

## Original Paper

# The Practice Degree of Basic School Principals' Roles, at Al-Kourah District toward the Newly Teachers and Ways to Improve It

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### Abstract

*The study aimed to identify the degree of practice of principals of primary schools in the Al-Kourah District and for their roles towards newly appointed teachers and ways to improve them. The findings of the study showed that elementary school principals' roles towards the newly teachers at schools in Al-Kourah District and the means for improving their roles was in an average level. High, there were no significant statistical differences at the level of ( $\alpha = 0,05$ ) in the samples' which elementary school principals' practice their roles towards the newly teachers at the schools in Al-Kourah District due to the gender variable, and the educational experience. The researcher recommended the need to stand by all means on the current global trends in the developed countries in the field of preparing and training the teacher and benefiting from them in accordance with local conditions, and the need to plan the preparation of the teacher as well as on the basis of sound scientific starting from drawing strategy to prepare descriptive analysis and the level of preparation process itself in the areas Scientific and cultural.*

### Keywords

*elementary school principals' roles, Al-Kourah District, newly teachers*

### 1. Introduction

The development and advancement of various educational institutions depend on providing competent administrators, at a degree that align with the ambitions and challenges which are represented and included in the desired development process, and who are capable of leading their organizations

through the positive influence on individuals, in order to develop the entire educational institutions. Education consider a foundation of advancement, where through it the society needs will be provided to ensure the positive impact, as an essential aspect that cultural life goes around it in its comprehensive meaning and its intellectual, ethical, scientific, and technological dimensions, therefore education role isn't limited to the preparation and training of human resources, and creation of leaderships but it include the society development, contribution to serve its issues, and solve its problems, where education consider the most important source to feed the society with the qualified human resources, which guide the future (Al-Reweily, 2009).

Development and change take place at the school, where all inputs interact in it based on an inclusive plan to improve the overall performance, and synergy happen between all inputs and its influence increase to bring about the desired change. In order to have the quality in the school educational system, there must be a distinct management that looks for the optimal use of human and material resources to achieve the shared specific objectives (Al-Dosary, 2010). Teachers consider one of the critical basic educational resources that change impose on them to align with the new reality, which have to do with the roles of teacher and learner, educational policy's development, curriculum development, and the introduction of technology into all aspects of the educational process (Al-Tartoury, 2007). Therefore the concern about professional growth of teachers come as a priority of school administrative work, where Al-Ahmad (2004) emphasizes that teachers with their new roles to implement the educational teaching position must possess the required competencies to achieve the desired success.

The school principals are fully responsible for the educational and teaching process at their school (Clark, 2009), therefore the principal as an educational leader is responsible for achieving the teaching and educational goals (Al-Duaij, 2006), and strive to improve the educational professions of teachers, and develop and improve them professionally as they consider an evaluator educational advisors through teachers preparation remarks follow up and provide them with meaningful feedback. In addition, encourage and coordinate the exchanges of targeted classroom visits between teachers, implement an inclusive and planned supervisory visits for all teachers in all disciplines, enlighten teachers about the effective methods to manage classrooms, follow up on the supervisory report after the educational supervisor visit and discuss the weak points contained in that report with the teachers, and get the help of specialists in the field of educational supervision who have high expertise in the education and teaching profession and select the functional and technical areas that could be use to develop the teachers, in light of the available financial and technical resources, and then specify the goals of workers desired professional development (Al-Amery, 2016).

There were differences between the studies' results that dealt with the practice degree of basic school principals' roles toward the newly recruited teachers, where the study of (Bramblett, 2000) stressed on the need to prepare new teachers on the teaching and training practices before they engage in the profession, the need to implement training program content on the students at university during their studies and at the beginning of their entry into education, and develop the training program to include

the organization and management of educational situation. Study results of (Sadler & Kolosterman, 2009) also refer to the importance of giving new teachers the practical skills and experiences relevant to the teaching position and provide them with different guidance degrees, which may reflect positively on their opinions and raise their professional proficiency, in order to achieve goals of the school.

As a result of the contemporary developments in the cognitive and technological aspects, teacher preparation programs at the colleges are no longer adequate to prepare them successfully for the professional practices, where the teacher preparation process should be an integrated continuous process that start with testing the appropriate elements of teaching profession and end with teacher training, and topped with a structured program for training teachers on the job during the teaching period (Al-Tartoury, 2007), where the professional growth of teachers consider one of the school management work priorities, and to achieve the educational process practically, we should work on upgrading the professional competency of teachers.

Due to the importance of the role that rest on the school principals, they must pay attention to certain aspects such as follow up and implement the duties and responsibilities that were given to teachers, identify the weaknesses and strengths of teachers, plan for renewed and sustained professional development, exposure of talents and capabilities of teachers and plan to develop them, utilization of all workers in the educational system like the distinguished teachers and educational supervisors, and fostering of new teachers and let them feel the need of school for them (Al-Bana, 2013).

