to its application in organizations and institutions, can be distinguished

from the new concept of leadership called leadership; In general, leadership derives its strength from the personal characteristics and qualities of the leader, while administrative leadership depends on personal characteristics and qualities, as well as the general authority in the exercise of its work. To influence subordinates. (Al-Qahtani, 2008). From the researcher's point of view, the administrative leadership is known as the role played by the leader (the principal of the school) and the influence on the responsibility of the administrative and educational institution to achieve the goals of the school through joint and cooperative efforts.

As noted by (Shams El-Din and Al-Fiqi, 2007), the most important of these skills are:

- Intrinsic skills represented in physical characteristics, mental abilities, initiative, innovation and self-control.
- A technical skill that manifests in how the leader behaves and how he deals with certain situations in the workplace, and it is linked to characteristics such as good judgment, belief in the goal and trying to achieve it.
- Human skills that enable leaders to interact effectively with superiors and subordinates, in addition to human skills that enable leaders to coordinate efforts and direct them towards achieving desired goals in the spirit of teamwork, cooperation and exchange of experiences.
- Conceptual skills in which it reveals the manager's ability to visualize the mental and logical basis for work and the surrounding internal and external variables to help sense and anticipate future problems and develop appropriate solutions and strategies to address them.
- Finally, developmental skills that encourage and invite leaders to develop and update management practices, including suggesting innovations and new ideas consistent with corporate policy.

Performance skills in the time of Al-Qahtani (2008) refer to many components of leadership suitable to become owners of management who represent the same components of leadership, depending on the use of authority, as follows:

- The presence of groups: It is clear that there is no type of leadership without groups that form subordinates or subordinates.
- Existence of common goals: Leadership may not succeed in light of conflicting and scattered goals. This is where the role of leaders inside and outside the organization appears through seeking to unify and converge goals or cancel.
- Existence of cohesion and harmony: The existence of the group and common goals may not be sufficient for the success of the leadership because successful cooperation requires consistency and harmony among the members of the group, whether internal or external to the organization to direct efforts to achieve common goals.
- Influence: one of the most important elements of administrative leadership and considering it the executive stage of leadership work. The influence of leadership is the legitimate influence through coercion, reward, or authority, or the referential influence through knowledge or ability.

At the beginning of the twenty-first century, the Jordanian Ministry of Education developed several projects, one of which is concerned with developing the institutional leadership capabilities of school principals and focuses on two ideas (Motamin, 2002):

1. Quality assurance, which is a response to technical requirements and developments in the educational process and contributes to the selection of educational leaders according to specific foundations, standards and competencies, including:
 - The ability to solve problems.
 - Take leadership responsibility.
 - Having leadership skills such as planning, organizing, supervising and evaluating.
 - To have the ability to highlight the potential of workers.
 - The ability to deal with technology that makes the necessary changes.
2. Restructuring and rehabilitating effective government leaders by forming a new vision for educational leaders that will help direct their leadership behavior towards their future goals through:
 - Respect and benefit from opinions.
 - Activating communication mechanisms and building relationships with local communities.
 - Delegating authority and tasks.
 - Participation of employees in decision makers.

The Ministry of Education in the Kingdom of Saudi Arabia aims to meet the needs of educational leaders in the education sector and is interested in keeping pace with the new trend set by the King Abdullah Education Development Project to enhance the role of the principal, raise him to the rank of educational leader of the school and develop the leadership competencies of the educator in accordance with international standards and this qualifies teachers to contribute Constantly in the process of development.

Integration of leadership and management in the researcher's perspective

It is very important to know that schools not only thrive through good management, but also need leadership,

leadership is the higher and distinct activity that provides context and direction to management despite the contradictions we have indicated, leadership and management coexist and neither replaces the other. To illustrate this, it is good to mention a set of skills specific to both leadership and management.

