

Impact of Academic Preparation towards Jordanian High School Principals' Leadership Behaviour Acquisition

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Abstract The current study aimed to identify the degree of the impact of academic preparation on the acquisition of leadership behaviour among principals of secondary schools in Jordan, from the teachers' points of view. The study followed the descriptive survey method. The researcher used the questionnaire as an instrument that comprised (30) items, distributed into five disciplines: The "rules' formation", "common vision", "challenge", "empowerment", and "encouragement" respectively. The study instrument was applied to a randomly chosen sample of (175) male and female principals from secondary schools in the Ajloun Governorate. The researcher found out the following results: The degree of the impact of academic preparation of giving leadership behaviour to secondary school principals came with an average degree level for all dimensions. The dimensions came in a descending order as follows: The "common vision", "rules' formation", "empowerment", "encouragement", and "challenge". There were no statistically significant differences at the level of significance ($0.05 \geq \alpha$) among the sample individuals' responses to the degree of the impact of the academic preparation of the Jordanian secondary- school principals' acquisition of leadership behaviour in terms of the (gender, experience, and scientific qualification) variables. The researcher recommended the intensification of training courses in the five fields (the "common vision", "rules' formation", "empowerment", "encouragement", and "challenge") to develop leadership behaviour among high school principals in Ajloun Governorate. Besides, reliable external or internal parties should conduct an annual evaluation of the training courses and activities provided by the Ministry of Education, receiving feedback from educational supervisors in the field regarding the success of these courses and their impact on the behaviour of secondary school principals.

Keywords Academic Preparation, Leadership Behaviour, School Principals, Secondary Schools

1. Introduction

The management of institutions in the modern era has become more complicated than it was in the past. That is because of many factors such as the rapid technological changes with which these institutions are witnessing, their inflation, due to the increasing number of employees in them, the multiplicity of their goals, and the changing environment in which they operate. Accordingly, the necessity for the change and development in the management style and operations of institutions is needed. And our current era is witnessing great competition for educational opportunities, whether in public or private education, having exceeded interest in university education that we get huge amounts of money from individuals to obtain a university seat because it is the main qualification for the labour market.

To prepare our students to the competitive level, in light of the large supply and considering demand in the labour market, it was necessary to qualify all educational leaders first to develop their capabilities through intellectual growth to get the highest possible levels. Also, they should be prepared for life, increasing understanding and knowledge, achieving their benefit, whether economic or social and thus community service [1].

Accordingly, the Ministry of Education in Jordan prepared and trained the administrative leaders to be from the principals of primary and secondary schools, who can take responsibilities through the academic and behavioural preparation provided to them and accompanying activities to develop their leadership

personality. Besides, interacting with society and promoting important values, such as tolerance and respect for others, diverse acceptance, a culture of dialogue, work in a team spirit, leadership skills and behaviour development, should be taken into consideration [2].

Those who follow the behaviour of leaders in educational institutions believe that the leaders, in these institutions, use several methods and means to influence subordinates, according to the situation, or the nature of the task, or the nature of subordinates. And from these means, the power of persuasion, the power of legitimacy, or the power of experience and knowledge, or using motivation means, admiration, or personal belonging [3].

The school is an integrated educational and educational unit, as the principal is considered the basic pillar of the human resources system in it, and the leader is considered to be all the elements of the learning and teaching process and the motivator for it, and the investor for its energies and capabilities according to the roles assigned to him or her, as a motivating and facilitating leader, a mentor, and a guide to the learning and teaching process, Shihab [4] defined leadership as influencing staff at any time, and under any circumstance, to achieve goals. The principal of the school is the first administrative in it, and it is entrusted with many tasks and responsibilities, whether inside the school or its interaction with the local community outside it, to achieve the goals of the learning and teaching process, so choosing any teacher to occupy this job requires knowledge of the conditions and requirements of that profession, to occupy it with merit and interest. And as a result of this importance, The Jordanian Ministry of Education has sought to develop the expertise and skills of principals and raise their efficiency. The more a leader can communicate, motivate, build a team, and reward the deserved, the more influential the leader will be [5], and closer to reaching the comprehensive quality. Enterprise production is at a high level of quality, the more the leader enhances the motivation of the group he works with, thereby increasing the morale of individuals and increasing their organizational loyalty [6].

The leadership behaviour of principals is the true translation of academic, behavioural, and expert preparation for them. From here it was necessary to reveal the role of academic preparation in influencing the leadership behaviour of secondary school principals, so the problem of the study is to identify the degree of the impact of academic preparation in acquiring leadership behaviour for secondary school principals in Jordan from the viewpoint of teachers.

1.1. Leadership

Leadership is the essence of the administrative process and its throbbing heart, it is the focus of the administrative process, so efficient leadership is one of the characteristics by which a successful organization can be distinguished

from others. Leadership can be defined as the skill that an individual has in directing the behaviour of others towards specific goals that he or she believes in and embraces [7]. Sharma & Jain [8] defined it as the process in which a person influences others to achieve the desired goal, and guides the organization in a way that makes it more coherent. Leadership is a skill in achieving goals, through coordinating human, material, and technical inputs, and influencing them to achieve the desired goals. Effective leadership is one of the missing elements that many institutions suffer from, especially educational ones.

Leadership has three types: **Dictatorial leadership, Democratic leadership, and Missionary Leadership.**

1.1.1. Dictatorial leadership: Where MTD Training [9] believes that the leader in this style tends to make decisions him or herself, and they prefer to take responsibility for the projects assigned to them, monitor their implementation, and the subordinates must complete the work and follow instructions only. One of the advantages of this pattern is the speed of decision-making, the speed of its implementation, and thus the increase in productivity. However, among its disadvantages, leadership may create wrangles and hatred for work and the leader. Workers do not gain leadership and decision-making skills, and the lack of upward communication from subordinates to the leader.