## 2. Study Problems & Questions

Study problem derived from the field experience of the researcher in the school administration area, where the researcher noticed a decline in the student achievement average at Al-Kourah education school district in schools taught by the newly graduated teachers, after taking a look at the (2017, 2018) school year results. This may return to the various and numerous roles which school principals perform, such as administrative, technical, social, and other fields, but they didn't scientifically and clearly make certain of the practice degree of basic school principals' roles toward the newly recruited teachers, and ways to improve it from the standpoint of teachers themselves, and also through the exploratory survey that was conducted by the researcher about the practice degree of basic school principals' roles toward the newly recruited teachers, where it show differences between the standpoints of teachers about the topic. In this context, the current study came to detect the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers and ways to improve it, from the standpoint of teachers themselves.

Specifically, the study seeks to answer the following questions:

- 1) What is the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers?

- 2) Are there any statistical significance differences at level ( $\alpha = 0.05$ ) between the arithmetic means of sample members' responses about the practice degree of basic school principals' roles, at Al-Kourah district due to the variables of (sex & educational experience)?
- 3) What are the ways newly recruited teachers see to improve the practice degree of basic school principals' roles?

### 3. Study Objectives

This study aims to achieve the following:

- 1) Identify the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers and ways to improve it, from the standpoint of teachers themselves.
- 2) Identify the differences of study sample members' responses about the basic school principals' roles to improve their performance, from their standpoint due to the study variables.
- 3) Reach some development proposals that contribute to the improvement of basic school principals' roles toward the newly recruited teachers.

### 4. Study Importance

Study importance can be represented in the following:

- 1) It can benefit the basic school principals by identifying the shortcomings in their roles enhancement toward the newly recruited teachers and ways to improve it.
- 2) It can provide new scientific information that contributes to the enrichment of theoretical literature and previous studies related to the basic school principals' roles toward the newly recruited teachers.

### 5. Previous Studies

Vikaraman, Mansor, and Hamzah (2016) conducted a study that aimed to identify the principal's role in the guidance and training practice of newly recruited teachers in Malaysia, where the study sample consist of (209) teachers, and use the descriptive approach which was represented in the questionnaire as a study tool. Study results showed a need for guidance and support of principal toward the newly recruited teachers.

Ibdah and Jaradat (2015) conducted a study, which aimed to reveal the role of basic school principals to develop the creativity of Irbid schools' teachers, from the standpoint of school principals themselves. Study sample consist of 92 male and female assistant school principals, 40 of those were males and 62 were females, and to achieve the objectives of the study a questionnaire was developed to as a tool for data collection. Study results showed that role of basic school principals in the development of creativity among teachers, from the standpoint of assistant school principals at Irbid city was at low degree, and also didn't show statistical significant differences of basic school principal's role in the development of creativity among school teachers at the directorate of education of Irbid city, due to sex, qualifications, and experience variables.

But the study of Hassouna (2014) aimed to identify the principal's practice degree, as an evaluator director in the professional development of teachers at the private schools in West bank, from the standpoint of teachers, where the study sample consist of 548 male and female teachers, and use the descriptive method. Study results showed that principal's practice degree, as an evaluator director in the professional development of teachers at the private schools in West bank, from the standpoint of teachers were high, and also didn't show statistical significant differences due to sex, qualifications, and education stage variables.

In different aspect, Abu-Samrah and Moamer (2013) performed a study that aimed to identify the role of educational supervision in supporting the new teacher at the northern governorates of Palestine, from the standpoint of new teachers themselves. Study population consist of all new teachers who were employed during the first semester of the academic year (2009, 2010), who amount to 1590 teachers, where a random categorical sample of 296 teachers was selected according to the study samples, and to achieve the study objectives researchers developed a questionnaire that consist of 47 items. Study results showed that role of educational supervision in Palestine to support the new teachers, from the standpoint of new teachers themselves was at medium degree. Results also didn't show statistical significant differences between the arithmetic means of study sample members' estimates toward the role of educational supervision to support the new teachers, due to sex and major variables, while the results showed statistically significant differences due to the geographical region variable, and in favor of the North and far North areas.

In the same context, Al-Taani (2012) conducted a study that aimed to identify school principals practice degree of the supervisory tasks toward teachers, where study sample consist of 200 male and female teachers. Study results showed that school principals concerns were at medium degree. Results show statistical significant differences, due to the experience and qualification variables, but didn't show statistical significant differences, due to the sex variable.

In a different context, Pavlovic (2013) conducted a study that aimed to identify the impact of principals' leadership styles at the school on the job satisfaction of teachers, where study sample consisted of 109 teachers and 11 principals at the Kragujevac area of Serbia, who were chosen randomly. Study results showed that school principal's leadership role was at medium degree, and didn't affect the job satisfaction of teachers.

