



RESEARCH ARTICLE

Positive leadership Indicators for Secondary School Principals in the Directorate of Education in South Hebron from the Point of View of Teachers (Qualitative Study)

Kamal Makhamreh *

AL_Quds University, Jerusalem

ARTICLE INFO	ABSTRACT
<p>Received: Sep 21, 2024 Accepted: Nov 4, 2024</p> <p>Keywords</p> <p>Leadership Indicators Secondary School Principals Directorate of Education South Hebron</p> <hr/> <p>*Corresponding Author kmakhamrah@staff.alquds.edu</p>	<p>The study aimed to reveal positive leadership indicators for secondary school principals in the Directorate of Education south of Hebron from the point of view of teachers. In order to achieve the objectives of the study, the qualitative interview-based approach was used in collecting and analyzing data according to the rooted theory to reach a theory that explains the reality of practicing positive leadership through the collected data. The study was applied to an intentional sample consisting of (20) scientists and teachers, where it was possible to reach theoretical saturation. The study showed a high level of positive leadership practice among managers, and in light of the results of the study, a number of recommendations were made.</p>

1. INTRODUCTION

Administrative organizations need more than being managed. They need to be led in an effective way because sound human relations between the leader and his subordinates have become more necessary than orders to achieve the response of subordinates, and stronger than the routine communications followed by managers. Organizations have also become more in need of the loyalty and commitment of employees due to the globalization and the renewed challenges in the work environment.

Leadership is the engine for the success of organizations, their development and the achievement of their goals. Positive leadership is one of the entry points for modern leadership, which gives those organizations strength and ensures their survival, continuity, development and adaptation to events and developments. As in the promotion of organizational, professional and health well-being at the individual and collective levels. (Peiro & Rodriguez, 2008)

The entrance to positive leadership, which has received great attention in recent years, has evolved along with the emergence of positive psychology, and the concept of positive leadership refers to "the ability of the leader to improve the performance of workers positively, by promoting positive orientation in organizations, and focusing on virtue and best human practices" (2012). CAMERON.

Cameron & Spreitzer (2012) pointed out that positive leadership is based on the following pillars: positive phenomena and positive orientation, positive performance and positive results that exceed expectations and normal performance standards, and strengths and motivate the inherent

capabilities of workers to confirm their human potential, virtue and achieve the best human conditions necessary for work.

A positive leader has a number of characteristics that distinguish him from others. Among these characteristics: he has a future vision, positive emotional thinking, and has the ability to break institutional inertia by relying on his cognitive and creative abilities, initiative and ability to create a positive and attractive work environment, and develops and applies an effective positive vision. He is a transformational leader who does not abide by negativity, and has the ability to build relationships and work teams capable of bringing about positive change, in addition to leading with purpose, improving production, raising performance, and maximizing the integration and engagement of workers (Locke & Latham, 2015).

In this context, (Yates, 2014) determined that positive leadership achieves teacher satisfaction through: the impact of positive leadership in achieving an effective role towards teachers' motivation, the ability of the positive leader to examine the strengths and weaknesses of teachers, awareness of their needs, desires and expectations for their work and benefit from them in improving motivation, taking into account individual differences between teachers, linking positive performance to the material and moral incentives received by the teacher, the ability to explain and simplify the nature of the work assigned by the positive leadership, making a continuous effort to evaluate the efforts of teachers working with the positive leader in the school, and paying attention to the quality of the general environment at work.

(Murphy & Louis, 2018) pointed out that positive leadership in schools is the one that provides an educational environment characterized by the presence of a consistent behavior of the leader with social and educational values with school members. The positive leader provides an educational environment that includes social exchange between leaders and subordinates. It is characterized by mutual trust, respect and commitment, and develops the professional competence of teachers. The leader is interested in all the details of the educational process, which is reflected in it.

The Study's Problem:

The leadership style of the school principal plays a major role in the success or failure of the school, so identifying the leadership styles of the school principal has become very important, especially in light of the interest in the quality of the outputs of the educational process. School principals practice different styles, some of them are keen on human relations, some of them are keen on participation, and some of them encourage responsibility, and some of them motivate workers to create the appropriate climate, to guide them towards achieving the desired goals.

