

The Role of School Principals in Developing the Leading Performance of Teachers in the Mafraq District

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Abstract

The current study aimed to identify the role of school principals in developing the pioneering performance of teachers in the Mafraq district. (10 paragraphs), and the second: developing the performance of pioneering teachers (10 paragraphs), and the validity and reliability of the tool was confirmed, as it was applied to the sample. The study population consisted of (372) male and female teachers, and the sample consisted of (163) male and female teachers from the sample. Study variables in the schools of the district of Mafraq district. The results were: There were no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the total degree of the role of school principals in developing the pioneering performance of teachers in the Mafraq district according to the study variables due to the difference of gender, years of experience and academic qualification, and it was among the most prominent. The recommendations reached: the necessity of linking leadership to innovation and entrepreneurship among school principals, the need to implement leadership in schools because of its positive role on public policy, the need to present a vision of leadership within the strategic framework of schools, and the need to formulate visions with a pioneering orientation in order to achieve sustainability in its capabilities.

Keywords: School Principal, Teacher Performance, Entrepreneurial Person, Leadership.

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INTRODUCTION

Study background and importance Many developing and developed countries pay most of their attention to education, because education has a key role in the development of qualified human resources that work to develop societies. Knowledge and sciences of all kinds, in addition to skills and values.

Kaur & Bains (2013, Kaur & Bains) defines entrepreneurship as: “the ability of an individual to experiment with different strategies to achieve unprecedented and distinctive results by employing creativity and skills, working to acquire opportunities, presence of motivation and high services.”

The pioneeringly successful educational director is the basis of the administration and the basis for its construction, and the key to its progress and development. The role of the administration is to optimize the use of material resources and teachers, directing and coordinating them without waste or duplication of work in order to achieve the success of the school’s goals. So management is “the achievement of the school’s objectives in an efficient and effective manner through planning, organizing, leading and controlling organizational resources through teachers” (Hareem, 2010).

Educational systems in all countries of the world are concerned with the continuity of improving and developing textbooks through continuous analysis processes, identifying their strengths to preserve them, and their weaknesses to address them; Because the curriculum that is not developed and modified after a while is seen as a traditional curriculum that does not keep pace with the changes and requirements of the era (Hammad, 2011).

THE STUDY PROBLEM:

In light of the rapidly changing environment, which serves as a unit of competition, leadership has become important for its significant contribution to supporting and achieving sustainable competitive advantages. It helps the educational institution to generate new sources and renew its roles. The presence of obstacles that prevent the achievement of leadership and then its sustainability due to the lack of management experience and the failure to catch the most appropriate investment opportunities, and among the causes of entrepreneurial failure is the lack of personal skills to manage the entrepreneurial project and the lack of support.

Therefore, the problem of the current study is to answer the following questions:

THE FIRST QUESTION: What is the level of the school principals’ role in developing the leadership performance of teachers in the Mafraq District?

THE SECOND QUESTION: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the response averages of the study sample members about the role of school principals in developing the performance of pioneering teachers in Mafraq district due to the variable gender, years of experience, and educational qualification?

THE IMPORTANCE OF THE STUDY:

1. The study opens new horizons about the leading role of school principals in the Mafraq District schools.
2. Helping educational decision-makers in developing the leadership and technological reality of learning in the school future.
3. Getting to know the opinions and ideas of school principals and teachers regarding entrepreneurship from their point of view.

OBJECTIVES OF THE STUDY:

1. Identifying the role of school principals in developing the pioneering performance of teachers in Mafraq District.
2. Shedding light on the entrepreneurial skills that highlight and distinguish principals and teachers.

PROCEDURAL CONCEPTS OF THE STUDY:

THE ENTREPRENEURIAL PERSON: is the person who has the experience, knowledge and ability to innovate and face risks, and has new ideas within the motivation of the organization to promote those ideas. (Taha Kamel Riyad, 2014).

ENTREPRENEURSHIP IS: excellence and the ability to compete with performance and results together with the necessary knowledge and skills, and finding unfamiliar ways is based on achieving progress and taking the risk factor by experimenting and trying to reach the best (Abdullah, 2019).

IT IS DEFINED PROCEDURALLY: activities adopted by educational institutions and the creation of new projects based on creativity and innovation to build the appropriate ones in the labor market.

PRINCIPALS: They are the principals of the schools affiliated to the Directorate of Education in Mafraq who perform the functions and tasks of managing the school with a group of people working with them from the persons appointed in the Jordanian Ministry of Education.