1.1.2. Democratic leadership: This pattern is based on the involvement of subordinates in the decision-making process, as the leader engages members in the decision-making process, and democratic leadership is characterized by achieving job satisfaction for workers, and the production of institutions is at a high level of quality [6]. It creates opportunities for creativity among workers, and the development of their skills [10]. It is assumed that they allow the leader to relinquish some of his or her or her duties to subordinates, and may negatively affect the speed of decision-making.

1.1.3. Missionary Leadership or the so-called leadership style: It is the interaction between the leader and his or her followers is absent, and he does not care about their needs or their development, does not bear responsibility, and delays in decision-making. This leadership negatively affects job satisfaction, performance, and discipline [11]. A successful leader knows when to use any of the above patterns. He or she knows the nature of the situation, its circumstances, and which style is required and appropriate to reach the goals.

1.2. Leadership Skills

Leadership consists of the core of four main components: leader, followers, position, and influence. To carry out these tasks, some skills are required in the leader, including Self-skills: These skills depend on the characteristics and characteristics of the leader's personality, such as activity and vitality, personality strength, and linguistic fluency, as well as the mental

ability: intelligence, perception, correct understanding, initiative and self-control, Psychological characteristics, emotional balance, and self-confidence. Technical skills: It means knowledge and competence in the field of work. The leader is fully aware of the activities and rules' organizing the work [12]. The importance of technical skills lies in improving performance, increasing productivity, and achieving satisfaction, and technical features in the field of work show responsibility, firmness, understanding deep things, and belief in the possibility of achieving the goal.

1.3. Human Skills

It relates to social skills, the art of dealing with others, or the skills that relate to the leader's interaction with his or her subordinates [13]. Human skills are central to educational leadership, such as communication and communication skills, the ability to motivate and build a team, and the beneficiary reward. The more the leader has these skills, the more influential he or she is [5].

1.4. Conceptual Skills

They are the ones related to the leader's foresight, future aspirations, awareness of the nature of the group he or she leads, and the nature of relationships and organization in it. They are associated with his or her ability to have a comprehensive overview of the system as a whole and any partial change may affect the entire system. They are the mental abilities to see how multiple different factors interact to suit a particular situation [14].

1.5. Leadership Behaviour of School Principals

The leadership behaviour of the principal: It is the actual translation of the leadership skills that they possess. The behaviour is the most noticeable and the most measurable. The leadership behaviour of the school principal has an important position in the school, as the success of many issues depends on the leadership behaviour of the principal. All of the teacher, the student, and the parents turn to the headmaster in a situation, for advice and guidance, and solutions for the problems facing them [15].

Many researchers were keen on measuring leadership behaviour with its characteristics and dimensions, and the most famous of them are (Posner & Kouzes) who focused on leadership practices, for ideal leadership, as a set of measurable behaviours, which can be learned, has been identified in five leadership practices, based on research Knowing and analysing leadership styles [16]. It is as follows [17]:

1.6. Rules' Formation

Forming rules' creates standards of distinction and sets an example for others as it aims to effectively design the

behaviour that a leader expects from others. And the way to achieve goals is for leaders to be clear first about guidelines, and define principles for the way they should treat others, such as colleagues, workers, and peers alike.

1.7. Common Vision

Leaders believe they can make a difference, they look to the future, create an ideal and unique picture of what the group might be, they breathe life into their visions, and they urge others to see exciting possibilities outside the horizon, they listen to the hopes and aspirations of others, and are incorporated into A common dream about the future.

1.8. The Challenge

It is a behaviour enjoyed by great leaders, and includes the skill of the challenge, reassessment, and questioning, and not accepting what is usual, as the senior leaders set higher expectations than what usually happens, so they must commit to the challenge to reach new horizons while supporting their followers during the challenging trip.

1.9. Empowerment

It means involving others in planning, giving them the freedom to make decisions, and leaders seek to create an atmosphere of confidence and human dignity and help each individual to feel the ability and strength, they appreciate the others' needs and interests.

1.10. Encouragement

To maintain hope and persistence, leaders instill encouragement and motivation among their employees. Leaders recognize the contributions that individuals make as well as reward them for their efforts, leaders celebrate achievements and make others feel like champions.

The conduct of the leader has an impact on the organizational aspects of the institution along with the behaviour of dependent individuals. It is indicated that the leader's personality, his or her supportive leadership style, the behaviour of open relationship. The behaviour of mutual trust, have a major impact on the behaviour of employees, so organizational loyalty results by matching the goals of individuals with the goals of the institution [18].

2. The Role of Academic Preparation in Developing Leadership Behaviour among School Principals

Abdel Mone'im and Amer [19] defined academic preparation as an ongoing process, aimed at developing expertise and skills for principals, and raising their efficiency, to reach total quality, through the theoretical

preparation that relates to providing knowledge, Practical preparation that reinforces skills and experience. To achieve the goals of academic preparation, Nusseirat [20] indicated that academic preparation programs must be characterized by quality with its various components. The principal of the school is the implementer of the educational institution's goals, and its quality is represented by the extent of his or her leadership and training competence. Hence, the quality of the school principal is a requirement, which necessitates his or her choice that is based on scientific and personal principles, consistent with the goals of the institution.

2.1. Financial Capabilities

These include buildings, furniture, appliances, and financial resources, their ease of use and availability, to serve the educational process.

2.2. Higher Administration, Legislations, and Laws

They represent the senior leadership that constitutes the policy of the Ministry of Education, and the clarity of its laws and commitment to them, to ensure good performance.

2.3. Performance Evaluation

It is the extent to which there are mechanisms and measures to evaluate performance and the appropriateness of these instruments and measures to evaluate performance.

2.4. Teachers and Staff

They are the implementers of the principal's instructions and prescribed curricula, which interact with students and their activities, cognitive and skill, and other skills necessary to prepare students, and the success of the learning and teaching process.