The study of (Murphy & Louis, 2017) and the study of the muezzin (2017) stressed the importance of positive leadership and its reflection on schools academically, administratively and socially. It is one of the most important reasons for the growth of schools academically and administratively. It focuses on self-motivations and the positive development of scientists. In addition, positive leadership has a distinctive role in dealing with the pain of scientists, refining their personalities and adapting to the surrounding environment in line with the school's vision.

Given the importance of the school in building future generations and out of the urgent need for modern leadership styles in order to bring about the required development and change, the importance of a positive leadership in schools that has an impact on teachers and works to build relationships based on respect, trust and love among all of them in the school has emerged, as the leadership style practiced by the principal in the school directly affects the achievement of educational tasks and the achievement of the desired goals.

From this point of view, this study came to reveal the positive leadership indicators of the directors of secondary schools in the Directorate of Education south of Hebron from the point of view of the teachers, a qualitative study

Study questions: The study answered the following questions:

Question 1: How would you describe the nature of positive relationships at the professional and humanitarian levels between the principal and teachers in your school?

Question 2: What are the indicators of positive communication between the principal and teachers in the school?

Question 3: What are the indicators of the relationship between the principal and teachers that lead to teachers engaging in meaningful and meaningful work?

Question 4: How would you describe the nature of the positive climate at school?

Study Objectives:

The current study aimed to achieve the following objectives: Identifying positive leadership indicators for secondary school principals in the Directorate of Education south of Hebron from the point of view of teachers according to the following dimensions: **positive relationships, positive communication**, meaningful and meaningful work, and a **positive climate in the school**.

The importance of the study: The study gained its importance from the fact that it is one of the rare Arab researches to the knowledge of the researcher that dealt with the study of positive leadership, and therefore it hopes that this study will help enrich the educational literature, especially Arabic ones, and that the research will be a starting point for research that promotes the study of variables and supports them in theory, and the results of this study can benefit decision makers in the Ministry of Education in taking actions that encourage the use of positive leadership as an appropriate leadership style for school leadership.

Study Limitations:

Time limit: This study was conducted in the second semester of the academic year (2023/2024).

Spatial Limit: This study was conducted on public school teachers in the Directorate of Education in South Hebron.

Human Limit: This study was limited to a random sample of public-school teachers in the Directorate of Education in South Hebron.

Terminology of Study:

Positive leadership: "The ability of the leader to improve the performance of workers positively, by promoting openness and building positive climates of trust with subordinates, promoting positive orientation in institutions, and focusing on virtue and best human practices" (Cameron, 2012).

Procedurally Positive Leadership: The ability of public-school principals in the Directorate of Education in South Hebron to apply the dimensions of positive leadership, which are: **positive relationships, positive communication**, meaningful and meaningful work, and a **positive climate in the school**, which can be measured through the questions prepared for this purpose.

Previous Studies:

The study (Al-Raqqab, 2023) aimed to analyze the impact of positive leadership in job absorption through emotional intelligence in Saudi universities. To achieve the objectives of the study and test its hypotheses, the descriptive analytical and correlational approach was used, and the questionnaire was used as a main tool for data collection, and the study sample consisted of (210) academic leaders in Saudi universities. The results of the study found a statistically significant impact of positive leadership in its various dimensions in job absorption. The study revealed that there is an impact of positive leadership in emotional intelligence, in addition to an impact of emotional intelligence in job absorption, with an indirect impact of emotional intelligence as a modified variable in the relationship between positive leadership and job absorption.

The study of (Architect, et al., 2021) aimed to reveal the scope of the role of positive leadership in job satisfaction from the point of view of teachers in government schools in Al Ain region. A positive leadership and job satisfaction questionnaire consisting of (60) paragraphs was used. The results of the study showed that the degree of positive leadership practice among public school principals from the point of view of teachers in all fields was (to a high degree), with a high degree of job satisfaction. The results also revealed a positive correlation between the evaluation of the degree of positive leadership practice among public education principals as a whole and the general level of teachers' job satisfaction from their point of view.