Balawi (2011) conducted a study that aimed to identify the educational supervisor's role in the professional development of new teachers at Tabuk area, from the standpoints of teachers themselves. Study sample consist of 612 new hired teachers who were chosen randomly, and a questionnaire was developed to achieve the study objectives. Study results showed that educational supervisor's role in the professional development of new teachers was at medium degree. Results also didn't show statistical significant differences, due to the sex, major, and class of teachers, from the standpoints of teachers themselves about the supervisor's role in their professional development.

But Al-Deirawy (2008) did a study that aimed to identify the supervisory role of school principal on the

performance improvement of new teachers at government schools in Gaza, Palestine in light of sex, school district, and school stage by using the analytical descriptive approach, and the questionnaire as a tool. Study sample consist of 293 new male and female teachers who were hired in (2007), and the study results showed that preventive supervision role on the performance improvement of new teachers at government schools in Gaza provinces was at medium degree, which doesn't live up to the required role of supervisors. Results also didn't show statistical significant differences due to sex, school district, and school stage.

Wynn and Brown (2008) tried in their study to identify the school principal role on the support and assistance of new teachers, in addition to their awareness of the active role value at school in the United States of America, where the study include 12 schools that had new teachers in it. Study results indicate that new teachers referred to the importance of school principal to support and assist them and the need for a rehabilitation program special for them.

However, Al-Romaih (2004) study aimed to find out the contribution level of school principal in the professional development of teachers, and to identify the main difficulties that face principals to achieve the professional development of teacher. Researcher used the questionnaire as a tool that contain (48) items to achieve the study objectives, while the study sample consist of 522 teachers and 44 principals at all public secondary schools in Riyadh. Study results showed that principal contribution to the development of teacher was at medium degree.

A review of the previous studies, show that it dealt with the role of school principals to improve the teacher performance in general, where most of the studies focused on the school principals' role toward teachers without focusing on their roles toward the newly recruited teachers, and didn't discuss the practice degree of basic school principals' roles toward the newly recruited teachers. This study is similar to the study of (Abu-Samrah & Moamer, 2013) by identifying the reality of new teachers support and training in the education institutions, and it also similar to the study of (Wynn & Brown, 2008) that aimed to identify the practice degree of school principals of their roles toward the new teachers.

## **6. Methodology of the Study**

Current study used the descriptive method due to its relevance with the study objectives, where it explore the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers, from the standpoint of teachers and the suggested ways to strengthen their roles, through the study questionnaire and the open questions, which were developed by the researcher to align with the study objectives.

### *6.1 Conventional and Procedural Definitions*

The practice degree of basic school principals' roles: the degree which respondents record from school principals who represent the study sample members on the study tool that researcher will prepare to measure the practice degree of basic school principals' roles.

New recruited teachers: every teacher who were hired by the Ministry of Education, starting from the academic year (2015-2016).

### 6.2 Study Limitations

Subject limits: study topic was restricted to the practice degree of basic school principals' roles, at Al-Kourah district toward newly recruited teachers, from the standpoint of teachers themselves.

Human limits: human boundary was restricted to a sample of basic schools at Al-Kourah district.

Time limits: field study was conducted during second semester of the academic year (2017, 2018).

Spatial limits: basic schools at Al-Kourah district, where the generalization of study results is determined by the psychometric characteristics of the study tools.

### 6.3 Population of the Study

The study society consist of basic school teachers at Al-Kourah district, where there are 78 basic schools in the district that contain 172 male and female new teachers at the (2017-2018) school year. A random sample of (53.5%) was taken from the study population, where Table 1 shows the population distribution according to the independent variables.

**Table 1. Study Population Distribution According to the Independent Variables**

Variable	Category	Number
Sex	Male	60
	Female	112
	<b>Total</b>	<b>172</b>
Experience	One year	43
	Two years	55
	Three years	61
	<b>Total</b>	<b>172</b>

### 6.4 Sample of the Study

The study sample was selected by the random method to represent the study population that contain the workers of basic schools at Al-Kourah district, during the (2017, 2018) school year, with (53.5%) from the study population.

### 6.5 Study Tool

To achieve the study objectives, researcher prepared a questionnaire to detect the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers, from the standpoint of teacher themselves. The tool also includes three open questions, at the end of the questionnaire and the study tool were design as follows:

First: specify the most common aspects related to the roles of basic school principals toward the newly recruited teachers, and identify the most common used behaviors to refer to their roles based on the

analysis of previous literature on the topic. Researcher put the most aspects or dimensions that were listed in the authentic and specialized references and revolve around the school principals' roles toward the newly recruited teachers, which are (technical, administrative, social), and relied on these dimensions as a theoretical framework in this study.

Second: returned to a number of previous studies that used similar questionnaires and quoted items and paragraphs from those measurements of the Arabic studies, and then formulated those paragraphs linguistically to be in its final version that consist of 45 items.