Among the studies and researches that have been conducted in the field of leadership, its practices and behaviours, which have studied leadership behaviour and skills, and which examine the role of different educational institutions and their academic preparation and activities and events used in developing leadership behaviour is Al-Daihani's study [2] which aimed to identify the degree of the impact of academic preparation in acquiring leadership behaviour for Kuwait University students from their points of view. The study followed the descriptive survey method and its instrument was the questionnaire. The study sample consisted of (676) male and female students. The study results showed that the degree of the impact of the academic preparation in the acquisition of leadership behaviour for Kuwait University students, from their points of view, came with an average degree of

appreciation and the dimensions were in descending order as follows: (empowerment, rules' formation, challenge, encouragement, and common vision). As well, there were no statistically significant differences attributed to the quality or study differences variable.

Mahdi and Al-Yassin [21] conducted a study that aimed at identifying leadership behaviour and administrative organization among principals and principals of preparatory schools in Baquba Center, from the viewpoint of teachers in Iraq. The researcher used the descriptive survey method. The researcher conducted the study on a sample of (100) middle school teachers in Baquba, the results of the study showed: that the leadership behaviour of middle school principals is of great importance in strengthening administrative relations between the administration and the teachers on the one hand, and between them and the students on the other hand.

Villa & Hug [22] conducted a study aiming at identifying the role of the Spanish Institute of Engineering Leadership of the College of Engineering at the University of Texas in developing leadership skills. The study followed the mixed approach (interview and questionnaire). The study sample was composed of (59) male and female students. The results of the study showed that the females showed greater response about communication skills, the skill of teamwork, and the accompanying other skills such as trust and exchange of ideas. The sample members had expressed their ability to apply these skills in other areas.

As for Foli's, et al study [23], leadership skills were aimed to be developed among students of the College of Nursing in Malaysia, the study followed the experimental approach. The study used a measure of leadership behaviour consisting of five dimensions: (rules' formation, empowerment, common vision, challenge The encouragement, the study sample consisted of (65) students. The results showed: the higher estimates of individuals in the dimensional measurement than the pre-measurement, and after the highest empowerment in the pre and post-measurement, the dimensions were arranged in descending order as follows: (empowerment, encouragement, rules' formation, common vision, and challenge).

A study, conducted by Gomez [24], aimed to identify leadership behaviour among students at US Graduate University as a predictor of continuing at the university. The study used the descriptive, relational approach, the sample consisted of (303) male and female students, from Ph.D. students in leadership, the study used a measure of leadership behaviour consisting of five dimensions: (rules' formation, empowerment, common vision, challenge, and encouragement). The results of the study indicated that there were statistically significant differences regarding "the formation of the rules" discipline among Ph.D. students who completed the study and who leaked from it, for the benefit of the graduates. And there were no

differences between the rest of the dimensions or the instrument as a whole. The results of the study also showed that there are differences between males and females in favour of males in "the rules' formation" discipline and in favour of females in "the post-encouragement" the dimensions or the instrument as a whole.

The Study Objectives: The objectives of the study are as follows:

- Knowing the degree of the impact of the academic preparation on acquiring leadership behaviour for general secondary school principals in Jordan from the teachers' point of view?
- To know if there are statistically significant differences in the degree of the impact of the academic preparation in acquiring leadership behaviour for general secondary school principals in Jordan from the teachers' points of view according to the variables (gender, experience, scientific qualification).
- The results of this study may contribute to improvements in leadership behaviour among high school principals in Jordan.

3. Method and Procedures

3.1. Study Methodology

The current study followed the descriptive survey method to fit measuring the study variables and goals.

3.2. Community and Sample

Table 1. Distribution of study sample individuals according to the personal variables

Variable	Level	Number	Percentage
Gender	Male	72	41.1%
	Female	103	58.9%
	Total	175	100.0%
Experience	Less than 5 years	14	8.0%
	5-10 years	113	64.6%
	More than 10 years	48	27.4%
	Total	175	100.0%
Scientific Qualification	Bachelor's degree's degree Degree	166	94.9%
	Master Degree	4	2.2%
	Doctorate Degree	5	2.9%
	Total	175	100.0%

The sample community consisted of all male and female teachers enrolled in the records of the Directorate

of Education in Ajloun Governorate, who teach the secondary level. The number of male schools reached (27) schools and (30) female ones for the academic year 2019/. The total number was (1733) male and female teachers (715 males, 1108 females). 10% of them were selected, and a simple random sample of (175) male and female teachers (72 males and 103 females) were chosen, as shown in table (1).

3.3. Study Instrument

To achieve the objectives of the study, the questionnaire of Kouzes & Posner was used to measure the leadership behaviour mentioned in the study (Lopez, 2013), the researcher translated and modified it in a way that suits the local environment, and consisted in its final form of (30) items, within five dimensions: "Rules' Formation" which consists of (6) items, "The Common Vision" to consist of (6) items, "The Challenge" that consists of (6) items, "Empowerment" which consists of (6) items, and "Encouragement" consisting of (6) items. Items were measured through the Fifth- Likert Scale (a very high degree = 5, a high degree = 4, an average degree = 3, a little degree = 2, a very little degree = 1). To analyse the responses of the sampled individuals, the means were divided into five levels: (very high, high, average, low, very low) depending on the following equation: High value - minimum value/number of levels. Thus, the means (1- 1.80) represent a very low rating, (1.81) to (2.60) are a low rating, (2.61) to (3.40) represent an average rating, (3.41) to (4.20) represent a high rating, and (4.21) to (5) represent a very high rating. The following statistical criterion has been used in Table (2):

Table 2. Questionnaire Scale Test

Degree	1	2	3	4	5
Matching Level	Very little	A little	Average	High	Very High

As for the levels adopted by this study when commenting on the arithmetic means of the included variables in its sample to determine the degree of matching, the researcher identified three levels which are (high, average, and low).