While a study (Schimschal & Lomas, 2018) found that practices with the leader's ability to practice positive leadership behaviors (determination, positive meaning, and positive communication) are positively related to the leader's ability to practice positive leadership, and that they are responsible for the variation in the positive leadership abilities of leaders.

The study (Blanch. ,al etm2016) concluded that positive leadership represents a more productive and efficient vision in the management of institutions through its focus on internal motivations and the positive development of followers. The study identified a conceptual framework for positive leadership that intersects and converges significantly with (transformational, servant, spiritual, authentic, and ethical leadership, which has an impact on the leadership of institutions through the positive correlation between them.

In the study of (Zbierowski & Gora, 2014), it was found that positive leadership has a positive and strong impact on management practices (prosperity, life satisfaction, subjective happiness, optimism and high flexibility) and that these positive behaviors have an impact on leaders and followers and achieve higher levels of well-being, life satisfaction and happiness. The study also found that there is no impact of the variables of age and years of experience on the practice of positive leadership.

While a study (Duckworth & Gora, 2014) found that perseverance with the ability to practice is more related to positive leadership behaviors than passion, this indicates that leadership that has more courage to work hard and flexibility, but they find it difficult to maintain high levels of attention for long periods.

Methodology and procedures of the study:

METHODOLOGY:

In light of the objectives of the current study and its exploratory nature, it was appropriate to use the qualitative method in collecting and analyzing qualitative data according to Ground Theory, which is commensurate with the questions and objectives of the study. Qualitative research aims to understand the phenomenon from the perspective of the participants themselves, and assumes that

the truth is not unique. It consists of their perspective and is interpreted based on their opinions and beliefs, and the situation is considered holistically within the general context in which it occurs (Abu Zeina et al., 2007). Qualitative research does not just describe things as they are, but seeks to gain a deeper understanding of the big picture in which that thing is formed, and seeks to know how things got to where they are" (Ghabari et al., 2015).

Based on the above, the current study has studied, understood and interpreted the **positive leadership indicators of the secondary school principals in the Directorate of Education in South Hebron from the point of view** of scientists, so the best methodology that can achieve the objectives of the study and answer its questions is the rooted theory methodology in which data are collected through interviews, and analyzed qualitatively.

Study Population and Sample:

The study population consisted of all directors of public-school teachers in the Directorate of Education in South Hebron, in the first semester of the academic year: 2023/2024, who numbered (3,600) male and female teachers. The interviews were conducted with a sample of (20) male and female teachers.

Study Tools:

To achieve the objectives of the study, the interview protocol was prepared, and semi-structured interviews were used with the participating teachers. This method of interviews allows the researcher to understand the phenomenon as seen by the participants, and enables him to identify their point of view (Glaser & Strauss, 1967)

3.4 Validity of the questionnaire:

To ensure the credibility of the results of the study, it was possible to verify the sincerity of the interview tool by re-reading what was recorded in the draft data, and each interview was analyzed separately and then followed up with the analysis. In this study, it was confirmed that the degree of saturation that means stopping the follow-up of data collection was reached when the researcher did not find that there was anything new in what the participants asked from the managers, and the interview protocol was presented to five experts in the field of educational leadership and they acknowledged the validity of their questions.

Consistency of Interview Analysis:

Consistency over time: The researcher returned to the interviews and the analysis tables after 3 weeks, and the analysis was conducted again, but this time it was carried out in a participatory manner. They found a match between the first and second analysis and added some minor modifications to the sub-fields, which gives the analysis of the interviews a high degree of consistency over time.

Persistence (between personal): A random interview was analyzed for one of the teachers, and one of the colleagues analyzed the same interview individually, after explaining the rooted theory and the foundations of classification for it, and after comparing the analysis of the study, he found a match between them.

analysis

The radical theory of Strauss and Corbin (Strauss & Corbin, 1998) was used in the analysis of interview data, which is an important strategy in qualitative research, as it provides an integrated methodology and procedures for collecting and analyzing qualitative data, and its goal is to build a (rooted) theory from the study data.