TEACHER PERFORMANCE: It is all behavior that occurs during the educational situation and is directly or indirectly related to the course of the educational process, such as the use of teaching aids, classroom management, verbal interaction management, and evaluation. (Mr., 2005).

IT IS DEFINED PROCEDURALLY: all his experiences and knowledge during the educational process within the vision and mission of the school.

PERFORMANCE: Everything that results from a person's achievement of the tasks assigned to him, and is related to the person's level of acquisition of skills, abilities or information, and the ability to perform them well. (Gad, 2003).

IT IS DEFINED PROCEDURALLY: the result that a person achieves when performing any desired work or activity related to his job.

LIMITS OF THE STUDY: This study was carried out within the following limits:

HUMAN LIMITS: The study was applied to the study population of the teachers of the Directorate of Education, Mafraq District.

SPATIAL BOUNDARIES: This study was limited to Mafraq District schools.

TEMPORAL LIMITS: This study was implemented in the second semester (2022/2021).

OBJECTIVE LIMITS: This study dealt with the role of school principals in developing the pioneering performance of teachers in the Mafraq district, and used a questionnaire characterized by honesty and a reliability coefficient.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

THE FIRST FIELD:

Theoretical literature includes the role of school principals in developing the pioneering performance of teachers and includes exposure to previous studies related to the subject of Arabic and foreign studies, as follows:

FIRST: THEORETICAL LITERATURE AND LEADERSHIP:

Theoretical literature consists of topics related to entrepreneurship, which is a process that employs the values of creativity and innovation, and takes risks in developing creative and innovative methods and strategies far from the familiar, creating new opportunities, and distributing responsibilities according to human preparations and available material capabilities.

Entrepreneurship is defined as exclusivity and distinction, in the sense of adopting innovative methods and staying away from traditional methods, adopting everything that is distinctive and modern, making an organized effort, whether individual or collective, and trying to invest the available opportunities in a creative way (Al-Najjar and Al-Ali, 2010).

Education for leadership seeks to achieve a set of goals, namely (Abu Seif, 2016; Mubarak, 2011):

- Change in the usual pattern of the students.

- Developing the pioneering spirit for all academic levels.
- Enhancing students' communication skills and building relationships in the educational environment.
- Enhancing economic and social development in society.

LEADERSHIP VALUES:

Values lead to an integrative perspective of entrepreneurship, as entrepreneurial people cannot achieve their goals without a value system that they rely on, so that they direct their behavior towards their desired goals.

- Strength value: It means persistence and determination to achieve the goal despite the unfavorable circumstances surrounding us.
- The value of innovation: in the sense of creating something unusual.
- The value of achievement: access to ambition and strength to achieve.
- Creativity value: finding what is unfamiliar and valuable.
- Leadership value: It means defining the vision and developing strategies to achieve that vision.

LEADERSHIP PRINCIPLES AND FOUNDATIONS:

Achieving entrepreneurial principles contributes to achieving the competitive advantage of global leadership, and then it turns into economic sources with high returns. Tawfiq and Morsi (2017) summarize its principles as follows:

1. Creativity: It is the efforts made by the individual to find new opportunities or exceptional solutions in which he processes information. And then make the decision to solve the problem.
2. Independence: It is the desire to work individually to communicate the pioneering vision, and they feel their ability to think freely.
3. Proactive: the efforts of the entrepreneur in capturing new opportunities, monitoring trends, determining the future needs of individuals and anticipating sudden changes.
4. Competitiveness: The individual's ability to develop appropriate strategies in the face of the five competitive forces, which are: the structure of the competitor, the strength of the beneficiaries, their needs, the strength of stakeholders, and their pressures.

SECOND: PRINCIPALS: They are the principals of the basic schools affiliated to the Directorate of Education in the Qasbah of Mafrq who perform the functions and tasks of the basic school administration with a group of persons working with them from the persons appointed in the Jordanian Ministry of Education, who practice the profession of teaching in schools, and they are responsible for advising teachers.

PERSONAL QUALITIES THAT CHARACTERIZE ENTREPRENEURS:

If it is necessary to refer to the traits and characteristics of entrepreneurs, and the close relationship between personal and entrepreneurial characteristics, Mubarak (2011) indicated that there are three personal traits that distinguish entrepreneurs from others, and that these traits play a major role in predicting the success of entrepreneurs, namely:

1. The need for excellence and achievement.
2. The ability to control oneself and manage it positively.
3. Willingness to take risks of all kinds.