3.4. Validity and Reliability of the Instrument

The possibility of using the instrument has been verified through its validity and reliability, by presenting it to (8) professors of educational administration (the authenticity of the referees). Their observations and directives were taken into account, and (the truth of their internal consistency) was verified by applying them to an exploratory sample of (25) teachers from the study community and from outside its sample. The dimensions were associated with the instrument with correlation rates ranging between (0.79) to (0.94), all of which were

significant at the significance level (0.01).

To ensure the reliability of the study instrument, the Cronbach Alpha equation was applied to all items of the study dimensions and the instrument as a whole, as shown in Table (3), which clarifies the coefficients of reliability.

Table 3. Reliability coefficients (Cronbach Alpha) for the disciplines of study

Discipline	Reliability coefficient
Rules' Formation	0.87
Common Vision	0.72
Challenge	0.96
Empowerment	0.82
Encouragement	0.86
The instrument as a whole	0.95

Table (3) shows all the values of the Reliability coefficients using the (Cronbach Alpha) method were acceptable for application, as they ranged from (0.72) to (0.96).

3.5. Study Variables

3.5.1. The Independent Variables: This study included three independent variables: Gender that has two categories (males and females), the scientific qualification having three levels: (Bachelor's degree's degree, Master, Doctorate), and experience which has three levels: (less than 5 years, less than 10 years, ten years or more).

3.5.2. The Dependent Variables: It is the degree of the impact of academic preparation on acquiring leadership behaviour for general secondary school principals in Jordan from the teachers' points of view, according to the fields mentioned in the study.

3.6. Statistical Methods

To answer the study questions, the following statistical methods were used: Arithmetic means, standard deviations, T-Test, mono-variance analysis, and dimensional comparisons (Shefeeh's Test).

4. The Study Results

First: The results related to the first question: What is the degree of the impact of academic preparation on Jordanian high secondary school principals' leadership-behaviour acquisition from the teachers' points of view?

To answer this question, arithmetic means and standard deviations were extracted from the responses of the study respondents to the dimensions of "the degree of the impact of academic preparation on Jordanian high secondary school principals' leadership- behaviour acquisition from the teachers' points of view?"

Table (4) shows that the arithmetic means of the sample members' responses to the dimensions of the degree of the impact of the academic preparation on the Jordanian high secondary school principals' leadership- behaviour acquisition ranged from (3.48) to (3.61), and with an average rating degree. The first place was for the "common vision" dimension which got means (3.61) with an average rating. And in the second place came the "rules' formation" dimension with means (3.60) and with an average rating. The third place was for the "empowerment" dimension that had means (3.57) with an average rating, and in the fourth place came the "Encouragement" dimension which got means (3.55) and an average rating. The fifth and last rank was for the "Challenge" dimension that got means (3.48). The arithmetic means for the instrument as a whole was (3.48) with an average rating.

To know the degree of the impact of academic preparation on the Jordanian high secondary school principals' acquisition of leadership behaviour, arithmetic means and standard deviations were extracted from the responses of the study sample individuals to the items of each dimension of the study instrument separately, and the following are the presented results:

4.1. The First Dimension: The Common Vision

Table (5), Appendix (1) clarifies that the arithmetic means of the study sample individuals' responses to the items of the "common vision" dimension ranged from (3.37) to (3.75) and with an average rating. The first place was for item (1) "The academic preparation of high secondary school principals contributed to optimistic reinforcement towards the positively future influence upon the group I work with "that got means (3.75) and a high rating. Nevertheless, the sixth and last rank was for item (6) "The academic preparation of high school principals has inflamed my challenge spirit and talking passionately about the goals we seek to achieve" that had means (3.37) with an average rating. The mean for the dimension as a whole was (3.61) with an average rating.

4.2. The Second Dimension: Rules' Formation

Table (6), Appendix (1) shows that the arithmetic means of the study sample individuals' responses to the items of the "Rules' Formation" dimension ranged from (3.53) to (3.77). The first place was for item (5) "The academic preparation of secondary school principals contributed to increasing my belief in the group's support for the agreed values", which got means (3.77) and a high rating. Unlikely, the last and sixth rank was for item (4) "The academic preparation of secondary school principals contributed to increasing understanding the impact of my behaviour and actions on the performance of the group that I work with," that got means (3.53) and an average

rating. The means for the dimension as a whole was (3.60), having an average rating.

4.3. The Third Dimension: The Challenge

Table (7), Appendix (1) explains that the arithmetic means of the study sample individuals' responses to the "challenge" dimension items ranged from (3.43) to (3.51) and with an average rating. The first rank was for item (3) "The academic preparation of secondary school principals contributed to increasing my ability in creativity and innovation to discover more effective ways to improve work" to get means (3.51) and an average rating; the sixth and last rank was for item (5) "The academic preparation of high school principals contributed to developing project management skill where I can divide projects into smaller units that can be implemented", that got means (3.43) and an average rating. The means for the dimension as a whole was (3.48), having an average rating.

4.4. The Fourth Dimension: Empowerment

Table (8), Appendix (1) display that the arithmetic means of the study sample individuals' responses to the items of the "empowerment" dimension ranged from (3.45) to (3.76). The first place was for item (6) "The academic preparation of secondary school principals contributed to my ability of participatory leadership by allowing others to take leadership responsibility", to get means (3.76) and a high rating; the sixth and last rank went for item (2) "The academic preparation of secondary school principals contributed to the promotion of the principles of democracy, acceptance of the self's opinion and other's one, and listening to different points of view" that had means (3.45) and an average rating. The means for the dimension as a whole was (3.57), having an average rating.