From the researcher's point of view, the main pillars on which the administrative leadership is based are as follows:

1. Administrative leadership is a continuous process practiced by leaders (managers) before subordinates (teachers).
2. Administrative leadership is ethical leadership; Because it promotes a set of values such as justice, equality, peace and other values.
3. Motivating and inspiring teachers to act; To override their personal interests in favor of the group and the school.
4. Working on changing the employees' goals and transforming them from simple secondary goals to goals that meet the needs of the higher self and support the school's vision for the future.

The importance of administrative leadership in schools

Administrative leadership has been one of the most important topics that have captured the attention of scholars and researchers over the past two decades. It is considered one of the most prominent contemporary approaches to leadership and has become one of the modern theories of leadership. Therefore, the importance of transformational leadership is represented in the following (Fateh, 2018):

1. The administrative leadership has an idea of moral responsibility, which is an effective factor in motivating followers to work outside the limits of personal gains for the benefit of the group or school, and this idea facilitates the acquisition of cooperative behavior within the school.
2. The administrative leadership is present at different levels in each school and it has been suggested that facing all cases is generally valid and effective to apply to successful schools and schools that need a radical change
3. Executive leaders seek to delegate significant authority and empower individuals, develop skills and increase self-confidence, rather than having an exclusive monopoly on power.
4. The qualities of managerial leadership can be developed and improved through training which has a significant impact on the perception, commitment and performance of followers at various levels of the school.

Administrative leadership components:

- Collective Inspiration and Vision: A place where management leaders look to the future and believe that teamwork will bring about the school's success and distinction.
- Effective communication style is the manager's ability to create trust and respect.
- Empowerment Managerial leaders must be able to empower others by supporting them, empathizing with them, expressing trust and giving them a sense of being treated as special.
- The awareness of the vision management leaders must be able to activate the followers and focus their efforts towards achieving the goals (Khawaldeh, 2018).

From the foregoing, it is clear that administrative leaders must have the ability to motivate and provoke subordinates (teachers), notice them and deal with them as special people and that their thinking is to achieve the desired goals.

Administrative leadership functions and tasks:

1. Recognizing the Need for Change Administrative leaders recognize the need for change and through their personal charm and ability to inspire and convince individuals and groups within the school of the need for change.
2. Drafting the vision and mission: The administrative leader sees that the second job has a clear and ambitious vision that represents a possible and desirable future image for the school and encourages them in all ways and means to adopt and adhere to this vision.
3. Choosing models and paths of change: management leaders choose from among the available intellectual models that have been proven to work under specific conditions and appropriate to the conditions in which they work.
4. Shaping New Strategies: Strategies are the main path through which a school chooses among other key options to achieve its goals By analyzing the expected opportunities and threats in light of the competitive landscape of the world, management leaders believe that embracing change creates strategies that are aligned with new visions and models Conduct analysis Strategist for intrinsic threats, strengths, and weaknesses.
5. Mobilizing commitment through school culture: School culture is the prevailing ideas, behaviors, values, beliefs and feelings among teachers and is a new vision to guide workers towards their goals (Fateh, 2018). Therefore, the department head here is responsible for:
 - Refining the organization's mission through a broad intellectual vision.

- Introducing and promoting new systems of values and beliefs.
- Maintaining and enhancing organizational spirit by resolving conflicts between the personal values of employees and the values of the organization.

6. Managing the transitional stages: The leaders of the administration are concerned with the transitional stages that individuals go through from releasing the old to implementing successful change processes, and making sure that individuals liberate themselves from the old, and that they also got rid of their belonging to the old (Hammad, 2011).

Administrative leadership application problems (Mustafa, 2018)

1. Difficulty and complexity: Administrative leadership is a group of leadership theories that are intertwined together, making them difficult and complex topics for training and application.
2. Misuse: The importance of applying administrative leadership lies in the vision of the leader (the manager), which makes it a non-democratic vision.
3. Lack of clarity of concepts: its function is not clear and there are many similarities in the concepts.
4. Senior management's fear of losing power: unwillingness to change, reliance on hierarchical management, low skills, lack of responsibility of employees, and lack of a sound organizational culture; This negatively affects employee morale and performance.