AMONG THE MOST PROMINENT THEORIES THAT DEALT WITH EDUCATION FOR ENTREPRENEURSHIP ARE:

1. The Behavioral Theory (Self-Concept): This theory goes back to the scholar (Super) mentioned by Abdel-Hadi and Al-Azza (2011), where this theory refers to the importance of the role of the individual in discovering himself, and that he is distinct from others, and that he must realize the similarity, and the difference between him and others, to discover where lies his distinction from others?
2. The theory of the family and social environment, contemporary theory: This theory focused on the importance of science and technology, which helps the individual to sense opportunities and take advantage of available opportunities, and then take the appropriate decision about them. This theory also indicates that the entrepreneur is distinguished from others; He has a passion for employing entrepreneurial strategies, characterized by the permanence of competitiveness and risk taking; Exploiting entrepreneurial opportunities, and the ability to take risks (Al-Qasim, 2013).

Mubarak (2011) mentioned the characteristics of developing the entrepreneurial education process in the light of the knowledge society, for the learning and teaching process, including:

- Education for Entrepreneurial Skills: An entrepreneur is characterized by behavioral characteristics such as possessing decision-making skills based on a thorough study and analysis of data and information.

- Democratic education: It prepares the learner to deal with others, accept them, and cooperate with them within a framework of studying differences from them and not with them, in a way that supports the culture of difference and contrast.
- Creative education: The learner acquires the skills of creative thinking, and trains him on the assets of knowledge production and technological creativity that stems from the concept of creativity, to verify, scrutinize and test them.
- Continuing and self-education: It supports the principle of continuing lifelong learning for the learner, and provides him with independent and self-learning skills, and seeks to maximize and devote the concept of self-learning rather than education.

THIRD: DEVELOPING THE TEACHER'S PERFORMANCE:

The community is one of the important foundations upon which the school curricula are built. The basis of the school's existence is the community's desire to prepare good individuals for it. The school is a social institution created by the community to prepare the good individual for this community, and since the objectives of education are derived from the philosophy of the community, for everyone who works in the school Working to achieve contemporary aspects of learning:

Connecting the school to the community: educational goals. Therefore, the role of the teacher is to link what he teaches to his students with what exists in their society, that is, to employ the information, skills and experiences these students learn in their social life (Al-Anzi, 2007).

Individualization of education: As a result of educational studies that showed abilities and interests, it was found that each student has a special speed in learning, and that each student differs in his abilities, and is an expert in ways to search for information, not an expert in the same information and to develop himself (Obeidat, 2007).

TEACHER PERFORMANCE APPRAISAL:

The field of education is one of the most dangerous fields on which education depends, and it is the basis for achieving and upgrading the quality of education, and continuously improving the performance of the teacher, regardless of the state of the schools. Responsible for providing knowledge as much as he is responsible for guiding students about its sources, an organizer of learning opportunities, and a guide to the methods and techniques of research and thinking, and in this way the focus shifts from teaching to learning, and the educational process restores its desired balance, which was always biased to the teaching process, (Youssef, 2009).

THE SECOND FIELD: PREVIOUS STUDIES:

This study will review a number of studies that have been benefited from, noting their most prominent features. With a comment on it that includes aspects of agreement and disagreement, and a statement of the scientific gap that the current study addresses. The researcher would like to point out that the studies that will be reviewed came in the time period between 2012/2018, and included a number of countries and countries, which indicates their temporal and geographical diversity.

These studies have been classified according to the main variables of the study, and according to whether they are Arab or foreign studies, and below we present a review of these studies, then we clarify the scientific gap by identifying the difference of the current study from the previous studies, and finally the aspects of benefiting from previous studies in the current study.

In the study Al-Hashwa (2012), which aimed to investigate the role of school education in Palestine in the current and possible development of entrepreneurship and to make recommendations for the relationship between education and entrepreneurship, as it included the most important questions of the study that were answered: What is the role of the current educational system in developing entrepreneurship, and the study concluded To develop the 15 entrepreneurial competencies, and the study recommended that entrepreneurship education become part of the school curriculum, where the learning outcomes (the 15 competencies) form the basis for deliberation about the outcomes of the developed curriculum. The study also recommended the introduction of elements related to entrepreneurship education into the strategy of the Ministry of Education, provided that this strategy covers all stages of education. The study also recommended the rehabilitation of teachers about entrepreneurship and the skills related to it.