4.5. The Fifth Dimension: Encouragement

Table (9), Appendix (1) shows that the arithmetic means for the study sample individuals' responses to the items of the "encouragement" dimension ranged from (3.43) to (3.66) and had an average rating. The first place went for item (5) "The academic preparation of secondary school principals contributed to my ability to find various ways to reward the achievement-teachers group," which got means (3.66) and an average rating; the sixth and last place was for item (4) "The academic preparation of secondary school principals contributed to my language fluency for publicly estimating those who adhere to the common values of work," that had means (3.43) and an average rating. The means for the dimension as a whole was (3.55), having an average rating.

Second: The results related to the second question:

Are there statistically significant differences among the sample respondents' rating means regarding the degree of

the impact of the academic preparation on Jordanian high secondary school principals' leadership- behaviour acquisition, due to the (gender, experience, and scientific qualification) variables?

To answer this question, arithmetic means and standard deviations were extracted from the sample respondents' responses to the dimensions of the study instrument and the instrument as a whole, according to the (gender, experience, and scientific qualification) variables. Besides, (Independent Samples T-Test) was applied to the dimensions of the study instrument and the instrument as a whole according to the gender variable. ANOVA was also applied to the dimensions of the study instrument and the instrument as a whole depending on both (experience and scientific qualification) variables.

The presented results as shown in Appendix (2) Tables from (10-14) are:

Table (10), Appendix (2) states that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) among the sample respondents' estimating means regarding the degree of the impact of the academic preparation on high school principals' leadership- behaviour acquisition attributed to the gender variable as all the (T) values were not statistically significant at the level of significance ($0.05 \leq \alpha$).

Table (11), Appendix (2) states that there are apparent differences regarding the arithmetic means of the study sample respondents' responses to the dimensions of the study instrument and the instrument as a whole according to the experience variable. Table (12), Appendix (2) shows that.

Table (12), Appendix (2) shows that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) among the sample respondents' estimating means regarding the degree of the impact of the academic preparation on high school principals' leadership- behaviour acquisition attributed to the experience variable as all the (F) values were not statistically significant at the level of significance ($0.05 \leq \alpha$).

Table (13), Appendix (2) indicates that there are apparent differences regarding the arithmetic means of the sample respondents' responses to the dimensions of the study instrument and the instrument as a whole according to the scientific qualification variable. And to know the statistical significance of these differences a mono variance analysis (ANOVA) was applied to the dimensions of the study instrument and instrument as a whole according to the scientific qualification variable. Table (14), Appendix (2) set forth that.

Table (14), Appendix (2) sets forth that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) among the sample respondents' estimating means regarding the degree of the impact of the academic preparation on high school principals' leadership- behaviour acquisition attributed to the

scientific qualification variable as all the (F) values were not statistically significant at the level of significance ($0.05 \leq \alpha$).

5. Discussion of the Study Results

First: Discussing the results related to the first question: What is the degree of the impact of academic preparation on Jordanian high secondary school principals' leadership-behaviour acquisition from the teachers' points of view?

The researcher attributes the degree of influence of the academic preparation on the Jordanian high secondary school principals' the leadership- behaviour acquisition with an average rating degree, because the school principals do not have the authorities to perform certain tasks, such as transferring teachers, recruiting experts, providing incentives, or holding training courses, or dispensing with the services of one of the employees, or purchasing devices, or maintaining buildings. However, these authorities are in the hands of the Ministry of Education, and the male or female principal of the school does not have a decision on it, except for submitting or assigning an application. This result was similar to the findings of the studies of both Al-Daihani [2] and Al-Al-Kulaish [26]. On the other hand, this result differed with the findings of the studies of Al-Maliki [28], Mahdi, and Al-Yassin [21], Al-Qaisi [27], Foli, et al [23], and Gomez [25] as the researcher differed in the order of dimensions.

As for the discipline of the "common vision", the researcher attributes the occurrence of item (1) "The academic preparation of high secondary school principals contributed to optimism reinforcement towards the positively future influence upon the group I work with" in the first place, and with a high rating degree, because every teacher has the desire to be a director one day, and until he or she reaches that, there are quarterly and annual reports written by the school principal and the educational supervision department regarding his or her or her performance, interaction with his or her or her group. Therefore, school principals and educational supervisors inflame the spirit of competition, stimulating the motivation of teachers to perform their duties positively and to deal well with the members of the group that they work with. The real leader is the one who broadcasts the spirit of optimism in the group he or she heads, creating a common vision for everyone because that will positively reflect on their quarterly and annual estimations. Therefore, we find principals and supervisors strive hard in doing so because this is their essential work and duties. The teachers, in turn, strive to do so because this raises the level of their annual reports.

The researcher attributes the occurrence of item (6) "The academic preparation of high school principals has inflamed my challenge spirit and talking passionately about the goals we seek to achieve" in the last rank and with an average rating, because of the pressure on the

teacher, in terms of the burden of the teaching load by 24 lessons per week. Then, it is because of the teacher's desire to increase the success rate of his or her or her students in the "Tawjihi Exam" (High Secondary Exam) and the administrative work that requires him or her to be in charge of the classes. Besides, preparing the results of the exams, attending training workshops, school meetings, parents' meetings, participating in preparing, implementing, and correcting the high school exams and others may be the reasons for getting the last rank. For these reasons, the rating degree of item (6) was average.

As for the "rules' formation" discipline, it is noted from the respondents' responses to this dimension that the highest means went for item (5) "The academic preparation of secondary school principals contributed to an increase in my belief in the group's support for the agreed values", to get the first rank and high rating. This may be due to the high school principals' beliefs in the work values of the education profession and their commitment to them, and imprinting them with teachers through formal meetings, or individual or group meetings, or among students, through the application of the established curricula, which directly reflected on their performance.

However, the lowest means-items went for item (4) "The academic preparation of secondary school principals contributed to increasing understanding the impact of my behaviour and actions on the performance of the group that I work with," to be in the last rank, and with an average rating. This may be, due to the lack of opportunities for a self-evaluation process, through which the teacher learns the degree of the impact of his or her or her behaviour and actions, on the performance of the group he or she works with. And a bit is because of the lack of feedback provided by the school principal or supervisors who pursue the performance of the teacher with his or her group.