Study Procedures:

The researcher carried out the following procedures:

- Conducted experimental interviews with (3) teachers, in order to verify the quality of the interview protocol and its sounding questions, and the observations of the experimental sample were monitored, the observations were analyzed, and the interview questions were modified.
- Semi-controlled personal interviews were conducted with (20) male and female teachers, and the interview rate ranged from 50 minutes to 80 minutes.
- The interviews were analyzed using rooted theory to come up with answers to the study questions.

STUDY RESULTS:

Results of the first question: How would you describe the nature of positive relationships at the professional and humanitarian levels between the principal and teachers in your school?

To answer this question, the data resulting from the interviews were analyzed (Themia) according to the rooted theory by unpacking the interviews and reading carefully for each word, sentence and phrase mentioned by school teachers and adopting coding for responses, developing similar ideas, arranging and assembling them to derive classifications from the symbols and then distributing them to the main patterns. Accordingly, a description of the nature of positive relations between the principal and teachers was reached as follows:

The first area: Professional level

According to the results of the analysis, this field includes the following dimensions:

1. Dimension 1: Teamwork

The participants in the interviews agreed that the most important thing that distinguishes the positive relationship in their schools is to work in a team spirit and achieve cooperation and complementarity in order to ensure the achievement of the desired goals, and these are some of the responses of teachers

P3: Our manager is keen to achieve cooperation and work within an active and distinguished team

P5: The manager has influenced us and we have become more cooperative and productive.

P7: The manager supports cooperation and encourages work within an integrated cooperative group

P13: Establishes and supports the concept of teamwork

2. Problem-solving

Participants pointed out that the most important thing that the principal should strive to achieve to create a positive atmosphere in school work is the ability to resolve conflicts and solve problems, and take the necessary measures to deal with each case as needed. These are some of the responses:

P8: The principal develops positive relationships by solving problems at school

P10: Our manager is keen not to aggravate the problems and works to end them

P15: Removing and resolving obstacles is one of the most important pillars

P18: The principal contributes to providing an environment that is almost free of bickering in the school.

P19: The positive manager disassembles the contract and solves problems

3. Equitable distribution of workloads:

The views of the study participants on the importance of equitable distribution of workloads to achieve a positive relationship for teachers and thus avoid future quarrels were as follows:

P7: The manager distributes tasks according to specialization and is fair to everyone

P8: Justice is required, especially in the distribution of quotas

P11: He distributes the committees fairly in school, which in turn enhances positive relations.

P17: He uses his powers to provide equality, especially in shifts.

The second area: the human level

According to the results of the analysis, it includes the following dimensions:

1. Dimension 1: Forming Positive Connections

Participants pointed out the need to build positive links with teachers that enable them to cooperate and work together, and their responses were as follows:

T1: The manager participates in teachers' events

P4: The principal of the school supports the social committee and its activities and facilitates its work.

P7: The principal honors outstanding teachers and supports the weak.

P17: The human manager is the one who promotes the spirit of brotherhood and cohesion among teachers.

2. Dimension 2: Attention to Teacher Issues

Participants stressed the importance of the director being aware of teachers' issues and demands and dealing with them fairly and objectively, away from bias, and taking into account their need to obtain rights and support the drive to obtain them.

P5: The principal is standing in line with the teachers to obtain their rights.

P7: The positive manager is the one who protects and defends the demands of teachers

P11: The teacher and the manager are in one trench to defend their common rights

P17: The positive relationship is rooted in the ability of the manager to defend the rights of his teachers

3. Dimension 3: Taking into account the special circumstances of teachers

Participants referred to the humanitarian aspect of school principals by taking into account the humanitarian conditions of teachers and not burdening them, especially in critical moments and difficult circumstances.

M2: The manager must put himself in the place of the teacher in all circumstances

M5: Confirmation of the human dimension in the relationship with teachers

P6: The manager shall take into account the teacher in case of delay and sudden absence due to emergency circumstances.

Results of the second question: **What are the indicators of positive communication between the principal and teachers in the school?**

To answer this question, it was possible to collect data and derive classifications from the symbols and distribute them to the main patterns, in order to reach the saturation state until a clear picture was formed about the indicators of positive communication between the manager and teachers within the following areas:

Area 1: Communication and Effective Communication

Participants agreed on the need to activate communication in ways that lead to positive outcomes, facilitate work and promote an atmosphere of understanding.