## 7. Data & Results Analysis

### 7.1 Results of First Question, which States

"What is the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers?"

To answer this question, arithmetic means and standard deviations were calculated for the study sample members' estimates on the study dimensions, and Table 2 below show the results:

**Table 2. Means and Standard Deviations of the Study Dimensions, in Descending Order according to the Arithmetic Means**

Number	Rank	Dimension	Mean	STDEV	Degree
3	1	Social	3.97	0.764	High
1	2	Technical	3.78	0.818	High
2	3	Administrative	3.75	0.849	High
		<b>Overall</b>	<b>3.83</b>	<b>0.751</b>	<b>High</b>

It shows from Table 2 that arithmetic means for the study dimensions all came at high degree, where the (social) dimension ranked first with a highest mean of 3.97 and a standard deviation of .764, followed by the (technical) dimension at second place with an arithmetic mean of 3.78 and standard deviation of (.818), while the administrative dimension came in last place with an arithmetic mean of 3.75 and standard deviation of .849. The overall arithmetic mean of the practice degree of basic school principals' roles, at Al-Kourah district toward the newly recruited teachers, from their standpoints got an arithmetic mean of 3.83 and a standard deviation of .751, at high degree.

Arithmetic means and standard deviations of the study dimensions items were calculated, as shown in the following tables:

### 7.2 First: Technical Dimension

Arithmetic means and standard deviations for this dimension items were calculated, and the results are shown in Table 3.



**Table 3. Arithmetic Means and Standard Deviations for the Technical Dimension Items in Descending Order according to Means**

Number	Rank	Item	Mean	STDEV	Level
9	1	Solve students' educational and behavior problems	3.94	0.988	High
7	2	Prepare the yearly, monthly & quarterly work plans	3.90	1.037	High
8	3	Identify the individual differences between students	3.86	1.003	High
10	4	Employ the educational technology in their work	3.85	1.069	High
2	5	Formulate general learning outcomes of the course	3.80	0.940	High
17	6	Use the cooperative learning groups method during implementation of the class	3.80	0.985	High
3	7	Identify the appropriate teaching strategies for students' capabilities	3.79	0.998	High
4	8	Determine the training requirements for new teachers	3.79	1.054	High
11	9	Prepare the different type of quizzes	3.78	1.054	High
12	10	Provide the required E-learning sources to implement some lessons	3.78	1.134	High
1	11	Formulate specific learning outcomes of the course	3.77	0.908	High
5	12	Select the appropriate classroom management strategies	3.75	0.997	High
15	13	Design the appropriate extracurricular activities	3.75	0.983	High
16	14	Use certain methods to determine the strengths and weaknesses in curricula and courses	3.69	1.005	High
14	15	Prepare enrichment plans for outstanding students	3.68	1.060	High
6	16	Design the appropriate classroom activities for students' inclinations and capabilities	3.66	1.089	High
13	17	Prepare corrective plans for	3.66	1.082	High

low-performance students			
<b>Technical dimension</b>	<b>3.78</b>	<b>0.818</b>	<b>High</b>

It shows from Table 3 that arithmetic means for the items of this dimension were at high degree, where the item (Solve students' educational and behavior problems) ranked first with a highest mean of 3.94 and a standard deviation of 988, followed by the item (Prepare the yearly, monthly & quarterly work plans) which ranked second with a mean of 3.90 and a standard deviation of 1.037. The item (Prepare enrichment plans for outstanding students) ranked second to last with an arithmetic mean of 3.68 and a standard deviation of 1.060, while at last place came each of item (Design the appropriate classroom activities for students' inclinations and capabilities) and item (Prepare corrective plans for low-performance students), with mean of (3.66) and standard deviation of (1.089) (1.082) respectively.

### 7.3 Second: Administrative Dimension

Arithmetic means and standard deviations for this dimension items were calculated, and the results are shown in Table 4.

**Table 4. Means and Standard Deviations for the Administrative Dimension Items in Descending Order According to Means**

Number	Rank	Item	Mean	STDEV	Level
7	1	Inform them of the laws and regulations that they work beneath it	4.05	1.011	High
10	2	Effective contact with officials and educators in school	4.01	0.959	High
6	3	Engage them in the implementation of school fairs	3.83	1.013	High
5	4	Provide them with feedback about their teaching performance regularly	3.82	1.031	High
8	5	Engage them in the planning for workshops, seminars, and teaching conferences	3.79	1.087	High
1	6	Engage them in the supervision of school exams	3.77	1.024	High
2	7	Inform them about the followed incentive system at school	3.75	1.020	High
11	8	Guide and advise them to participate in special courses	3.72	1.060	High
12	9	Assist them in planning and executing the corroboration tutorial	3.65	1.151	High