And a study (2013, Ayub& Othman), which aims to identify the role of administrative leadership practices in the effectiveness of school development from the point of view of its principals. In Indonesia, the descriptive survey method was used, and the tool was the questionnaire. A sample of (180) school principals in Indonesia were chosen randomly, and reached several results, the most important of which is "the existence of a positive, statistically significant correlation between entrepreneurial administrative practices and entrepreneurial

characteristics and the effectiveness of the school, and a positive impact of adopting the entrepreneurial culture and integrating the entrepreneurial practices in School management to improve the effectiveness of schools, especially secondary schools.

The study of Al-Qasim (2013) aimed to measure the impact of the entrepreneurial characteristics in adopting the strategic directions of the principals of private schools in Amman, the capital of Jordan, and used the descriptive analytical approach, and the tool was a questionnaire. The results of the study showed that there is a statistically significant effect of the entrepreneurial characteristics of the principals of private schools in Amman in adopting the strategic directions. Experience, career position.

The study (2015 Aljohani) entitled: Integrating creativity and entrepreneurship in education and the Ohio model aimed to identify the twenty-first century skills and indicate the importance of leadership and creativity in development in addition to identifying the best ways to integrate the concepts of entrepreneurship and creativity in educational systems and the positive impact on students in terms of innovation, flexibility, And knowledge of leadership, and management of innovation processes. Among the most important results of the study: that it reinforced the idea that the entrepreneurial education provided through the leadership clubs in primary schools has a positive impact on students' attitudes towards innovation, flexibility and entrepreneurship, and that these results provide evidence for the necessity of entrepreneurship education in primary schools.

A study (Pihie, Dahiru, Basri& Hassan, 2018), which aims to measure the relationship between entrepreneurial leadership and school effectiveness in secondary schools, in Nigeria, and used the descriptive analytical approach.) as a parameter, and the sample was chosen randomly, and data was collected by the survey method, and descriptive and inferential statistical analysis (Pearson correlation and multiple regression) was used. The results concluded that there is a strong relationship between the practice of entrepreneurial leadership and school effectiveness, and that the entrepreneurial leadership achieved the highest indicator of school effectiveness among secondary schools in the state of Zamfara, which means that the entrepreneurial leadership facilitated the school effectiveness of secondary school leaders in the study area.

The study of Al-Humaydin (2019) aimed to identify the degree of application of strategic leadership among administrators working in the Directorate of Education, Amman, Jordan. An interview was also conducted with a sample of (46) educational leaders. The results showed that the degree of application of administrative leadership among the study sample was medium. The results also showed that there were statistically significant differences due to the variable of the job title in all fields and it was in favor of the name of the manager, and there were differences attributed to the variable years of experience and it was in favor of the long years of experience, and there were no differences due to the variable of gender and educational qualification.

SUMMARY OF PREVIOUS STUDIES AND THE LOCATION OF THE CURRENT STUDY, INCLUDING:

1- ARAB STUDIES:

that dealt with the role of entrepreneurship development, such as the filling study (2012), which aimed to measure the role of the current educational system in developing entrepreneurship, and used the questionnaire tool to collect data according to the descriptive approach, and its most prominent results were: Qualifying teachers about entrepreneurship and the skills related to it.

And the study of Al-Qasim (2013) entitled: The impact of entrepreneurial characteristics on the strategic directions and their adoption of principals in private schools in Amman, the capital of Jordan, and it sampled (250) individuals. Statistically significant differences for the leadership characteristics of managers attributed to the variable age, and the presence of statistically significant differences due to the variables of years of experience and job position.

2- FOREIGN STUDIES:

A study (2014, Koch, Binnewies&Drmann) entitled Administrative Creativity, whose sample was represented by (902) male and female teachers from (83) schools, and used the questionnaire tool to collect data according to the analytical and descriptive approach, and one of its most prominent results: that the administrative creativity of school principals constitutes a motivator for them Which increases their contribution, connection and loyalty to work, in enhancing the effectiveness of teachers, which is better reflected in improving the role of principals in motivating them to work in schools and increasing their effectiveness depending on performance and the achievement of educational goals.