Previous literature

Al-Ghamdi study (2011) entitled: "Transformational leadership practice by public education school principals in Al-Makhwah Governorate". This study aimed to clarify the degree of transformational leadership practiced by school principals in general education in the region and to know the difference in the reaction of the principals of public education schools to the practice of transformational leadership, which is attributed to the variables of academic qualification, scientific specialization, and years of experience, the study relied on the descriptive approach, and after applying the study tool (Questionnaire) on a sample of (106) Director This research has reached a series of results from the most important practices of school principals in the dimension of developing a common vision for schools and taking into account the internal and external environmental conditions to help schools when formulating school programs. The faculty members realized the basic functions of the school and the general purpose it seeks to achieve. Next which was most important within the school is the distribution of leadership roles and tasks among school staff to make them feel really themselves and encourage developmental suggestions from teachers and school staff The result is the development of a shared vision for the schools and intellectual excitement and expectations that show the highest degree of practice at least after introducing models of behavior to be followed.

Sana Ali Shaqwara's study (2012) entitled "The degree of transformational leadership practice in the Middle East University from the point of view of its faculty and administrative staff." This study aims to measure the impact of transformational leadership practices at the Middle East University from the perspective of faculty members and administrative staff there Members of the teaching and administrative staff were chosen randomly, and the researcher used a questionnaire to measure the degree of transformational leadership practice in general. The variables of the study included the dimensions (ideal influence, care of individuals, mental arousal, and inspirational motivation) and the validity and reliability of the tool were confirmed. It was high, but at the level of the four dimensions of the questionnaire, the arithmetic mean ranged between high for the dimension of inspirational motivation and high for the dimension of caring for individuals.

Al-Sarayrah (2012) entitled: "The Degree of Practice of Secondary School Principals: Transformational Leadership and its Relationship to the Level of Organizational Citizenship Behavior". The study aimed, from the teacher's point of view, to determine the extent of the relationship between the transformational leadership practices of the principals of public secondary schools affiliated to the Mazar-e-Jordan Council and the levels of organizational citizenship behavior of teachers in those schools. The research sample consisted of (331) male and female teachers, and from the results of the study, from the teachers' point of view, the degree to which school principals practiced transformational leadership was medium, and the degree to which school teachers practiced organizational citizenship behavior was medium. The results showed that there is There is a high positive and statistically significant relationship between the degree of transformational leadership practice of school principals and the level of teachers' organizational citizenship behavior.

Al-Omari (2016) conducted a study aimed at revealing the degree of availability of leadership skills among educational supervisors from the perspective of teachers in Al-Makhwah Governorate. (years of experience, educational stage, specialization), and the researcher distributed the questionnaire randomly to the study sample. The results of the research reached:

- Average availability of leadership skills for educational executives.
- The results of the study showed that there were no statistically significant differences in the degree of skill availability due to the variables of years of experience and specialization.

- There are statistically significant differences at the level of significance due to the variable of the educational stage (primary).

The study of Al-Zahrani (2016) aimed to find out the degree to which school principals in Al-Mandaq governorate possess leadership skills and their relationship to their job performance from the perspective of the teaching staff. The questionnaire consisted of (60) items, and the results of the study reached:

- The leadership skills of school principals in the governorate were very high.
- The results of the research showed that there were no statistically significant differences in the degree of estimations of the study sample to the degree to which school principals possess leadership skills according to the dimensions of the study (educational qualification, educational stage, years of experience, training courses).

