

## Administrative Performance of Middle School Principals from Teachers' Psychological Point of View

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Received: 14- March -2023

Revised: 23- April -2023

Accepted: 19-May-2023

### Abstract :

The research aimed to identify the administrative performance of middle school principals from the point of view of their teachers by answering the following questions:

1. What is the level of administrative performance of middle school principals from the point of view of their teachers?

2. Are there statistically significant differences in the level of administrative performance of middle school principals from the point of view of their teachers according to the gender variable (males – females)?

The research sample consisted of (316) teachers and schools in preparatory schools in the city of Mosul for the academic year (2022-2021), and in order to measure the level of administrative performance, the administrative performance tool was built for middle school principals from the point of view of teachers and to find the validity of the tool, the Face validity, the construct validity, and the distinction of items. As for the reliability, it was done in a retesting method, and the internal consistency method, and the appropriate statistical methods were used, represented by the T-test for one sample, and the T-test for two independent samples, and the Pearson correlation equation, and after analyzing the data statistically, the results showed the following:

1. There are statistically significant differences in the level of administrative performance of middle school principals and in favor of the arithmetic average of the sample.

2. There are no statistically significant differences in the level of administrative performance that can be attributed to the gender variable of middle school principals from the point of view of their teachers.

In the light of the findings, a number of recommendations and proposals have been formulated.

**Keywords:** administrative performance, middle school principals, teachers.

### Research problem:

The success of the school depends on the ability to activate its administration, and its ability to direct the educational process towards the goals set for it, and the modern trends and basic foundations for the development of the activities of the educational administration in an appropriate manner require a successful leader and an effective educational leader who has the skills and cognitive competencies necessary to activate the requirements of his role, and that the school leader, The school leader achieve educational goals. Thus, the research problem stems from the significance of the active role, as he seeks to achieve the goals of the school and serve the community, develop teachers professionally and raise the level of student achievement. The success of the school and its contribution to the development of society and development depends on the quality of the performance of its leadership, represented by the school principal and faculty members. The principal of the school is exposed to a number of problems and difficulties that may lead to his failure to perform his tasks as required, which contributes to reducing his role in achieving the objectives of the school.

### Significance of the Research:

Education is the tool of the future to bring about the act of change for those who wanted from the nations to keep pace with development, and it is an important tributary of sustainable human development, which

contributed effectively to the progress of peoples and the advancement of reality, and that the modern active educational movement contributed to the development process, which made it rank at the first ranks in the means of advancement and progress in each nation and civilization (Abu Shaeraa et al., 2009: 154). The educational institution is a vital tool in human societies and so on comprehensive development and it is the impregnable fortress that the majors resort to if they are exposed to calamities and tribulations, and if the educational institutions are the vital tool in society, then the educational administration is the key and the starting point in the process of reforming and developing education to keep pace with society and its aspirations (Ayasar, and Al-Fadel, 2006: 13). The school is one of the educational and pedagogical institutions, and its effectiveness and success in achieving its goals and distinguishing the performance of its employees is due to the existence of a distinguished school administration that seeks to develop school performance on an ongoing basis. Thus, the role of the modern school has changed, as it has become one of its tasks to develop and keep abreast of information and knowledge among learners and meet their needs, as well as develop the administrative and leadership skills of the administration in order provide the means and capabilities in order to achieve change and make it a natural phenomenon in the school (Soina Blandford, 2000: 163). Successful management is the main pillar in the educational process, as it defines the milestones, draws the roads and facilitates the way for workers in the field to reach a common goal in a specific time. raising awareness and informing the school staff of their responsibilities, and directing them to sound educational guidance. In recent years, a new concept has emerged for the school's function, which is the need to take care of the community and study it, and contribute to solving its problems and achieving its goals, and this has resulted in increasing rapprochement and communication between the school and the community (Gorton, R. & Snowden, 2000: 158). The position occupied by the school principal in its various aspects related to students, faculty members, workers and parents requires that he play many and multiple roles. He has many responsibilities towards all of them. The school principal is responsible for leading the school work the goals of the. The principal is expected to perform of the school administration from planning, , which are leadership practices for administrative and technical tasks carried out by the school principal in accomplishing his assigned work (Muhammad, 2018 :622). Performance is an essential and important element for institutions in general, as it is, and it is almost a holistic phenomenon and a central element for all fields of management knowledge, of various institutions, around which the existence of the institution and its absence is centered (Al-Ghalibi and Idris, 2009: 476). Administrative performance is one of the important foundations in the growth and development of public institutions and educational institutions in particular, as performance is a multivariate and multidimensional behavior by the individual, and what is achieved with its physical, mental and psychological potential, it is the final outcome of the efforts of the principal within the school, and performance can be classified according to the desired level of study at the level of individual and group performance Then administrative practices related to the administrative performance of school principals (Abdul Ghani and Hassan, 2004: 21). The success of educational institutions and increasing their effectiveness is linked to improving the total performance of them , including the administrative performance of workers, as good performance is a basic criterion for judging the quality of the institution and its ability to compete and the quality of its outputs, and this requires the institution to be able to manage the efforts aimed at planning organizing and directing individual and collective performance, and setting clear and acceptable standards and metrics as a goal that seeks to reach, and therefore by renewing, changing and developing any of the components of the and measures that are adopted in the study and measurement of performance and used by administrators and institutions (Al-Ghamdi, 2015: 13).