And a study (Pihie, Dahiru, Basri& Hassan, 2018) entitled: Investigating the relationship between entrepreneurial leadership and school effectiveness in secondary schools. The sample was represented by secondary school teachers in Zamfara state in Nigeria, and their number was (358). Study tool: a questionnaire to collect data according to the descriptive analytical approach. The most prominent results: The entrepreneurial leadership came with the highest indicator of school effectiveness among secondary schools, which means that entrepreneurial leadership becomes easier for secondary school leaders in the study area.

SIMILARITIES AND DIFFERENCES BETWEEN PREVIOUS STUDIES:

- Previous studies agreed with the current study on a common goal, which is the role of leadership in all stages.
- Previous studies agreed with the current study in its sample in terms of applying the study to a random sample.
- Previous studies used a questionnaire tool to collect data, as in the current study.
- Previous studies employed the descriptive analytical approach as in the current study
- The current study differed from the rest of the studies in that it contained a proposed vision for the Directorate of Education of the Mafraq District.

STUDY METHODOLOGY AND PROCEDURES:

The study relied on the descriptive survey method, due to its relevance to the nature and objectives of this study. A questionnaire was prepared and developed as a main tool for collecting data and information from the study sample, to help in the interpretation and answering of the study questions.

STUDY COMMUNITY:

The study population consisted of all male and female teachers of the Directorate of Education in the Mafraq district, for the academic year 2021/2022, according to the Mafraq district statistic.

THE STUDY SAMPLE:

The study population consisted of (372) male and female teachers, as the sample consisted of (163) male and female teachers from the sample of the study variables in the schools of the district of Mafraq district. They were chosen by the stratified random method, where the sample is divided into layers that are taken into account to represent the various variables of the study, and the questionnaires were distributed electronically due to the pandemic that the country is going through (19COVED), where all the questionnaires were retrieved and were capable of analysis and coding and the following table shows a sample Study by gender, years of experience, and educational qualification.

TABLE (1): DISTRIBUTION OF THE STUDY SAMPLE MEMBERS

Variables	Categories	frequencies	Percentage
Job Experience	More than 10 years	74	45.4%
	From 5-9 years	51	31.3%
	Less than 5 years	38	23.3%
	Total	163	100.0%
Sex	Male	69	42.3%
	Female	94	57.7%
	Total	163	100.0%
Qualification	Bachelor	130	79.8%
	Post graduate	33	22.2%
	Total	163	100.0%

STUDY TOOL

After referring to the theoretical literature and previous studies related to the subject of the study, and to achieve the objectives sought by this study, the researcher has developed the study tool in the form of a questionnaire. It consisted of (20) paragraphs divided into two axes:

The first field: the pioneering role of school principals and contains (10) paragraphs.

The second field: the pioneering development of teachers' performance and contains (10) paragraphs.

TABLE (2) :CORRELATION COEFFICIENT OF THE STUDY TOOL ITEMS WITH THE TOTAL SCORE OF THE FOLLOWING FIELD

The leading role of school principals						Leading teacher development					
NO	correlation coefficient	SIG	NO	correlation coefficient	SIG	NO.	correlation coefficient	SIG	NO	correlation coefficient	SIG
1	0.570	0.000	6	0.751	0.000	11	0.598	0.000	16	0.463	0.000
2		0.000	7		0.000	12	0.666	0.000	17	0.519	0.000
3	0.631	0.000	8	0.669	0.000	13	0.701	0.000	18	0.631	0.000
4	0.598	0.000	9	0.490	0.000	14	0.505	0.000	19	0.660	0.000
5	0.558	0.000	10	0.506	0.000	15	0.575	0.000	20	0.655	0.000

It is evident from Table No. (2) that the correlation values for the paragraphs of the pioneering role of school principals ranged between (0.463-0.751), and it also shows that the values of developing the pioneering

performance of teachers ranged between (0.490-0.655). These values were statistically significant, and this indicates a degree of internal consistency of the items on the scale.

Table No. (3) shows the values of the Pearson correlation coefficient; Between the fields of the study tool and the total score of the tool, as shown in the following table:

TABLE (3) :MATRIX OF CORRELATION COEFFICIENTS BETWEEN THE AXES AND THE TOTAL SCORE

Field	The leading role of school principals	Leading teacher development	The whole tool
The leading role of school principals	1	0.675	0.865
Leading teacher development		1	0.787
The whole tool			1

It is noted from Table (3) that there are high and statistically significant correlation coefficients at ($\alpha = 0.05$) between the two axes with the total score of the scale, which ranged between (0.865-0.787), which indicates a degree of internal consistency between the two axes and the total score on the scale.