Al-Abeeri study (2015) "Analysis of the relationship between the practice of transformational leadership among the heads of scientific departments and the organizational commitment and organizational citizenship behavior among the faculty members in the faculties of the branches at the University of Tabuk." The organizational and organizational citizenship behavior of faculty members, and to achieve the objectives of the study, the researcher designed a questionnaire consisting of (51) items with the aim of collecting primary information from the study sample consisting of (243) respondents, using the "SSPS" program, and the study reached many results, most notably:

- The degree to which department heads possess transformational leadership in one degree.
- There is a direct, statistically significant relationship between the dimensions of the transformational leadership practice of department heads and the organizational commitment and citizenship behavior of faculty members.
- The sample confirms the presence of interest in these behaviors, which gives it an applied dimension that helps in the possibility of employing them in departments and is a good tool to achieve organizational efficiency and effectiveness.

Dastoor & Golding (2009) study entitled: Transformational Leadership and Cultural Values in Thailand: The "View of Faculty Members in University Management" Transformational leadership and cultural values in Thailand: From the perspective of faculty members in university management. It aimed to find the relationship between the dimensions of leadership and cultural values from the perspective of university professors in Thailand, and the study sample consisted of (359) faculty members from various institutions of higher education in Thailand. (MLQ) Avolio & Bass and Dorfman And Howell's Cultural Values Scale. The most prominent results and recommendations of this study were related to the current research topic:

- There is a positive relationship between transformational leadership and subordinates in terms of: (extra effort, leader effectiveness, satisfaction with the leader).
- There is a negative relationship between negative management (leadership by exception style, non-interference leadership style), and subordinates in terms of: (extra effort, leader effectiveness, satisfaction with the leader).

The applied framework of the research (the study)

The limits of the study

Objective limits: the degree of availability of administrative leadership skills.

Time limits: The study was conducted in the year (2022-2021).

Spatial limits: The study was conducted in government schools in the Sultanate Dam area of the Qatrania Brigade.

Human limits: The study was conducted on (50) male and female teachers from public schools in the Sultanate Dam area of the Qatrania Brigade.

Determinants of the study: This study was limited to male and female school teachers who work in public schools in the Sultanate Dam region, for the year (2022-2021).

The generalization of the study results depends on the validity and reliability of the study tool.

Curriculum and procedures

Methodology:

The descriptive (analytical) approach was used to study the degree of availability of administrative leadership skills in the schools of the Sultani Dam affiliated to the Qatraneh Brigade from the teachers' point of view.

Study population and sample:

The study population consisted of male and female school teachers in the Sultanate Dam area for the academic year (2021-2022), who numbered (81) male and female teachers working in government schools affiliated with the Ministry of Education.

study sample:

The study sample was selected from public school teachers, which represent the original community for the study, in a random way, where the sample size was (50) teachers and teachers.

Study dimensions:

The study includes the following variables (dimensions):

1- The independent variables are:

A- **Gender:** It has two categories (male) and (female).

b- **Years of service:** (from 5 years and less, from 6 to 10 years, from 11 years and more)

C- **Educational qualification:** (diploma, bachelor’s, postgraduate studies).

2- **The dependent variable is:**

The degree of availability of administrative leadership skills in the schools of the Sultani Dam affiliated to the Qatraneh Brigade from the teachers' point of view.

Study tool:

The study tool consisted of a questionnaire that the researcher developed and wrote its paragraphs in the light of her experience and with reference to the educational literature and previous studies related to the degree of availability of administrative leadership skills in schools, such as the study (Shaqwara, 2012), the study (Al-Sarayra, 2012), the study (Al-Deeb, 2012) and the study (Al-Abeeri, 2015) and a study (Basham, 2010)

The questionnaire consisted of two parts:

- **Part one:** general data related to the sample members in terms of (gender, years of service, and educational qualification).

- **Part Two:** It consists of (20) items that are graded according to the five-point Likert scale (to a great degree, to a moderate degree, to a little degree, to a very little degree) directed to male and female teachers in public schools in the Sultani Dam area of the Qatraneh Brigade.