In light of the above, the significance of the research can be summarized as follows :

1. Introducing the reality of administrative performance in educational institutions in middle schools in the city of Mosul.
2. Highlighting a vital institution in the public education system, which is the middle school and its elements, especially the principal.
3. Addressing this topic may interest other researchers to address it further and shed light on its various aspects, as it is a starting point for researchers and graduate students to continue and complete it.
4. It is a scientific effort after its completion that is placed in the central library and on social networking sites.

### **Research objectives:**

The research aims to identify the administrative performance of middle school principals from the point of view of their teachers by answering the following questions :

1. What is the level of administrative performance of middle school principals?
2. Are there statistically significant differences in the level of administrative performance of middle school principals their teachers according to the gender variable (males – females)?

### **Research limitations:**

1. Human limits: Research is limited to teachers in middle schools.
2. Spatial boundaries: Research is limited to preparatory schools affiliated with the city of Mosul.
3. Objective limits: The research is limited to the study of a variable (administrative performance).

### **Identifying Terminology:**

**Performance defined** by Chidiebere (2017): An activity that enables an individual to successfully accomplish their assigned task or goal , depending on the normal limitations of reasonable use of available resources (Chidiebere, 2017: 27)

**Theoretical definition of administrative performance**, the researchers adopted Ibrahim's definition (2017): All administrative functions and activities carried out by the school principal (planning, organization, guidance, follow-up, decision-making) to achieve the required goals (Ibrahim, 2017 : 48).

**Procedural definition of administrative performance**: It is the tasks and activities carried out by the headmaster of the preparatory school the objectives of the school effectively and administrative systems and is represented by the degree estimated by the teachers to their headmaster on the scale prepared for that.

### **Previous studies**

#### **1. Al-Ghamdi Study (2015)**

**"The level of administrative performance of the principal of the schools applying the "Tatweer" program in Taif from the point of view of supervisors and teachers"**

The study was conducted in Saudi Arabia, aimed at identifying performance of the of the schools applied to the "Tatweer" program in the following areas (planning, organization, guidance, and follow-up). of (70) supervisors and(121) teachers selected in a random and stratified manner. the goal and developed a questionnaire that included (41) items distributed over four axes, namely (planning, organization, guidance, and follow-up). of the tool were confirmed, and the following statistical methods were used (Pearson correlation coefficient, repetitions and percentages, Vaccronbach coefficient, , the non-technical test and two independent samples, the single variance analysis test, and the LSD post-test).were: The average level of administrative performance of the principals of the schools applied to the development program in the fields (planning, organization, guidance, and follow-up) to a high degree. There are also statistically members due to the job title variable in favor of teachers, and differences in job experience of less than ten years from the level of administrative performance of school principals applying a development program in all axes. Also, sample members due to the variable of the educational qualification and the educational stage about the level of administrative performance among the principals of schools applying a development program in all axes. In light of the results of the study, the study recommended several recommendations, the most important of which is that the school administration is aware of the training needs of employees, especially the courses dedicated to improving performance because of the impact of this on the development of the school administration in general (Al-Ghamdi, 2015: 1- 143).

#### **2. Orlando Study (2014)**

**"Effectiveness of Performance evaluation of Managers"**

Aiming to find out the effectiveness of the process of evaluating the performance of principals, to develop an evaluation system for school leadership and determine the extent of school leaders' participation in building the school vision, and their reliance on school results in building the evaluation system. The study followed both

qualitative and quantitative approaches, and interviews and questionnaires were applied as tools for the study. The study sample included (10) school leaders who contributed to the development of the evaluation system for a period of two years, and the study revealed that the managers' performance evaluation system is effective to support and guide school leaders, and that feedback works to raise the level of managers' performance, and the need for continuous review of the evaluation system to ensure that it continues to support managers and the student in the educational process, and the need to modify the structure of the evaluation system, especially with regard to the evaluation items of managers and their relative weights, and the study recommended that attention be paid to training managers to develop their professional growth and allow them to modify the evaluation system based on the manager, school data and feedback, and give them the necessary time to do so (Orlando, 2014)

#### **The extent of benefit from previous studies:**

It can be said that these studies are directly related to the current research topic

- Benefit from previous studies in the formulation of objectives.
- Benefit from the studies in determining the dimensions and formulating the items of the scale.
- Take advantage of the statistical tools used.
- Utilization of previous studies in interpreting the results of the current research.
- Use of scientific sources in these studies.