STABILITY OF THE STUDY INSTRUMENT:

To verify the reliability of the study, the internal consistency method Cronbach's Alpha was applied, as the tool was applied to a sample consisting of (30) male and female teachers, from outside the target study sample, and table (4) shows the results of that.

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

NO.	Field	Cronbach Alpha	Items NO.
1	The leading role of school principals	0.898	10
2	Leading teacher development	0.901	10
	The whole tool	0.910	20

It is noted from Table (4) that the values of Cronbach's alpha stability coefficients for the study tool ranged between (0.901-0.898), on the axes, and the value of the Cronbach's alpha coefficient for the tool as a whole was (0.910), and these values are suitable for the purposes of the study.

STUDY VARIABLES:

1. Independent variables:

Gender variable: male, female.

Variable years of experience: less than 5 years, from 5 to 9 and more than 10 years.

Qualification variable: It has two levels (Bachelor, Postgraduate).

2. The dependent variable: the role of school principals in developing the pioneering performance of teachers.

PRESENTATION AND DISCUSSION OF THE STUDY RESULTS AND RECOMMENDATIONS RESULTS:

The answer to the first question: What is the level of the school principals' role in developing the leadership performance of teachers in the Mafraq District?

In the context of answering the first question, the arithmetic averages and standard deviations of the role of school principals in developing the performance of teachers in leadership in Mafraq District were calculated, and the following tables illustrate this.

The first field: the pioneering role of school principals

TABLE NO. (5): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE SCHOOL PRINCIPALS' ROLE AS A PIONEER IN MAFRAQ, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES

Rank	NO.	Item	Arithmetic Mean	Standard Deviation	Level
1	1	He has a clear future vision for the school.	4.11	1.29	High
2	2	Generates innovative ideas to implement them.	3.98	1.29	High
3	3	Embraces creative ideas.	3.69	1.36	High
5	4	There is a stimulating environment to improve the level of school services.	3.52	1.37	Average
5	5	Delegates powers to subordinates.	3.52	1.37	Average
6	6	It establishes the values that support achievement.	3.41	1.29	Average
7	7	It nurtures talented teachers to improve the quality of educational outcomes.	3.39	1.38	Average
8	8	Provides modern technological tools to serve administrative processes.	3.36	1.25	Average
9	9	Focuses on identifying weaknesses while performing school tasks.	3.33	1.36	Average
10	10	He changes his position when he sees it wrong.	3.31	1.36	Average
		Total	3.50	0.52	

Table (5) shows that the arithmetic averages ranged between (3.31 -4.11), where paragraph No. (1) which states: "He has a clear future vision for the school" came in the first place with an average of (4.11), and paragraph No. (10) which states: "He changes his position when he sees that he is not right" in the last rank with an average of (3.31), and the arithmetic mean of the axis of the role of school principals as a leader as a whole was (3.50).

The second field: developing the performance of teachers in a pioneering manner

TABLE NO. (6): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS FOR THE DEVELOPMENT OF LEADING TEACHERS' PERFORMANCE IN MAFRAQ DISTRICT, ARRANGED IN DESCENDING ORDER ACCORDING TO ARITHMETIC MEANS

Rank	NO.	Item	Arithmetic Mean	Standard Deviation	Level
1	11	Encourage the exchange of knowledge and ideas among teachers.	3.69	1.30	High
3	13	Providing technological applications to enable knowledge exchange and teacher self-development.	3.86	1.39	High
4	14	Flexibility and responsiveness to changes in education.	3.54	1.59	Average
5	15	Building work teams to employ knowledge in solving school problems.	3.42	1.39	Average
3	16	Conducting courses and seminars to increase the knowledge output of teachers.	3.86	1.39	High
5	17	Activating community partnership in applying knowledge and benefiting from it.	3.42	1.33	Average
8	18	Providing a supportive environment for learning to promote the pioneering spirit in the classroom and the school community.	3.22	1.33	Average
9	19	Projects for teachers are pioneered in light of the approved strategies and performance standards in the school.	3.20	1.40	Average
10	20	Employing the results of pioneering research in solving school problems	3.18	1.29	Average
		Total	3.51	0.51	Average

Table (6) shows that the arithmetic averages ranged between (3.18-3.88), where paragraph No. (12) states: "Providing technological applications to allow knowledge exchange and teacher self-development" came in the first place, with an average of (3.88), Paragraph No. (20), which states: "Motivating teachers to establish pioneering projects through an incentive package," came in the last place, with an average of 3.18, and the arithmetic mean of the axis of developing the performance of teachers as a pioneer as a whole was (3.51).