Statistical Standard:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (to a very large degree, to a large degree, to a moderate degree, to a small degree, to a very low degree) and it is represented digitally (5, 4, 3, 2, 1) respectively, the following scale has been adopted for the purposes of analyzing the results:

1.00-2.33 low

2.34-3.67 average

3.68- 5.00 high

The scale was calculated by using the following equation:

(The upper limit of the scale (5) - the lower limit of the scale (1)) / The number of required categories (3)

$$=(5-1)/3 =1.33$$

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

Stability of the study instrument:

To ensure the stability of the tool, the internal consistency was calculated on an exploratory sample from outside the study sample, numbering (30) - according to Cronbach's alpha equation, and the table below shows these coefficients as it reached (0.89), and this ratio was considered appropriate for the purposes of this study.

The study sample:

Table (1)
Frequencies and percentages according to the study variables

The ratio	Repetition	Categories	
26.0	13	Male	Gender
74.0	37	Female	
14.0	7	5years or less	Years of service
18.0	9	6to 10 years old	
68.0	34	11years and over	
10.0	5	diploma	Educational qualification
56.0	28	Bachelor's	
34.0	17	Postgraduate	
100.0	50	Total	

The first question: What is the degree of availability of administrative leadership skills for school principals in the Sultanate Dam area of the Qatranah Brigade from the teachers' point of view?

To answer this question, the arithmetic averages and standard deviations of the degree of availability of administrative leadership skills for school principals in the Sultanate Dam area of the Qatranah Brigade were

extracted from the teachers' point of view, and the table below illustrates this.

Table (2)
Arithmetic averages and standard deviations related to the degree of availability of administrative leadership skills for school principals in the Sultanate Dam area of the Qatrana Brigade from the teachers' point of view arranged in descending order according to the arithmetic averages

Degree	standard deviation	SMA	Paragraph	Number	Runk
High	.776	4.64	A good leader strives to be a good role model for teachers	3	1
High	.490	4.62	The managing director constantly renews his ideas and aspires to change	5	2
High	.495	4.60	The leading principal encourages teamwork in the school	12	3
High	.787	4.56	The leading principal appreciates and recognizes the efforts of teachers	14	4
High	.705	4.56	The leading manager uses the means of moral and material motivation	18	5
High	.613	4.54	The leading manager understands the need for change for the better in all ways	9	6
High	.869	4.51	It develops the creativity of teachers by providing them with the necessary knowledge	13	7
High	.788	4.46	The leading director is keen on implementation, planning, and directions that suit the ideas of all teachers in the school	15	8
High	.709	4.45	The leading manager engages teachers in building a common public vision	17	9
High	.705	4.44	The leadership manager is able to deal with critical, complex and ambiguous situations	16	10
High	.928	4.42	I see that the principal possesses administrative skills that increase the teachers' confidence in the school	1	11
High	.859	4.42	I see that a manager who has good administrative leadership can overcome difficulties	2	12
High	.859	4.42	The leading manager admits mistakes when they are discovered	20	13
High	.798	4.34	The leading manager does all his work to the fullest	4	14
High	.917	4.34	The leading manager stimulates the creative energies of teachers, including their ability to renew	8	15
High	.772	4.34	The leading manager considers mistakes made by teachers to be mistakes of useful scientific experiments	19	16
High	.844	4.32	The leading director delegates the powers to teachers to achieve the desired goals	11	17
High	.898	4.16	The leading manager consults the teachers and takes into account the opinions presented to him	7	18
High	.833	4.14	The leading manager sees the ideas of others at the desired level	6	19
High	.948	4.00	A leading manager can transform visions into reality	10	20
High	.528	4.41	The tool as a whole		

Table (1) shows that the arithmetic averages ranged between (4.00-4.64), where Paragraph No. (3) states that “a good leading manager seeks to be a good role model for teachers” came in the first place, with an average of (4.64), and at a high degree, followed by paragraph No. (5) in the second place, which reads: “The administrative director constantly renews his ideas and aspires to change,” with an average score of (4.62) and a high degree. It was followed by paragraph No. (12) in third place, which reads “The leading manager encourages teamwork in the school.” With an arithmetic average of (4.60) and a high degree, while paragraph No. (10) and its text “can transform the visions into a tangible reality,” came the last rank and with an average of (4.00) and a high degree, and the arithmetic mean of the tool as a whole reached (4.41) and a high degree.