3	10	Guiding them to useful readings that benefit in teaching the students	3.59	1.109	High
9	11	Engage them in the various school committees	3.58	1.103	High
4	12	Engage them in developing the strategic plans of school	3.48	1.157	High
<b>Administrative dimension</b>			<b>3.75</b>	<b>0.849</b>	<b>High</b>

It shows from Table 4 that arithmetic means for the items of this dimension were at high degree, where the item (Inform them of the laws and regulations that they work beneath it) ranked first with the highest mean of (4.05) and a standard deviation of (1.011), followed by the item (Effective contact with officials and educators in school) which ranked second with a mean of (4.01) and a standard deviation of (0.959). The item (Engage them in the various school committees) ranked second to last with an arithmetic mean of (3.58) and a standard deviation of (1.103), while at last place came the item (Engage them in developing the strategic plans of school) with a mean of (3.48) and standard deviation of (1.157).

**Third: social dimension:**

Arithmetic means and standard deviations for this dimension items were calculated, and the results are shown in Table 5.

**Table 5. Arithmetic Means and Standard Deviations for the Social Dimension Items in Descending Order According to Means**

Number	Rank	Item	Mean	STDEV	Level
9	1	To be a good role model in front of students at the school	4.18	0.868	High
8	2	To be a good role model in front of teachers at the school	4.15	0.909	High
10	3	Work at teamwork spirit with students and teachers	4.08	0.925	High
11	4	Develop the relationships with other colleagues at school	4.08	0.900	High
7	5	Tell parents about their children's' behaviors and grade levels	4.05	0.862	High
5	6	To be patient whenever dealing with others at school.	4.03	0.917	High
2	7	Accept students at all different levels	3.94	0.899	High

4	8	Communicate with parents in regard to their children.	3.94	0.984	High
6	9	Strengthen the relationships of students with local community	3.80	1.004	High
3	10	Communicate with the local community	3.78	0.992	High
1	11	Detect the special needs and tendencies of students	3.62	1.024	High
<b>Social dimension</b>			<b>3.97</b>	<b>0.764</b>	<b>High</b>

It shows from Table 5 that arithmetic means for the items of this dimension were at high degree, where the item (To be a good role model in front of students at the school) ranked first with the highest mean of (4.18) and a standard deviation of (0.868), followed by the item (To be a good role model in front of teachers at the school) which ranked second with a mean of (4.15) and a standard deviation of (0.909). The item (Communicate with the local community) ranked second to last with an arithmetic mean of (3.78) and a standard deviation of (0.992), while at last place came the item (Detect the special needs and tendencies of students) with a mean of (3.62) and standard deviation of (1.024).

#### 7.4 Results of Second Question, which States

“Are there any statistical significance differences at level ( $\alpha = 0.05$ ) between the arithmetic means of sample members” responses about the practice degree of basic school principals’ roles, at Al-Kourah district due to the variables of (sex & educational experience)?

To answer this question, arithmetic means and standard deviations were calculated for the dimensions of basic school principals’ roles practice degree, at Al-Kourah district due to the variables of (sex & educational experience), and the results were as shown in Table 6.

**Table 6. Means and Standard Deviations for the Dimensions of Basic School Principals’ Roles Practice Degree, at Al-Kourah District Due to the (Sex & Educational Experience) Variables**

Variable	Category	Technical	Administrative	Social	Overall Tool
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Male	Mean	3.73	3.76	3.98	3.82
	Number	64	64	64	64
	STDEV	0.750	0.834	0.743	0.719
Female	Mean	3.80	3.75	3.96	3.84
	Number	176	176	176	176
	STDEV	0.842	0.856	0.773	0.764
<b>Educational Experience</b>					
One Year	Mean	3.59	3.65	3.92	3.72

	Number	71	71	71	71
	STDEV	0.854	0.877	0.849	0.815
	Mean	3.82	3.74	3.98	3.85
Two Years	Number	67	67	67	67
	STDEV	0.813	0.785	0.670	0.686
	Mean	3.88	3.84	3.99	3.90
Three Years	Number	102	102	102	102
	STDEV	0.780	0.868	0.764	0.743

Table 6 shows external variation in the arithmetic means and standard deviations, according to (sex, educational experience) variables due to differences in the study variables' categories, and to calculate the statistical significant differences between the arithmetic means, the multiple variance analysis was used, as shown in Table 7.

