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The Role of Educational Leadership for Physical Education Teachers from
the Perspective of Decision Makers in Anbar Governorate

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ABSTRACT

The research aims to build and apply the educational leadership scale of the physical education teachers, and to identify the educational leadership of physical education teachers from the point of view of schools' principals, sports officials and supervisors in secondary schools in Anbar Governorate. The two researchers used the descriptive approach. The research sample included (367) principals, supervisors and specialist of sports activities for the academic year (2019-2020). The researchers used the Social Statistical Package (SPSS) to deal with the data statistically. They concluded that the validity of the educational leadership scale and the physical education teachers in Anbar governorate has a good level of educational leadership. The researchers recommended on the necessity of paying attention to the educational leadership of physical education teachers and this can be done by working on developing it through the training courses and scientific seminars.

1. Introduction to Research

1.1 Introduction and Importance of the Research

In light of the developments in all spheres of life including the field of education, through which specialists seek to follow up these developments and find advanced methods and means in education in order to achieve the desired goals and bring the educational process to safety. To accomplish this, there must be a successful and effective educational leadership that works to provide the appropriate atmosphere for the physical education lesson. The educational leadership of physical education teachers in secondary schools is of great importance in influencing students by guiding them towards achieving their goals whether these goals are educational or the ones related to the teaching process from one hand. On the other hand, The educational leadership of

physical education teachers helps the students to perform his/her duties by following modern and effective methods that increase students' motivation and their interaction positively with the lesson. This happens with an empowered leadership capable of encouraging students to perform Seriously lesson without getting bored. Physical education teachers in secondary schools who are considered educators have to possess the qualities of an educational leader that affect the society. This cannot be achieved only by improving their management of Physical education lessons and activities with prior planning, good organization and effective follow-up. Using teaching methods and modern teaching aids are recommended for the purpose of achieving the objectives of the educational and teaching process and obtaining the best results.

The significance of the research lies in identifying the educational leadership of physical education teachers in secondary schools and their efficiency and capability to play their leadership role in the educational and teaching process because through successful educational leadership in education, we can achieve the goals of the teaching process.

1.2 Research Problem

The two researchers have the sense of the importance of change for the better in order to keep pace with the current developments, especially in secondary schools, which are the means through which we can achieve these changes. That the physical education teacher is an educational leader who must be a role model for students, and that his leadership role in the school must have a positive impact on the educational and teaching process. As a sequence, through his/ her leadership role, s/he can achieve the goals of the educational process. Through the educational work of the two researchers with many school principals and physical education supervisors in addition to their modest field experience in the field of education, they found out the importance of the educational leadership role of the physical education teacher and it reflects on the teaching process. They found out also that the lack of emergence of the leadership role of the teacher leads to the failure to achieve the objectives of physical education lessons and this huge problem that prompted the researchers to engage in this study to try to know the role of educational leadership for physical education teachers from the point of view of decision-makers.

1.3 Search Objective

1. Building and applying the educational leadership scale for physical education teachers.
2. knowing the educational leadership of physical education teachers from the point of view of school principals, officials of sports activities and specialized supervisors.

1.4 Research Areas

1.4.1 The human domain: secondary school principals, specialized supervisors, and sports activities officials in Anbar Governorate.

1.4.2 Time Range: from 30/10/2019 to 9/5/2021

1.4.3 Spatial Domain: secondary schools, specialized supervision of physical education, and the Directorate of Sports and School Activity in Anbar Governorate.

2. Research Methodology and Field Procedures

2.1 Research Methodology

The researchers used the descriptive approach for its suitability to the nature of

the research problem and as the best method to achieve the study objectives.

2.2 Research Community:

The research community included principals of middle, preparatory and secondary schools for boys, supervisors of specialized physical education and officials of sports activities in the Anbar Educational Directorate departments in the districts of Anbar Governorate. The numbers was as follows (277) principals, (8) supervisors from the specialization of physical education, (82) officials of activities. The total number of the research community is (367) for the academic year (2019-2020) .