As for the "challenge" discipline, the researcher attributes the occurrence of item (3) "The academic preparation of secondary school principals contributed to increase my ability in creativity and innovation to discover more effective ways to improve work" in the first place and with an average rating, because the process of creativity, innovation and the discovery of effective ways to improve work need financial expenditures and time to do so. Unlikely, these are not sufficiently available as there is abstention in the Jordanian Ministry of Education due to financial hardship from which Jordan, in general, and the Ministry of Education, in particular, suffer. Item (5) "The academic preparation of high school principals contributed to developing project management skill where I can divide projects into smaller units that can be implemented" was in the last rank to have an average rating, it is because that splitting the projects into smaller and executable units requires money and effort. The necessary money is not available. And if so, there is a small amount that does not meet the purpose. The effort

needs employees to do it, and assigning them needs money, the spending-employee effort does not rise to the required level due to the average level of the principal's planning skill.

As for the discipline of "empowerment", the researcher attributes the occurrence of item (6) "The academic preparation of secondary school principals contributed to my ability of participatory leadership by allowing others to take leadership responsibility" in the first rank with a high rating, due to the need of the school director for those who help in administrative and technical matters which forced him or her or her to distribute leadership tasks to members of the school's administrative team. Or it is due to a large number of tasks required of the school principal and his or her or her inability to providing sufficient time to do them that compelled him or her or her to distribute his or her or her responsibilities. Or it is as a result of instructions issued by the Ministry of Education to school principals to allocate tasks and responsibilities to members of the organization. And it is as a result of educational training and qualification programs that school principals receive as part of their academic and behavioural preparation.

However, the researcher attributes the occurrence of item (2) "The academic preparation of secondary school principals contributed to the promotion of the principles of democracy, acceptance of the self's opinion and other's one, and listening to different points of view" to be in the last rank, and with an average rating due to the school principals' weak beliefs in the values of democracy, and the acceptance of the self's opinion and other's one. Or it is because of fear of discovering their weaknesses, or it is because of the principals' fear of people competing with them on the former's sites. Or it is due to the principal's lack of self-confidence which leads to a shaky personality in front of others, or it results from the school principal's limited time as the discussion and listening to the others' opinions require sufficient time, patience, and good dialogue management, and this may not be available to the school principal.

As for the discipline of "encouragement", the researcher attributes the occurrence of item (5), "The academic preparation of secondary school principals contributed to my ability to find various ways to reward the achievement-teachers group," in the first place to get an average rating due to the lack of powers granted to the school principal, through which he or she can provide rewards to the owners of achievements, especially financial rewards such as increasing salaries or prizes, or non-financial, such as scholarships or participation in conferences.

On the other hand, the researcher attributes the occurrence of item (4) "The academic preparation of secondary school principals contributed to my language fluency for publicly estimating those who adhere to the common values of work," to have the last rank and an average rating because of the dominion of other social

media, such as e-mail, SMS, and (non-verbal) others over the way of communication between the principal and the rest of the employees. This, in turn, weakened the language fluency of public appreciation of the principal.

By extrapolating the responses of the sample members to the instrument as a whole, it is noted that the academic preparation of secondary school principals in Jordan aims to achieve the mission of the Jordanian Ministry of Education in preparing effective leaders to serve the community, but the critical economic situation and the centralization of the decision constitute a barrier to achieving this.

Second: Discussing the results related to the second question: Are there statistically significant differences among the sample respondents' rating means regarding the degree of the impact of the academic preparation on Jordanian high secondary school principals' leadership-behaviour acquisition, due to the (gender, experience, and scientific qualification) variables?

As for table (10), Appendix (2), it shows that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) among the sample respondents' estimating means regarding the degree of the impact of the academic preparation on high school principals' leadership- behaviour acquisition attributed to the gender variable. All the (T) values were not statistically significant at the level of significance ($0.05 \leq \alpha$). The researcher justifies that by the fact that both males and females had the same criteria applied to each during their selection for appointment, in addition to the same training programs, and that the instructions and decisions issued by the ministry to secondary schools are the same for both male and female schools. This result was similar to the findings of the studies of Al-Dihani [2], Al-Enzi and Al-Jaddi [25], Al-Al-Kulaish [26], and Al-Qaisi [27]. This result differs from the findings of the studies of Gomez [24] and Villa [22].

As for table (12), Appendix (2), it indicates that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) among the sample respondents' estimating means regarding the degree of the impact of the academic preparation on high school principals' leadership- behaviour acquisition attributed to the experience variable. All the (F) values were not statistically significant at the level of significance ($0.05 \leq \alpha$). The researcher attributes this to the fact that promoting the career ladder of the principal's position requires teaching experience of at least 10 years, having the scientific qualification not less than a Bachelor's degree's degree's degree, passing the exam set by the Jordanian Ministry of Education, then passing a personal interview. And after appointment, the principals are subjected to specific training sessions; all of these conditions may have led to a weakening or elimination of the experience because all principals were subjected to the same qualification and preparation. This result matched the findings of the studies of Al-Enzi and Al-Jaddi [25],

and Al-Maliki [28]. Nevertheless, this result differed from the findings of the studies of both Al-Qaisi [27] and Al-AI-Kulaish [26].

As for table (14), Appendix (2), it sets forth that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) among the sample respondents' estimating means regarding the degree of the impact of the academic preparation on high school principals' leadership- behaviour acquisition attributed to the scientific qualification variable. All the (F) values were not statistically significant at the level of significance ($0.05 \leq \alpha$). The researcher justifies this by referring to the majority of high school principals as being Bachelor's degree holders, forming (94.9 %) members of the study sample. However, the master- degree holders' percentage was (2.2%), and the Ph.D.'s degree holders' percentage was (2.9%). The results of this study were similar to the findings of the studies of both Al-AI-Kulaish [26] and Al-Maliki [28]. This result differs from the findings of Al-Qaisi's study [27].