**Table 7. Multiple Variance Analysis for the Impact of Study Variables on the Basic School Principals' Roles Practice Degree, at Al-Kourah District Due to (Sex & Educational Experience) Variables**

Source of Variance	Dimensions	Sum squares	DF	Mean squares	F-Value	Sig
Sex	Technical	0.473	1	0.473	0.708	0.401
	Administrative	0.036	1	0.036	0.049	0.825
	Social	0.004	1	0.004	0.007	0.936
Hotelling's Trace Value = 0.009 Sig = 0.576	Overall Tool	0.074	1	0.074	0.129	0.720
	Administrative	0.216	1	0.216	0.295	0.588
	Social	0.269	1	0.269	0.452	0.502
	Overall Tool	0.386	1	0.386	0.677	0.412
Educational Experience	Technical	1.756	2	0.878	1.314	0.271
	Administrative	1.614	2	0.807	1.100	0.335
	Social	0.058	2	0.029	0.049	0.952
	Overall Tool	0.857	2	0.429	0.750	0.473
Wilks' Lambda Value = 0.975 Sig = 0.443	Administrative	1.415	2	0.707	0.965	0.383
	Social	1.141	2	0.570	0.959	0.385
	Overall Tool	0.788	2	0.394	0.690	0.503
Error	Technical	152.348	228	0.668		
	Administrative	167.201	228	0.733		
	Social	135.703	228	0.595		

	Overall Tool	130.233	288	0.571
Overall Total	Technical	3586.990	240	
	Administrative	3551.576	240	
	Social	3917.793	240	
	Overall Tool	3660.850	240	
Average Total	Technical	159.730	239	
	Administrative	172.200	239	
	Social	139.363	239	
	Overall Tool	134.701	239	

Table 7 shows non-existence of statistically significant differences, due to (sex, educational experience) variables, where the results of multiple triple variance analysis for the impact of study variables (sex, educational experience) didn't show statistically significant differences at level ( $\alpha < 0.05$ ) on the practice degree of basic school principals' roles, at Al-Kourah district at all study dimensions and the tool as a whole.

#### 7.5 Results of Third Question, which States

"What are the suggested ways that newly recruited teachers, at Al-Kourah district see to improve the practice degree of basic school principals' roles?"

To answer this open question, it was asked to (16) male and female teachers, with a set of questions that were asked about the suggested ways of newly recruited teachers, at Al-Kourah district which they see to improve the practice degree of basic school principals' roles, and were classified according to the study questionnaire dimensions as follows:

#### ***First: suggested ways to improve the practice degree of basic school principals' roles, at the technical dimension:***

Male and female teachers were asked about the suggested ways to improve the practice degree of basic school principals' roles, in the technical dimension from their standpoints, and Table 8 shows a summary of the study sample members' responses about those ways, solutions, and frequencies:

**Table 8. Study Sample Members' Answers about the Suggested Ways to Improve the Practice Degree of Basic School Principals' Roles, in the Technical Dimension and Its Responses' Frequencies**

Number	Responses	Frequencies	%
1	Inform the new recruited teachers continuously about the specialized educational releases in the teaching field	15	0.93
2	Promote the professional development of new	11	0.68

	recruited teachers		
3	Assist the new recruited teachers to engage in education	7	0.43
4	Minimize the psychological and social pressures on the new recruited teachers	5	0.31

Table 8 shows that most frequent and highest percentage about the suggested ways to improve the practice degree of basic school principals' roles, in the technical dimension is the proposal "Inform the new recruited teachers continuously about the specialized educational releases in the teaching field", which got the first rank with (15) frequencies and (93%), and came second the proposal "Promote the professional development of new recruited teachers" with (11) frequencies and (68%), and third came the proposal "Assist the new recruited teachers to engage in education" with (7) frequencies at (43%), and got last place the proposal "Minimize the psychological and social pressures on the new recruited teachers" with (5) frequencies and (31%).

***Second: suggested ways to improve the practice degree of basic school principals' roles, at the administrative dimension:***

Male and female teachers were asked about the suggested ways to improve the practice degree of basic school principals' roles, in the administrative dimension from their standpoints, and Table 9 shows a summary of the study sample members' responses about those ways, solutions, and frequencies:

**Table 9. Study Sample Members' Answers about the Suggested Ways to Improve the Practice Degree of Basic School Principals' Roles, in the Administrative Dimension and Its Responses' Frequencies**

Number	Responses	Frequencies	%
1	Hire administrative assistants committee for new teachers	14	0.87
2	Inform new recruited teachers about their rights and duties	12	0.75
3	Develop skills of new recruited teachers by providing them with the feedback	7	0.43
4	Conduct periodic meetings with new recruited teachers	6	0.37

Table 9 shows that most frequent and highest percentage about the suggested ways to improve the practice degree of basic school principals' roles, in the administrative dimension is the proposal "Hire administrative assistants committee for new teachers", which got the first rank with (14) frequencies and (87%), and came second the proposal "Inform new recruited teachers about their rights and duties" with (12) frequencies and (75%), and third came the proposal "Develop skills of new recruited teachers by providing them with the feedback" with (7) frequencies at (43%), and got last place the proposal

“Conduct periodic meetings with new recruited teachers” with (6) frequencies and (37%).