2.3 The research sample :

The research sample was chosen in a deliberate way from the original research community at a rate of (100%). The sample consists of (367) principals of secondary schools for boys, supervisors of specialized physical education and officials of sports activities in the departments of the Anbar General educational Directorate in the districts of Anbar Governorate .

2.4 Devices, Tools and Means of Collecting Information

The researchers used a set of aids and tools appropriate to the nature of the work in this research, “The appropriate tool is determined in the light of the research objectives, hypotheses, and questions that he seeks to answer”.⁽¹⁾

- Scientific hand-calculator (cosiopx), Japanese-made, number (1).
- Electronic calculator (laptop) type (hp), Chinese-made, number (1).
- Questionnaire to survey the opinions of experts and specialists.
- The Educational Leadership Scale .
- Arab and Foreign Sources.
- The International Information Network (the Internet).
- Statistical Package Program (SPSS).
- Helping staff.

2.5 Field Research Procedures

2.5.1 Preparing the Educational Leadership Scale

The first step to building any scale is to clearly define its purpose, and what is the intended use of this scale, and that one of the objectives of the current research is to build a scale (educational leadership) and apply it to principals of middle and high schools for boys, supervisors of specialized physical education and officials of sports activities in departments affiliated to the Anbar Educational Directorate departments in the districts of Anbar Governorate for the purpose of identifying the educational leadership of physical education teachers from their perspective.

2.5.2 Defining Scale Areas

For the purpose of determining the areas of the educational leadership scale, the researchers reviewed the available literature, previous studies and scientific sources specialized in educational leadership and directed a questionnaire through which the researchers explored the opinion of the experts and specialists. The questionnaire had only one open question used to identify the areas of educational leadership for physical education teachers in middle, middle, and high schools for boys related to Anbar Educational Directorate of Anbar directorate. In order to obtain the largest possible number of ideas related to the formulation of the domains and after collecting and unpacking the data; the two researchers came up with a set of fields that are believed to cover

⁽¹⁾ Muhammad Khalil Abbas et al ; An Introduction to Research Methods in Education and Psychology, 3rd Edition, Amman, Dar Al-Maysara for Publishing, Distribution and Printing, 2011, p. 237.

the concept of educational leadership and they were eight in number. To verify the validity of identifying the domains and the extent to which they represent the scale, the researcher presented a questionnaire surveying the opinions of experts and specialists about the validity of the domains of the scale that are compatible with the sports field, the validity of the theoretical definition, the definition of the proposed fields, their validity and the extent to which they cover the concept of (educational leadership). The (15) experts agreed on the areas of (guidance and educational method) and (the ability to take responsibility) and their agreement was (100%). Their agreement was on the field (objectivity in decision-making) by (80%), on the field (the ability to influence others) was (93%), but they did not agree on the field (educational style and method of dealing) as the percentage was (46.66%) while on (The percentage of teacher's self-confidence) was (20%). Anyhow, the percentage of (reliable reference) was (40%), the field of (leadership) was (26.66%) and in the light of their observations and opinions it was excluded .

Thus, the number of domains for the (educational leadership) scale became (4) domains and for the reason of estimation the relative importance of each of these domains, the researcher presented a questionnaire to assess the importance of each domain to the experts, and asked them to determine the relative importance of the domains according to a graduated scale consisting of (1-5) Scores. A score of (5) is given to the most important domain whereas a score of (1) to the least important domain.

This procedure is necessary in the design of the test so that the researcher can distribute the relative distribution of the attribute items ⁽²⁾ . With this, the researcher extracted the relative importance of the domains of educational leadership and the percentage of importance, and Table (1) demonstrates that.

Table (1) shows the domains of educational leadership and their relative importance and percentage of importance

The Degree of The Domain	The Relative Importance of The Domain	Domains Of Educational Leadership	<i>Sequence</i>
28%	28.57	Guidance and Pedagogical Style	1
25%	25	The Ability to Take Responsibility	2
28 %	28.57	The Ability to Influence Others	3
18 %	17.85	Objectivity In Decision Making	4
100 %	100	Total	