6. Recommendations

In light of the inferred results, the researcher recommends:

- Developing training activities and events provided by the Ministry of Education in the field of academic preparation that aims to acquire leadership behaviour skills for secondary school principals.
- Intensifying training courses in the five disciplines (common vision, rules' formation, empowerment, encouragement, and challenge) that aim to develop leadership behaviour among high school principals.
- Conducting an annual evaluation carried out by external or internal parties, for the courses provided by the Ministry, in terms of activities, activities, and receiving feedback from educational supervisors in the field, regarding the success and usefulness of these courses, to amend and develop these courses, in a manner commensurate with the developments.

Appendices

Appendix (1) includes tables (4-9)

Table 4. Arithmetic Means and Standard Deviations of the Respondents' Responses for the Dimensions of the Study / Degree of the Impact of Academic Preparation on Jordanian high secondary school principals' leadership- behaviour acquisition from the teachers' points of view are downwardly ordered.

Rank	Number	Dimension	Arithmetic Means	Standard Deviation	Rating Degree
1	2	Rules' Formation	3.61	0.69	Average
2	1	Common Vision	3.60	0.87	Average
3	4	Challenge	3.57	0.71	Average
4	5	Empowerment	3.55	0.70	Average
5	3	Encouragement	3.48	0.74	Average
The instrument as a whole			3.56	0.63	Average

Table 5. Arithmetic means and standard deviations for the respondents' responses to the items of the (common vision) dimension are downwardly ordered according to the arithmetic mean.

Rank	Number	Item	Arithmetic Means	Standard Deviation	Rating Degree
1	1	The academic preparation of high school principals contributed to optimism reinforcement towards the positively future influence upon the group I work with.	3.75	1.23	High
2	2	The academic preparation of high school principals has contributed to the development of my ability to persuade and clarify ideas for the group I work with.	3.73	1.14	High
3	3	The academic preparation of high school principals contributed to developing my strategic planning skills to set a common vision with the group that I work that will make us better in the future.	3.71	1.23	High
4	4	The academic preparation of high school principals has enhanced my ability to integrate group desires into a common goal that we are working to carry out.	3.57	0.89	Average
5	5	The academic preparation of high school principals has contributed to enhancing my optimism and positivity, towards what can be achieved on a personal and team level.	3.51	0.77	Average
6	6	The academic preparation of high school principals has inflamed my challenge spirit and talking passionately about the goals we seek to achieve.	3.37	0.74	Average
The discipline of "common vision" as a whole			3.61	0.69	Average

Table 6. Arithmetic means and standard deviations of the study sample respondents' responses to the items of the "rules' formation" dimension are arranged downwardly according to the arithmetic means.

Rank	Number	Item	Arithmetic Means	Standard Deviation	Rating Degree
1	5	The academic preparation of high school principals contributed to my belief in the group's support for the agreed values.	3.77	1.31	High
2	1	The academic preparation of high school principals has contributed to creating role models that I can build upon when working with teams.	3.63	0.90	Average
3	6	The academic preparation of high school principals has enhanced my language fluency to talk about my values and principles guiding work.	3.58	1.52	Average
4	2	The academic preparation of secondary school principals contributed to the acquisition of dealing skills under the agreed rules' and standards for doing business.	3.57	0.94	Average
5	3	The academic preparation of high school principals has contributed to my respect for the promises and commitments I make.	3.55	0.92	Average
6	4	The academic preparation of high school principals contributed to my quest to understand the impact of my behaviour and actions on the performance of the group I work with.	3.53	0.90	Average
The dimension of "rules' formation" as a whole			3.60	0.87	Average

Table 7. Arithmetic means and standard deviations of the study sample respondents' responses to the items of the "challenge" dimension are arranged downwardly according to the arithmetic means.

Rank	Number	Item	Arithmetic Means	Standard Deviation	Rating Degree
1	3	The academic preparation of high school principals contributed to my creativity and creativity to discover more effective ways to improve work.	3.51	0.79	Average
2	2	The academic preparation of high school principals contributed to my desire to help others experiment with new ideas.	3.50	0.82	Average
3	6	The academic preparation of secondary school principals contributed to unleashing my entrepreneurial spirit in experimenting with the new methods that can be carried out.	3.49	0.85	Average
4	1	The academic preparation of high school principals contributed to making me search for ways to challenge my skills and abilities.	3.48	0.75	Average
5	4	The academic preparation of high school principals contributed to accepting myself and learning from my mistakes.	3.47	0.79	Average
6	5	The academic preparation of secondary school principals has contributed to the development of project management skills as I can split projects into smaller, executable units.	3.43	0.83	Average

Table 8. Arithmetic means and standard deviations of the study sample respondents' responses to the items of the "empowerment" dimension are arranged downwardly according to the arithmetic means.

Rank	Number	Item	Arithmetic Means	Standard Deviation	Rating Degree
1	6	The academic preparation of high school principals has contributed to my ability to participate in leadership by allowing others to take leadership responsibility.	3.76	1.04	High
2	5	The academic preparation of high school principals has enhanced my leadership skills and given others the freedom to do their work.	3.61	0.99	Average
3	3	The academic preparation of secondary school principals contributed to developing my skills in dealing with others and respectfully influencing them and being influenced by them	3.57	0.97	Average
4	4	The academic preparation of secondary school principals has contributed to my ability to support the decisions that others make and work toward work related to those decisions.	3.56	1.00	Average
5	1	The academic preparation of high school principals has instilled in me a spirit of cooperation rather than rivalry among the group.	3.47	0.91	Average
6	2	The academic preparation of high school principals contributed to promoting the principles of democracy, accepting opinions and other opinions, and listening to different points of view.	3.45	0.88	Average
The dimension of "empowerment" as a whole			3.57	0.71	Average

Table 9. Arithmetic means and standard deviations of the study sample respondents' responses to the items of the "encouragement" dimension are arranged downwardly according to the arithmetic means.