#### **The research methodology:**

The procedures that have been followed in terms of selecting the research methodology, determining its community and selecting the sample, the method of building the research tool (administrative performance) and the use of appropriate statistical means to analyze its results, and according to the descriptive analytical approach that has been adopted as an approach to the current research, the following is a detailed presentation of these procedures:

After the Directorate of Education of Nineveh was addressed with the letter of the University of Mosul / Faculty of Education for Humanities and the official approvals were taken from the Directorate of Education of Nineveh with the task facilitation letter, the following was determined

#### **First: the research community Research population:**

The research community consists of middle school teacher in the city of Mosul (2021 - 2022), as their number in the middle schools of the city of Mosul with its right and left sides reached (1779) teachers from (64) schools, and table (1) shows that :

Table (1)

Number of male and female teachers			Total	Percentage
Sex	Right ...	Left		
Males	347	653	1000	56.211 %
Females	137	642	779	43.789 %
Total	484	1295	1779	100 %

#### **Second: Research Sample:**

the researcher must think carefully when choosing his selection of the sample, and thus the research sample consisted of (316) teachers in middle schools in the city of Mosul, and they constitute a percentage of (17.76) of the original community, as it is recommended (Melhem, 2011) in descriptive relational studies using a percentage of (20%) of members of if it is a few hundred, and (10%) if it is a (Melhem, 2011 : 155). The sample was selected by a simple random sample method, and Table (2) shows the number of teachers according to the research variables:

Table (2)

Variables		No.	Total	Percentage	Total percentage
Sex	Males	203	316	64.241 %	100 %
	Females	113		35.759 %	
Specialization	scientific	154	316	48.734 %	100 %
	Humanitarian	162		51.266%	
Years of service	5 years	58	316	18.354%	100 %
	5yrs+	258		81.646%	

### Third: Research Instrumentation:

For the purpose of achieving the research objective required the need to build the management performance tool of middle.

### Management performance measure:

Since it was not possible to obtain a tool that would be appropriate for middle school principals from the point of view of their teacher, according to the researchers' knowledge, so the two researchers followed the following steps in order to build the management performance measure:

### Definition of Scale measures:

After reviewing a number of literature, standards and previous studies on, such as the study of Raouf and Zamili (2012), and the study of (Al-Ghamdi, 2015), the following areas were identified (planning, organization, guidance, follow-up, decision-making), and a survey teachers in preparatory school and some experienced professors at the University of Mosul. The questionnaire consisted of a specific question in the following phrase (please indicate your views on the elements of administrative performance of middle school principals from your point of view and according to the following areas), and after collecting questionnaires from the survey sample and analyzing the answers, a number of items were obtained and selected collected from some of was viewed, and thus the questionnaire in its initial form consisted of (53) items, distributed over the areas of the questionnaire as follows: Planning area (11), the field of organization area (11), the guidance area (10), the area of decisions area (10), and the indicators of correction:

### 1. Validity of the tool:

The extent to which the test measures what it was designed to measure, and therefore the validity of the item is to measure the desired goal that it was designed to measure (Abdul Rahman, 2011: 91). of the scale and their suitability or measurement for its four areas, and constructive validity.

### A) Face validity

It means that the contents of the tool and its items are identical to the attribute that it measures, it is more truthful (Abbas et al., 2014: 262). Accordingly, the scale was of experts arbitrators to indicate their views of the management performance measure for middle school principal from the point of view of their teacher, as 20 items were deleted as well as the amendment and addition of some items, so the tool became composed of 33 items of the scale.

### Setting the answer instructions:

Clear and understandable instructions validity, reliability and objectivity of the tool (Abadi, 2020: 35).