2.5.3 Defining the Scale Clauses

For the reason of preparing an initial formula for terms of the educational leadership scale, the researchers had prepared a large amount of the clauses by deriving them from the theoretical framework and definition that dealt with the concept of educational leadership and its fields. And this led to an open survey questionnaire on identifying clauses on a group of (experts and specialists). In formulating the scale expressions, the two researchers depended on the five-way Likert method, which is the multiple choice method, as it

⁽²⁾Saad Abdul Rahman; Psychometrics Theory and Practice, 3rd Edition, Cairo, Dar Al-Fikr Al-Arabi, 1998, p 63.

presents the respondent with a situation and asks to determine the answer by choosing an alternative from (5) ones with different weights..⁽³⁾

After preparing the scale's clauses and they were (33) in number, they were distributed into (4) domains. Then linguistic modifications of its initial form were done. So, the scales were prepared and the domains were specified, the clauses were judged for their suitability to the scale's domains. For this purpose, the two researchers distributed the questionnaire of the initial formula of the scale to a group of the experts and specialists in order to ensure its relevance to the research sample. In the light of the experts and specialists' opinions, the researcher put a condition to accept the pharsases and this condition was that the percentage of the experts and specialists agreement should be (80%) and above. The field of (educational guidance) was merged with the field of (educational style and method of dealing), and the fields (reliable reference, leadership, teacher self-confidence) and some clauses was ommited in light of their observations on the scale "any clause that does not achieve this goal should be excluded, modified or replaced by new clauses"⁽⁴⁾ Accordingly, (28) statements and (4) domains were adopted, and thus the scale achieved the validity of the content .

In light of these amendments, (28) statements were adopted ,as table (2) shows the expressions of the scale, which are distributed among its four domains.

Table (2) shows the areas of the educational leadership scale in its initial form

Number of Clauses	Domain Title	Domains of the educational leadership scale
8	Educational guidance and style	The first
7	Objectivity in decision making	The second
8	The ability to take responsibility	The third
5	The ability to influence others	The fourth
28 clauses	4 domains	Total

2.5.4 Exploratory Experiment

The two researchers conducted the exploratory experiment of the scale on (10/5/2020) on an excluded sample from the main experiment samples and this sample consists of (15) school principals, sports activities officials and specialized physical education supervisors and they were chosen by random method specifically by using lot. Since the exploratory experiment is one of the basic conditions in scientific research to identify the positive aspects and to avoid the negative aspects when implementing the main experiment, as "the best way to discover the suitability of the designed research tool is to test it before implementing it, i.e. conduct an (exploratory) experiment to verify its problems"⁽⁵⁾.

⁽³⁾ Ahmed Salman Odeh; Measurement and Evaluation in the Teaching Process, 2nd Edition, Amman, Dar Al-Amal for Publishing and Distribution, 1998, pg. 407.

⁽⁴⁾ Muhammad Shehata Rabie; Personality Measurement, Alexandria, University Knowledge House, 1994, p. 14 .

⁽⁵⁾ Roger Wemmer and Josek Dominic, translated by: Saleh Khalil: Methods in the Foundations of Scientific Research - Methods of Media Research, 6th edition, Amman, Dar Aram for Studies, Publishing and Distribution, 1997, p. 184.

2.5.5 Statistical Analysis of Clauses

In order to build the scale, its expressions must be analyzed statistically as follows:

2.5.5.1 Discriminative Ability of Scale Expressions

To find the discriminatory power, the two researchers distributed the scale to a sample of (160) school principals, officials of sports activities and supervisors of specialized physical education. The scale included the construction sample that was excluded from the application sample on (26/5/2020). The construction sample is based on comparing the scores of the upper group with the scores of the lower one in the scale and this comparison is made through the statistical significance of the difference between the two averages. If there is a statistical significance between the two averages, the clause is considered distinct. Accordingly, the scale was distributed in its modified form to (160) school principals, officials of sports activities and supervisors of specialized physical education, then the questionnaires were collected and grades were given for each questionnaire. After that the questionnaires were arranged in descending order from the highest degree to the lowest. A percentage of (27%) of the questionnaires with the highest scores in the scale and (27%) of the questionnaires with the lowest scores were selected. Thus, the number of questionnaires in each group reached (43), meaning that the number of questionnaires subject to analysis is (86) in number. The t-test for two independent samples was used to find out the differences between the averages of the upper and lower groups on each clause. The t-value was calculated according to the level of error as the error was considered as an indicator for distinguishing each clause by comparing it with a (0.05) level. The result was that all the clauses of the scale were distinct as the value of the error level was less than (0.05) .