The second question: What are the statistically significant differences between the teachers’ point of view to the degree of availability of administrative leadership skills among school principals in the Sultani Dam area of the Qatraneh Brigade due to the study variables (educational qualification, years of service, gender)?

To answer this question, the arithmetic averages and standard deviations of the degree of availability of administrative leadership skills for school principals in the Sultani Dam area of the Qatrana Brigade were extracted according to the variables of educational qualification, years of service, and gender, and the table

below shows that.

Table (3)
Arithmetic averages and standard deviations of the degree of availability of administrative leadership skills for school principals in the Sultani Dam area of the Qatraneh Brigade according to the variables of educational qualification, years of service, and gender

Number	Standard deviation	SMA		
13	.270	4.65	Male	الجنس
37	.573	4.33	Female	
7	.322	4.34	From 5 years and under	: الخدمة سنوات
9	.220	4.57	6 to 10 years old	
34	.612	4.39	From 11 years and over	
5	.249	4.32	diploma	التعليمي المؤهل
28	.668	4.39	BA	
17	.278	4.47	Postgraduate	

Table (3) shows an apparent variation in the arithmetic averages and standard deviations of the degree of availability of administrative leadership skills among school principals in the Sultani Dam area of the Qatranah Brigade, according to the variables of academic qualification, years of service, and gender due to the different categories of gender variables, years of service, and educational qualification. Statistical differences between the arithmetic averages, a three-way analysis of variance was used in Table (3).

Table (4)
Triple variance analysis of the effect of gender, years of service, and educational qualification on the degree of availability of administrative leadership skills among school principals in the Sultani Dam area of the Qatranah Brigade

Statistical significance	q value	mean squares	degrees of freedom	sum of squares	Contrast source
.034	4.779	1.292	1	1.292	gender
.355	1.059	.286	2	.573	Years of service
.541	.623	.168	2	.337	Educational qualification
		.270	44	11.892	The error
			49	13.661	total

It is evident from Table (4) that:

- There are statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the value of P is 4.779, with a statistical significance of 0.034, and the differences are in favor of males.
- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of years of service, where the value of P is 1.059, with a statistical significance of 0.355.
- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of educational qualification, where the value of P-value was 0.623, and the statistical significance was 0.541.

Conclusions and Recommendations

The researcher reached several results, the most important of which are:

1. Paying attention to identifying the ideas of leaders in schools and seeing the ideas of others at the desired level, which contributes to the ambition for change.
2. The participation of teachers to build a common public vision.
3. Implementation of plans and directives that suit everyone's ideas.
4. Considering the errors discovered when working as useful mistakes for the future and recognizing them and working to overcome them positively.

Recommendations

In light of the results of the current study, the researcher presents a set of research recommendations:

1. The necessity of designing and implementing training programs to develop the administrative leadership skills of school principals.
2. Conducting studies similar to the current study in various schools of the Hashemite Kingdom of Jordan and in various regions due to the scarcity of similar studies. (As far as the researcher knows)
3. Conducting a study to design a proposed model to activate the role of administrative leadership in schools
4. Conducting a study on training on managerial leadership skills for managers.
5. Urging school principals to link the teachers' development plan professionally with the school's vision,

mission, mission and goals, in order to achieve greater activation of future planning within schools.
6. As well as directing school principals towards building a common vision among teachers about the development of school work.

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