***Third: suggested ways to improve the practice degree of basic school principals’ roles, at the social dimension:***

Male and female teachers were asked about the suggested ways to improve the practice degree of basic school principals’ roles, in the social dimension from their standpoints, and Table 10 shows a summary of the study sample members’ responses about those ways, solutions, and frequencies:

**Table 10. Study Sample Members’ Answers about the Suggested Ways to Improve the Practice Degree of Basic School Principals’ Roles, in the Social Dimension and Its Responses’ Frequencies**

Number	Responses	Frequencies	%
1	Consider the new recruited teachers’ circumstances and provide them with the moral support.	13	0.81
2	Identify the tendencies, needs, and capabilities of new recruited teachers	11	0.68
3	Contact and communicate effectively with the new recruited teachers and help them to belong to school	5	0.31
4	Principals have to be a good role model for the new recruited teachers	4	0.25

Table 10 shows that most frequent and highest percentage about the suggested ways to improve the practice degree of basic school principals’ roles, in the social dimension is the proposal “Consider the new recruited teachers’ circumstances and provide them with the moral support”, which got the first rank with (13) frequencies and (81%), and came second the proposal “Identify the tendencies, needs, and capabilities of new recruited teachers” with (11) frequencies and (68%), and third came the proposal “Contact and communicate effectively with the new recruited teachers and help them to belong to school” with (5) frequencies at (31%), and got in last place the proposal “Principals have to be a good role model for the new recruited teachers” with (4) frequencies and (25%).

## **8. Study Results Discussion & Recommendations**

This section include a discussion of the study results, which aimed to identify the practice degree of basic school principals’ roles, at Al-Kourah district toward newly recruited teachers, from the standpoint of teachers themselves, and identify the developmental proposals and suggestions to improve the practice degree of basic school principals’ roles, at Al-Kourah district toward newly recruited teachers, and this section also include the most important recommendations that researchers made based on the study conclusions.

### ***8.1 Discuss Results of First Question, which States***



“What is the practice degree of basic school principals’ roles, at Al-Kourah district toward the newly recruited teachers, from the standpoint of teachers themselves?”

The results related to this question showed that practice degree of basic school principals’ roles, at Al-Kourah district toward newly recruited teachers, from the standpoint of teachers themselves got a high degree for all study dimensions, as seen by teachers with an arithmetic mean of (3.83) which attribute to the awareness of basic school principals about the importance to define the duties and activities that must be done toward the newly recruited teachers, as well as their awareness of the tasks, responsibilities, and administrative and technical duties towards the newly recruited teachers, and executed skillfully and effectively. Accordingly, researcher believes that high degree of results due to the fact that new teachers consider administrative, social, and technical behaviors of principals as an important part of management. They see it as a positive thing, but they don’t see it as an implicit concept and part of the roles and duties of principals.

The results showed that school principals perform the supervisory administrative tasks and duties at high degree, due to the high role of school principals, and their direct responsibility for all efforts, and human and physical forces that they work with to achieve the desire goals of school, as they are the most capable and productive. They also seek to study and identify the professional needs of new teachers, in order to improve their teaching practices and duties, help them to analyze the study courses’ plans and lessons notes which are prepare by teachers, provide them with the required meaningful feedback, and employ the available professional growth and training methods and, tools within the existing potentials and capabilities, to create a continuous evaluation system for teachers job and record.

Where Al-Khamees (2000) emphasize that one of the most important roles of school principals are their continuous efforts to study, analyze, and identify the professional needs of new teachers, in order to develop a program for professional growth in light of the available capabilities and needs, conduct procedural researches and studies that directed toward improving the work and practices of teachers, employ other affiliated researches, study and analyze the study course plans and lessons’ notes prepared by the teachers, provide them with the required meaningful feedback, and employ the available professional growth and training methods, and tools within the existing potentials and capabilities, to create a continuous evaluation system for teachers job and record.

Researcher attribute that to the school principals who perform their administrative jobs efficiently, continuously follows up on the implementation of all educational regulations and tasks, continuously check teachers’ qualifications and capabilities, and make effort to inform the teachers about anything new in their specialization area, where Al-Bana (2013) clarify some of the difficulties that face the principals at schools are lack of administrative efficiency and insufficient experience in the management area, the difficulty to align between the administrative aspects and the technical supervision, lack of adequate rehabilitation of school principals to help them perform their roles in guiding teachers, hold all the authorities without delegating any of it to teachers, there are large number

of teachers per school, where most of those don't response well to the principal, and refuse to make change in the ways and methods easily.

High results of this study agreed with the results of (Tim, Dabos, & Osman, 2012), which showed that principals perform their tasks at a high degree, while it disagree with (Abu-Samrah & Moamer, 2013) study, which showed that principals practice their tasks at a medium degree.