2.5.5.2 Validity (Internal Consistency Coefficient)

The researchers verified the validity of the scale through:

1. Domains validity index (internal consistency coefficient)

The stability of the internal scale of the scale domains is achieved by the correlation of the domain's degree with the total scale score i.e., the domain measures the same concept as measured by the total score of the scale according to the answers of the construction sample members who are (160) school principals, sports activities officials and physical education supervisors. Anyhow, the value of the internal consistency coefficient for all domains were acceptable ratios for the reason that the error level values for the correlation values are less than (0.05) as table (3) reveals that.

Table (3) shows the values of the stability coefficient (internal consistency coefficient) for the domains of the educational leadership scale

Link signification	Error level	Values stability coefficient	Clauses number	Domains of the educational leadership scale
Significantly level	0.000	0.984**	8	Educational guidance and style
Significantly level	0.000	0.975**	7	Objectivity in decision making
Significantly level	0.000	0.984**	8	The ability to take responsibility

Significantly level	0.000	0.983**	5	The ability to influence others
**Significant at significance level) ≥ 0.05 (

2- Clause validity index (internal consistency coefficient)

It is an indicator of the homogeneity of the clauses, through which we can decide that the scale measures a particular specificity with complete accuracy. This type of validity is achieved from the correlation of the degree of the statement with the total degree of the scale, that is to say the statement measures the same concept that the total degree of the scale measures. And this phase is accomplished when the simple correlation coefficient is used. Clause analysis methods are an indicator of this type of validity, so clauses whose scores are coefficients with the total score of the questionnaire (not distinct) are deleted, assuming that that clause does not measure the phenomenon or characteristic that the entire scale measures. After processing the results for the scale, it was found out the educational leadership scale clauses are significant because the error level values for the correlation values are less than the significance level (0.05) for this scale.

2.5.6 The Scientific Bases of The Two Scales

2.5.6.1 Veracity of the Scale

The best way to achieve the validity of the scale is to present it to a number of experts and specialists in evaluating its validity to measure the trait for which it was developed, which means “the extent to which the test represents the behavioral domain of the trait measured”⁽⁶⁾ The two researchers distributed the questionnaire to a group of experts and specialists, to get their opinions on the acceptance of the fields and their clauses.

Some of the clauses were omitted in light of their observations on the scale, whereas the clauses that did not achieve this goal were excluded or modified. Thus, the scale has achieved the validity of the content. However, that the validity of the scale depends on the validity of its clauses and the link of these clauses to an external or internal test via (Discriminative ability + internal consistency). That was referred to in the statistical analysis of the expressions, as it is regarded as one of the most important characteristics of the scale because it depends to a large extent on the characteristics of its clauses in particular the discriminatory ability of the clauses and their validity coefficients. Thus, the validity of the scale was achieved.

2.5.6.2 Scale Stability

The stability of the scale was found out by:

1. split-half Method

The two researchers adopted the split-half method, because it is one of the most widely used method of stability. The reason behind applying such method is that the researchers may not be able to collect the sample members again to re-apply the test, in addition to that the test in this method is applied once regardless the change that may occur in the individual’s psychological and health condition, because we do not guarantee the stability such conditions that took place in the first and second exams.⁽⁷⁾

This method depends on dividing the test clauses into two halves, the first

⁽⁶⁾Issam Al-Nimr; *Measurement and Evaluation in Special Education*, Amman, Dar Al Yauri Scientific for Publishing and Distribution, 2008, p. 72.