### Scale correction:

After reviewing a number of measures and tool use in psychological and educational measurement, it was found that the most appropriate method of Likert in measurement, which contains five alternatives, is one of the common methods in educational and psychological measures, as it is characterized by being easy to build and correct and allows to obtain the largest variation between individuals, as well as it gives accurate results and a

high degree of flexibility in the selection of alternatives. Thus, five alternatives were placed in front of each item of the scale, which is (always, sometimes, slightly, rarely), and scores of (5-1) were given to, so that the measure of administrative performance in its final form is ready for application, knowing (165) and the lowest score (33) and the hypothetical average (99).

#### A. Construct Validity :

Revealing construct validity is a deep knowledge of the social phenomenon revealed by data-relevant relationships, that is, reaching deeper than mere superficial information (Omar et al., 2010: 207).

#### Statistical analysis of the items of the management performance measure :

The coefficient of discrimination is useful in determining the validity of the internal and external measure, as well as the distinction between those examined in the measured feature ( Imam et al., 1990: 114). For the purpose of calculating the power of distinguishing items for the management performance measure, following procedures:

1. Selection of (200) teachers and schools.
2. The management performance measure
3. After correcting the tool and converting to the digital format for each member of the higher grades was determined, which reached the number of its members (54) teachers and schools, and (27%) of the lower grades were determined, which reached (54) teachers and schools.
4. between the upper and lower groups for each of the items of the scale, it was found (7.769-12.980), which is higher than the table T-value (1.968) (0.05) and the degree of freedom (106). It was found that all the items are distinct, and accordingly (33) was proved, distributed over five areas .

#### c. Internal Consistency Coefficient

Psychometricians unanimously agree on the great significance of validity in the psychological measurements items, so that the validity of the measure depends mainly on the validity of its items (Abu Hawaj et al., 2002: 135). Where adopting item of the scale and its correlation with the overall degree, as the scale was applied to a main consisted of (200) teachers in middle schools in the city of Mosul, all items are statistically significant at the level of significance (0.05) and Table (3) shows that

**Table (3) coefficient of the degree degree of the management performance measure**

No.	Correlation coefficient	Calculated T	No.	Correlation coefficient	Calculated T	No.	Correlation coefficient	Calculated T
1	0.753	16.102	12	0.662	12.428	23	0.835	21.353
2	.776	17.312	13	0.786	17.889	24	0.755	16.201
3	.776	17.312	14	0.775	17.256	25	.802	18.892
4	0.782	17.654	15	0.774	17.200	26	0.784	17.771
5	.771	17.035	16	0.738	15.389	27	0.805	19.092
6	0.668	12.631	17	0.737	15.343	28	0.816	19.863
7	0.726	14.855	18	0.778	17.424	29	.809	19.366
8	0.725	14.811	19	0.782	17.654	30	0.763	16.609
9	0.685	13.230	20	0.774	17.200	31	0.77	16.981
10	0.71	14.187	21	0.744	15.667	32	0.786	17.889

No.	Correlation coefficient	Calculated T	No.	Correlation coefficient	Calculated T	No.	Correlation coefficient	Calculated T
11	.728	14.941	22	-.772!	17.090	33	0.781	17.596

It is clear from Table (4) coefficients of the scale and the total degree (0.662- 0.835). In order to relationship, the T-value was extracted to indicate the correlation coefficient. The calculated T-value was between (12.428-21.353), which is greater than the table T-value (1.968) Thus, all the items were found to be characterized by good internal consistency.

#### **Reliability of the tool :**

Reliability is especially important in using a tool for a specific purpose, as it indicates the amount of confidence that we can put in the results of the research tool. The main purpose of applying the tool is to reach decisions and judgments that we are assured of, so judgments must be based in turn on accurate methods that we can trust (Omar, 2010: 215).

In order to calculate of the management performance measure, the two researchers verified the reliability :

##### **1. The Test -Retest Method :**

This method is one of the simplest and easiest methods in determining the reliability of the scale, and it is summarized in the application of the scale again to the same group, and the is calculated to obtain (Abdul Rahman, 2008: 180). the reliability sample of (30) middle school teachers on (30/3/2022) and then re-applied to the individuals themselves with an interval of ( 15 ) day. The Pearson correlation to determine found that the correlation value between the results of application is equal to (0.92) and this value is good.

##### **2. The Alpha Cronback equation :**

In order to extract (30) teachers and schools, which is the same as the results of the first application of the scale, as its value was (0.94), which indicates by high reliability .

#### **Final application of the search tool**

After ensuring the validity, consistency and distinction of the items of the administrative performance measure, the two researchers applied to consisting of (316) teacher in the preparatory schools of the city through visits to many schools, the scale was distributed, as it was clarified to them the purpose of the research as well as responding to their inquiries and how to answer, stressing that the answer to all items should be without leaving any item , as well as to reassure teachers that the information is confidential only to the researchers, and after the completion of the process of applying the research tool, the responses of were according to the correction key of the scale.