The results of first question, in this study also indicate that social dimension ranked first at high degree, as seen by the teachers of Al-Kourah district basic schools, where researcher attribute that to the great importance of human and social relationships in any educational institution, where it represented in the importance and need of principals to possess the ethical principles and values, good intercourse with others and understand their personality, practice the honesty at work, self-control of self at time of anger, appreciate the good work, listen to teachers and accept their opinions faithfully, develop the positive values and attitudes of teachers, creating a friendly atmosphere between the team members, take into account the individual differences among them, encourage the innovative and pioneering efforts of teachers, direct school principals to encourage new teachers and develop their recognition toward the profession, and solve the problems between them in a guiding way based on the human relationships and the good manner.

The results also indicated that technical dimension came in the second place with high degree, and this can be attributed to the need of school principals to have the ability to make quick decisions and take responsibility for it, use a variety of techniques and methods in job performance, assess the performance of teachers away from nervousness and moodiness, assist them to obtain the require information, examine and analyze the problems and develop the appropriate solutions for it, work on developing their teaching performance, evaluate them and provide the feedback for them. In addition, brief them on the new researches and studies in their specialization area, help them to schedule their daily and weekly duties and tasks, and complete them accordingly, use the appropriate support method, and accept their new suggestions and opinions.

The administrative dimension also came in the last place with high degree, due to the fact that school principals execute their tasks, functions, and roles within the specific responsibilities and authority, where they are responsible for implementing the laws, regulations, and instructions issued by the Ministry of Education, attend meetings, deliver information to the teachers clearly and objectively, approve the budget in light of needs and potentials, work on the stability and continuity of management system, distribute the educational tasks fairly according to the needs of school, work on the integration and coordination of school, supervise the exams proceeding and protect it from cheating, and the practice of their work under the concept of work coordinator or facilitator but not the work controller.

### *8.2 Discuss Results of Second Question, which States*

"Are there any statistical significance differences at level ( $\alpha = 0.05$ ) between the arithmetic means of sample members' responses about the practice degree of basic school principals' roles, at Al-Kourah district due to the variables of (sex & educational experience)?"

Results related to this question show no statistical significant differences in the practice degree of basic school principals' roles, at Al-Kourah district due to the variables (sex & educational experience) on the study dimensions.

Whereas for the sex variable, researcher attribute the reason for this result to the consistency of conditions, potentials, and the surrounding working environment of both sexes, and also the attention to new teachers and training programs are applied to all individuals fairly, and without discrimination. In addition, the practices, performances, and relationships of school principals with teachers don't affect all of the male and female teachers, since they live the same conditions and circumstances, and also the directions and instructions that school principal issue equal between both sexes and don't discriminate between them.

In regard to the educational experience variable, researcher attribute this result to the same administrative practices of principals, regardless of the length of their experiences where school principals perform their professional duties and tasks fully and faithfully, which reflect on all their administrative, technical, and social tasks and functions. Experience doesn't consider one of the significant factors that can affect the performance of principals' tasks and roles, where the tasks and duties of school principals are diverse and renewed according to their school environments, which means the nonexistence of clear differences in their experiences, where experience has no effect on performing their roles efficiently.

This result agree with the study results of (Tim, Dabos, & Osman, 2012) and (Al-Deirawy, 2008) study with nonexistence of differences in the performance of school principals' roles, attributed to sex variable, while it disagree with the study of (Abu-Samrah & Moamer, 2013), which showed the existance of statistically significant differences due to the (sex & geographical area) variables.

### *8.3 Discuss Results of Third Question, which States*

"What are the suggested ways that newly recruited teachers, at Al-Kourah district see to improve the practice degree of basic school principals' roles?"

The participants in the open question, which researcher conducted with (16) male and female teachers agreed on a range of proposals or suggestions, where the researcher adopted (50%), or more as suggestions for improvement, and arrived to several proposals to improve the practice degree of basic school principals' roles toward the newly recruited teachers. In regard to the suggestions related to the technical dimension, the participants in the interview from teachers agreed on the item "Inform the new recruited teachers continuously about the specialized educational releases in the teaching field" to develop their capabilities and their behavioral, technical, and cognitive skills, which enable them to recognize themselves, their self-esteem, and self-respect by achieving the goals with the highest

possible efficiency, raising their productivity, and providing them with the knowledge, skills, and the positive behavior trends, which lead to the development of administrative work and the contribution to achieving objectives. Participants in the interview also agreed on the need to “Promote the professional development of new recruited teachers”, “Assist the new recruited teachers to engage in education”, and “Minimize the psychological and social pressures on the new recruited teachers” to enable them to perform their administrative and personal responsibilities successfully.

In the social dimension, the proposal “Consider the new recruited teachers’ circumstances and provide them with the moral support” got a high degree in order to find positive relationship between the principal and teachers, which may motivate the teachers to suggest the initiatives, propose the solutions to some problems, and effectively contribute to school development.

## 9. Recommendation

The researcher recommended to Conduct a study on the role of principals in improving the performance of new teachers from the point of view of teachers concerned with the psychological and social aspects of new teachers in order to improve and improve the quality of education.

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