⁽⁷⁾Ali Salloum Jawad al-Hakim; *Tests, Measurement and Statistics in the Sports Field*, Ministry of Higher Education and Scientific Research, Al-Qadisiyah University, 2004, p. 34.

contains the odd-numbered clauses while the other has the even-numbered ones, that is why this method gives equal scores for the two halves of the statements. ⁽⁸⁾ In order to calculate the reliability in this method, the data of the forms were used and the reliability coefficient was extracted between the two halves of the scale using the Pearson correlation coefficient, as shown in Table (4). Anyhow, the stability coefficient of any scale can be predicted if we know the stability coefficient of half or part of it ⁽⁹⁾ , Therefore the value of the stability coefficient of the half of the test was modified and corrected until obtaining the stability coefficient of the test as a whole with the equation of Spearman-Brown's stability significance, “as the reliability coefficient ranges between (0.62- 0,93)”.⁽¹⁰⁾

Table (4) shows the stability of the scale by the split-half method

indication	Spearman-Brown correlation coefficient	correlation coefficient Pearson	The scale
Significantly level	0.989	0.979	Educational leadership

2- Calculating Stability Using the Facronbach Coefficient:

The stability of the scale was also verified by (Fakronbach coefficient) as it was calculated by measuring the coefficient of correlation of the clauses with each other from one hand and with the overall degree of the scale from the other hand. “This type of consistency is called (internal homogeneity), which refers to the strength of the associations between statements in a test” as the results of (stability coefficient) were high for the scale, as shown in Table (5)⁽¹¹⁾

Table (5) shows the stability of the scale by calculating the Facronbach coefficient

The Scale	Coefficient (Facronbach)	Indication
Educational Leadership	0.990	Significantly level

2.5.7 Scale Correction

After conducting the scientific foundations for the scale, it turned to (28) clauses, after five clauses were deleted, namely (5,7,6,6,4). The scale is divided into four domains; the first domain contains (8) clauses, the second includes (8), the third one has (5) and the fourth domain holds (7) clauses and all of them are positive. In front of each clause there are five alternatives for the answer which are (**always, often, sometimes, rarely, never**) . Accordingly, the score obtained by the individual to whom the scale is applied is the sum of the score of the clauses for each domain, and the highest score obtained by the individual is (140) whereas the lowest score is (28) while the hypothetical mean is (84)

2.5.8 Main experiment

After completing the construction of the scale and finding the scientific

⁽⁸⁾Faisal Abbas; *Psychological Tests - Techniques and Procedures*, 1st Edition, Beirut, Dar al-Fikr al-Arabi, 1996, p. 24.

⁽⁹⁾Fouad Al-Bahi Al-Sayed; *Statistical Psychology and Measurement of the Human Mind*, Cairo, Dar al-Fikr al-Arabi, 1979, p. 421.

⁽¹⁰⁾Lazarus , Richard L. ; *Patterns of Adjustment and Human Effectiveness* : (New York , Neraw Hill , 1969 , p173

⁽¹¹⁾Ahmed Suleiman Odeh and Fathi Hassan Malkawi; *Policies of Scientific Research in Education and Human Sciences*, Amman, Al-Manar Publishing Library, 1987, p. 161.

bases for it, the main experiment was conducted on the research sample. The sample's number was (175) in total and they were school principals, officials of sports activities and supervisors of physical education. The experiment started on the date (21/06/2020) and ended in (14/07 /2020). The assistant work team, under the supervision of the two researchers, distributed the scale in its final form to the sample, emphasizing to the respondents to choose only one alternative. After completing the answer, the assistant work team collected the questionnaires and they were checked by the researchers themselves. Then the answers were corrected on the scale using the correction key and the scores were collected in order to extract the total score obtained by each member of the sample in the scale, from one hand, and for all the clauses which are (28) clause from the other hand. Thus, the degrees of the alternatives were collected to be in the end the total degree of the scale as well as the degree of each area of the scale, then they were put in special forms in order to be processed statistically using the appropriate statistical means.

2.5.9 Statistical means

The statistical data was processed by using the ready-made statistical package (spss).

Chapter Three

3- Presentation, analysis and discussion of results

3.1 Presentation, analysis and discussion of the results of the educational leadership scale

In order to find an interpretation of the results and analyze them, the statistical treatment of the research data was used. The data were collected from the main experiment sample (application) which precisely was (175) managers, supervisors, specialists and officials of sports activities who represent (decision makers). For this purpose arithmetic means, standard deviations and the T-value of the leadership scale were used. The description of this process can be found in Tables (6) and (7) .