#### **Statistical Means:**

In order to process the data, the Statistical Portfolio of Educational and Social Sciences (SPSS) program was relied upon and the treatment was carried out by adopting means:

1. T-test for **one sample** : To calculate the average scores and the default average.
2. T-test of **two independent samples** : to find the discriminating force of the items of the scales, and to find differences in the results
3. **Pearson correlation coefficient** : reliability coefficient, and answer the research questions.
4. **Cronbach's alpha coefficient** : To calculate the reliability coefficient of the scales.

#### **Result and discussion**

##### **Findings related to the first question:**

**“What is the managerial performance of middle school principal from the point of view of their teacher in general?”**

After the researchers applied the administrative performance of 316 middle school teachers in the city of Mosul, and of administrative performance of the members of the research sample, the Statistical Portfolio of,

the results showed that the scores of the sample members range between (49- 165) degrees, with an arithmetic average of (136.227) of (19.336) degrees. When comparing the arithmetic mean of the data obtained from the research sample with the theoretical mean of the scale of (99) that the calculated T-value was (4.3.223), which is greater than the table T-value of (1.968) at a degree of freedom (315) and a level of significance (0.05). This indicates in favor of the arithmetic mean of the sample answers from middle school teachers, and this means that middle school principals in the city of Mosul have a high level of administrative performance, and Table (4) shows that

**Table (4): The result of the T-test of one sample in the level of administrative performance of middle city of Mosul of their teacher**

SAMPL E	No .	Mean	Standar d Deviation	Theoretic al mean	T value		Level of Significan ce	Degree of freedom	Significan ce
					Calculate d	tabula r			
Teacher s	31 6	136.22 7	19.336	99	34.223	1.968	0.05	315	Significant

Through what was presented, we note that this result agreed with the Ghamdi study (2015) with a high degree of administrative performance. The two researchers attribute the high level of administrative performance of middle school principals to the fact that all those selected as middle school principals were in light of specific conditions and specifications to perform the tasks of this function. Therefore, school principals have been selected in light of these conditions, and therefore it is expected that their level of administrative performance is high, as well as the clarity of the educational policy followed by the Ministry of Education. This may also indicate that the teachers' view of the school principal is that he is a person who follows the progress of the educational process, accomplishes their administrative tasks and does school activities, distributes tasks to teachers and school staff, as well as the possession of school principals of the knowledge and skill necessary to carry out administrative tasks, and this was reflected sample members.

#### **Question two Results and findings:**

**"Is there a statistically significant difference in the level of the administrative performance variable view of their teachers according to the gender variable (male – female)?"**

Since the study sample is of both sexes, the level of administrative performance was calculated according to the gender variable, as the average arithmetic value for males was (135.645) of (19.206), while the average arithmetic level for females was (137.274) with a standard deviation of (19.611). Using the T-value (0.717) is smaller than the table T-value of (1.968) at a degree of freedom (314) and a (0.05). This means that that can be of middle of their teachers at the level of administrative performance, which means that teachers have convergent views on the level of administrative performance of middle school principal in the city of Mosul and Table (5) shows that

**Table (5): The result to indicate the difference in the level of administrative performance**

Sex	No.	Mean	Standard Deviation	Theoretical mean	T value		Degree of freedom	Significance at (0.05)
					Calculated	tabular		
Males	203	135.645	19.206	99	717	1.968	314	Not significant
Females	113	137.274	19.611					

The researchers the emergence of the result in this way is that teachers look one look at their response to the reality of the administrative performance of middle school principal and as I mentioned earlier that the



principals have been selected according to specific controls and are expected to be at a good level, and therefore did not appear differences attributed to this variable, and the researchers also attribute to the homogeneity of teachers in many things specific to behavior such as cultural level and scientific preparation as well as the organizational climate in which both teachers work in middle schools.

### findings

In light of the findings, the researchers concluded the following:

1. There are differences in favor of the arithmetic mean of the sample answers from middle school teachers, which means that middle school principals in the city of Mosul have a high level of administrative performance.
2. The absence can be of middle of their teacher in the level of administrative performance.

### Recommendations

1. Enhancing the reality of the administrative performance of middle school principals through material and moral means of support to remain within the good level through thanks books and material and moral rewards... etc.
2. Conducting continuous training courses in support of maintaining these levels so that they take the form of continuity.

### Suggestion

To complement the current research, the two researchers propose to conduct the following future studies:

1. The administrative performance of primary school principals from the point of view.
2. Administrative performance and its to self-management middle school principals.

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