The second question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the response averages of the study sample members about the role of school principals in developing the

performance of pioneering teachers in Mafraq district due to the variable gender, years of experience, and educational qualification?

In the context of answering this question, the arithmetic averages and standard deviations of the responses of the study sample members about the role of school principals in developing the performance of pioneering teachers in Mafraq, according to the variables (gender, years of experience, and educational qualification), and the tables below illustrate this.

TABLE (7): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE EFFECT OF (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION) ON THE ROLE OF SCHOOL PRINCIPALS IN DEVELOPING TEACHERS' LEADERSHIP PERFORMANCE IN MAFRAQ DISTRICT

Variables	Categories	NO.	Arithmetic Mean	Standard Deviation
Job Experience	More than 10 years	74	3.52	0.44
	From 5-9 years	51	3.44	0.38
	Less than 5 years	38	3.47	0.54
	Total	163	3.51	0.42
Sex	Male	69	3.51	0.38
	Female	94	3.53	0.46
	Total	163	3.51	0.42
Qualification	Bachelor	130	3.51	0.39
	Post graduate	33	3.51	0.50
	Total	163	3.51	0.42

It is noticed from Table (7) that there are apparent differences between the average responses of the members of the study sample to the total score for the role of school principals in developing the leadership performance of teachers in the Mafraq district, according to gender, years of experience, and academic qualification. Three-way analysis of variance (Way ANOVA-3) on the total score of the scale and table (8) shows the results of that.

TABLE (8): THE RESULTS OF THE THREE-WAY VARIANCE ANALYSIS (WAY ANOVA3) FOR THE EFFECT OF (GENDER, YEARS OF EXPERIENCE, AND EDUCATIONAL QUALIFICATION) ON THE ROLE OF SCHOOL PRINCIPALS IN DEVELOPING THE PERFORMANCE OF TEACHERS AS A LEADER IN MAFRAQ DISTRICT

* Contrast source	Squares sum	Freedom Degree	Squares Mean	F Value	SIG
Sex	058.	1	058.	335.	564.
Job Experience	564.	2	282.	1.629	199.
Qualification	003.	2	003.	017.	897.
Error	27.322	158	173.		
Total	27.902	162			

Statistically significant at the level ($\alpha = 0.05$).

It was found that there were no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the total degree of the role of school principals in developing the pioneering performance of teachers in the Mafraq district according to the study variables due to the difference of gender. The statistical value of the test (f) on the scale As a whole (0.335) with a significance level (0.564), this value is not statistically significant at ($\alpha = 0.05$).

There are no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the total degree of the role of school principals in developing the leadership performance of teachers in Mafraq district according to the study variables due to the different years of experience. The statistical value of the (f) test on the scale as a whole (1.629) at the significance level (0.199), and this value is not statistically significant at ($\alpha = 0.05$).

There are no statistically significant differences at the level of statistical significance (0.05) between the average estimates of the sample members on the total degree of the role of school principals in developing the pioneering performance of teachers in the Mafraq district according to the study variables due to the difference in educational qualification, as the statistical value of the test (f) on the scale as a whole (0.017) with a significance level (0.897), and this value is not statistically significant at ($\alpha = 0.05$).

RECOMMENDATIONS:

1. Qualifying principals and teachers pioneeringly to reach a distinguished teaching cadre.
2. Providing a pioneering educational and material environment for practicing scientific applications, and

- providing reinforcers within the school in an exciting way for teachers, with the school director at their head.
3. The results of the study showed that the role of school principals in developing the pioneering performance of teachers in the Mafraq district is moderate, so it must be strengthened and financial and moral incentives provided in order to improve their performance.
 4. The results showed that there were apparent differences between the average responses of the members of the study sample to the total degree of the role of school principals in developing the leadership performance of teachers in the Mafraq district, according to gender variables, years of experience, and academic qualification, through seminars, conferences, and the organization of training courses.
 5. Entrepreneurial success depends on building a vision with dimensions, and educational institutions that aspire to entrepreneurship should include the entrepreneurial orientation.

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