Table (6) Shows a description of the educational leadership scale for physical education teachers and its fields

The educational leadership scale and its fields	The lowest value achieved by the sample	The highest value achieved by the sample	Hypothetical mean	Standard deviation	Arithmetic mean	Number of clauses
Educational leadership scale	28	140	84	20.105	118.11	28
First field Guidance and pedagogical style	8	40	24	5.060	34.81	8
Second field Objectivity in decision making	7	35	21	5.473	29.50	7
Third field The ability to take responsibility	8	40	24	6.480	33.28	8
Fourth field The ability to influence others	5	25	15	3.958	20.52	5

It is evident from the table (6) above that the arithmetic mean of the educational leadership scale reached (118.11) degrees, standard deviation (20.105) degrees, hypothetical mean (84) degrees, the highest value achieved by the sample (140) degrees, , the lowest value achieved by the sample (28) degrees, the calculated T-value (77.712) and the level of significance (0.000) so, since the arithmetic mean is greater than the hypothetical mean, this means that the result is significantly level. This refers to physical education teachers in secondary schools in Anbar Governorate with a good level of educational leadership, as shown in Table (7).

Table (7) shows the arithmetic mean, standard deviation, the calculated (t) value, the level of significance and the result of the educational leadership scale for physical education teachers and its fields.

Indication	Sig	Calculated t value for one sample	Arithmetic mean	Standard deviation	The educational leadership scale and its fields
significantly level	0.000	77.712	118.11	20.105	Educational leadership scale
significantly level	0.000	91.013	34.81	5.060	First field Guidance and pedagogical style
significantly level	0.000	71.299	29.50	5.473	Second field Objectivity in decision making
significantly level	0.000	67.945	33.28	6.480	Third field The ability to take responsibility
significantly level	0.000	68.586	20.52	3.958	Fourth field The ability to influence others

The two researchers believe that this percentage is not enough of physical education teachers who represent the elite or role models for teachers and workers in the field of education, because the main goal for them must raise their motivation towards achieving educational goals and ensuring the effectiveness of the physical education lesson through their educational leadership, as well as “emphasizing its application to control ethics, as such thing has a prominent and effective role in the decision-makers’ adherence to the ethical behavior gradually, until that positive behavior that is followed becomes the continuous natural state that they are in all cases ⁽¹²⁾ . However, the physical education teacher must be a successful administrator, “A successful administrator is the one who possesses the qualities of a successful administrative leader that make him/ her able to perform his/ her leadership role effectively and efficiently ⁽¹³⁾ ” and that is how the second goal of the study is achieved.

Chapter Four

4. The Conclusions and Recommendations

⁽¹⁾1-Bass .B.M(1998) Trans formation Leader ship Industrial Military and Educational Impact ,N,J. Lawrence Erlbaum &Associates .

⁽¹³⁾Abdel Moneim Tarkhan; The reality of administrative work ethics among UNRWA school principals in Jordan and its relationship to their leadership behavior, PhD thesis, Amman Arab University for Graduate Studies, Amman, 2003, p. 8.

4.1 The Conclusions

1. The educational leadership scale proved its validity to measure physical education teachers in Anbar Governorate and it identified their capabilities in leading lessons and teaching quality.
2. Physical education teachers in Anbar governorate have a good level of educational leadership.
3. Physical education teachers in secondary schools in Anbar Governorate need more guidance and use of educational methods with their students.
4. Physical education teachers should study the problems that take place to their students and take a long time before making any decision.
5. Physical education teachers should be more capable of taking responsibility in dealing with students and with the educational environment surrounding them.

4.2 The Recommendations

1. The two researchers suggest adopting the scale in measuring the level of (educational leadership) for physical education teachers.
2. The necessity of paying attention to the educational leadership of physical education teachers and working to develop it through the establishment of special workshops in order to raise their leadership and teaching efficiency.
3. Organizing educational courses to increase experiences in the way of guiding and using the educational methods, taking appropriate decisions, assuming educational responsibility and influencing others from the educational environment.
4. Conducting similar studies on other samples .

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