Rank	Number	Item	Arithmetic Means	Standard Deviation	Rating Degree
1	5	The academic preparation of high school principals has contributed to my ability to find a variety of ways to reward the group's teachers' achievements.	3.66	0.95	Average
2	1	The academic preparation of high school principals has increased awareness of the emotional and social intelligence of loving others affectionately.	3.65	0.96	Average
3	3	The academic preparation of high school principals has contributed to my ability to express my gratitude for the others' contributions.	3.55	0.89	Average
4	2	The academic preparation of secondary school principals has contributed to the development of skills of strengthening others while performing activities and programs.	3.54	0.92	Average
5	6	The academic preparation of high school principals has contributed to my ability to market others in a manner appropriate to their accomplishments among decision-makers and beneficiaries.	3.49	0.92	Average
6	4	The academic preparation of secondary school principals contributed to my linguistic fluency to the public appreciation of those who adhere to the shared values of work.	3.43	0.75	Average
The dimension of "encouragement" as a whole			3.55	0.70	Average

Appendix (2) includes tables (10-14)

Table 10. Results of applying (Independent Samples T-Test) on the dimensions of the study instrument and the instrument as a whole according to the gender variable are as follows:

Discipline	Male		Female		T	Statistical Significance
	Arithmetic Means	Standard Deviation	Arithmetic Means	Standard Deviation		
Rules' Formation	3.62	0.87	3.59	0.87	0.18	0.86
Common Vision	3.60	0.69	3.61	0.69	0.13	0.90
Challenge	3.47	0.75	3.49	0.73	0.18	0.86
Empowerment	3.58	0.70	3.56	0.71	0.16	0.87
Encouragement	3.56	0.70	3.54	0.70	0.17	0.86
The instrument as a whole	3.57	0.63	3.56	0.63	0.05	0.96

Table 11. shows arithmetic means and standard deviations of the study sample respondents' responses to the dimensions of the study instrument and the instrument as a whole, according to the experience variable.

Discipline	Less than 5 years of experience		5-10 years of experience		More than 10 years of experience	
	Arithmetic Means	Standard Deviation	Arithmetic Means	Standard Deviation	Arithmetic Means	Standard Deviation
Rules' Formation	3.69	0.59	3.53	0.87	3.76	0.91
Common Vision	3.85	0.43	3.59	0.68	3.59	0.77
Challenge	3.71	0.72	3.42	0.72	3.56	0.77
Empowerment	3.76	0.76	3.51	0.69	3.65	0.72
Encouragement	3.56	0.61	3.47	0.70	3.74	0.71
The instrument as a whole	3.71	0.46	3.50	0.62	3.66	0.67

Table 12. Applying ANOVA to the study instrument dimensions and the instrument as a whole according to the experience variable.

Discipline	Source	Squares Sum	Freedom Scores	Squares Means	F	Statistical Significance
Rules' Formation	Between Groups	1.88	2	0.94	1.26	0.29
	Within Groups	128.76	172	0.75		
	Total	130.64	174			
Common Vision	Between Groups	0.86	2	0.43	0.90	0.41
	Within Groups	81.97	172	0.48		
	Total	82.83	174			
Challenge	Between Groups	1.52	2	0.76	1.40	0.25
	Within Groups	93.06	172	0.54		
	Total	94.58	174			
Empowerment	Between Groups	1.17	2	0.59	1.18	0.31
	Within Groups	85.39	172	0.50		
	Total	86.57	174			
Encouragement	Between Groups	2.35	2	1.18	2.43	0.09
	Within Groups	83.24	172	0.48		
	Total	85.59	174			
The instrument as a whole	Between Groups	1.16	2	0.58	1.49	0.23
	Within Groups	67.17	172	0.39		
	Total	68.33	174			

Table 13. Arithmetic means and standard deviations of the study sample respondents' responses to the dimensions of the study instrument and the instrument as a whole according to the scientific qualification variable.

Discipline	Bachelor's degree's degree Degree		Master Degree		Doctorate Degree	
	Arithmetic Means	Standard Deviation	Arithmetic Means	Standard Deviation		
Rules' Formation	3.67	1.54	3.61	0.86	3.47	0.64
Common Vision	3.92	1.25	3.60	0.68	3.73	0.35
Challenge	4.00	1.15	3.47	0.73	3.53	0.77
Empowerment	3.92	1.25	3.56	0.69	3.67	0.75
Encouragement	4.00	1.15	3.55	0.69	3.30	0.57
The instrument as a whole	3.90	1.27	3.56	0.61	3.54	0.45

Table 14. Applying ANOVA to the dimensions of the study instrument and the instrument as a whole according to the scientific qualification variable.

Discipline	Source	Squares Sum	Freedom Scores	Squares Means	F	Statistical Significance
Rules' Formation	Between Groups	0.111	2	0.055	0.073	0.930
	Within Groups	130.531	172	0.759		
	Total	130.642	174			
Common Vision	Between Groups	0.482	2	0.241	0.503	0.605
	Within Groups	82.352	172	0.479		
	Total	82.834	174			
Challenge	Between Groups	1.120	2	0.560	1.030	0.359
	Within Groups	93.462	172	0.543		
	Total	94.582	174			
Empowerment	Between Groups	0.554	2	0.277	0.554	0.576
	Within Groups	86.012	172	0.500		
	Total	86.566	174			
Encouragement	Between Groups	1.123	2	0.561	1.143	0.321
	Within Groups	84.470	172	0.491		
	Total	85.593	174			
The instrument as a whole	Between Groups	0.467	2	0.233	0.592	0.554
	Within Groups	67.862	172	0.395		
	Total	68.329	174			

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