M2: Tactful treatment by the manager and understanding of individuals' affiliations

P4: School principals are keen to listen to teachers

P5: The manager respects the opinions of teachers and appreciates their interest in the work

P13: The clarity and transparency of the manager saves time and effort and leads to the goal

The second area: Delegation of powers

Participants stressed the need for the principal to delegate powers to teachers in a way that enhances and supports their affiliation and increases their ability to give and give.

P6: The principal nominates distinguished teachers to attend a meeting or meeting

P9: We share work in the school in an integrated manner

P16: In the absence of the principal, every teacher plays his role in the school administration.

Domain 3: Modernization and Renewal

Teachers were keen to express their views on the need to develop administrative methods in line with the requirements of the times, while providing everything necessary to do so.

P3: The manager sought to continuously develop his methods

P4: The manager works to create an atmosphere of renewal and excitement

P7: The manager motivates employees by encouraging new creative ideas

P17: He is the one who develops and brings a new spirit to work every time.

Results of the third question: **What are the indicators of the relationship between the principal and teachers that lead to teachers engaging in meaningful and meaningful work?**

To answer this question, the main patterns were elicited after grouping and comparing where the responses of school teachers to ultimately come up with indicators varied within the following areas:

Area 1: Having a clear action plan and objectives

Participants noted the importance of providing a clear plan of action that is not limited to paper, but its implementation is followed up by school administrations, and it has a clear and meaningful goal that it seeks to achieve as follows:

P9: Work within a well-defined plan that is activated

P10: Positive leadership has a clear goal that it seeks to achieve away from randomness.

P11: Managers should develop plans that can be implemented and are realistic.

P13: The gap between the theoretical plan and reality must be broken to achieve positivity.

The second area: Follow-up and control

The participants mentioned the topic of follow-up enthusiastically in order to ensure the commitment to implement what is required by the members of the school team, because there are many abuses, especially in the absence of follow-up and positive monitoring.

P5: Absolute freedom is an absolute corruption that must be followed up and monitored

P14: The manager must monitor the completion of tasks to ensure their optimal implementation.

P15: Positive management monitors the implementation of work remotely to reward the diligent and modify the behavior of the negligent

Area 3: Motivation and Motivation

Participants noted the importance of encouraging creativity and motivating teachers by the school administration to ensure the creation of a positive environment as follows:

M4: Teachers should be motivated to make them more motivated to work

P16: A successful manager is one who honors and encourages his teachers.

P19: School work only lives by stimulating the motivation of everyone to work.

Results of the fourth question: **How would you describe the nature of the positive climate in the school?**

To answer this question, it was possible to extrapolate the views of school teachers, classify them, combine similar ones, analyze relationships, and devise proposed solutions, up to saturation, these results were:

The first area: Having a forward-looking vision in the school

Participants stressed the importance of school principals looking forward to the future in a positive way away from complaining, putting obstacles, resting in the comfort zone, and giving in to routine and stereotypes. Their responses were as follows:

M2: Managers should review their development vision for the school and implement what is required of them to achieve it

P5: The school vision is not only a written slogan, but also a goal that the administration seeks to achieve.

P12: The school's vision reflects the principal's view of education and defines the responsibility placed on everyone

Area 2: Supporting Teacher Empowerment

The participants explained the importance of continuous support to empower teachers and their career development to ensure that they perform the work assigned to them in the best way, and achieve job satisfaction for them, which creates a positive atmosphere towards work.

P7: Positivity means supporting my development in my work.

M13: The positive climate at work ensures my career progression

P18: Allow teachers to attend training courses, seminars, conferences and even study grants

The third area: the existence of an ethical system

School teachers stressed the need to highlight the primacy of morality, and to work within a behavioral system based on tolerance, respect and making excuses for others to achieve a positive school climate, as follows:

P3: A climate of tolerance and love among educational staff

P6: The principal promotes respect and empathy among teachers

P16: Perhaps the most important ingredient for a positive atmosphere is a commitment to good morals.

The fourth area: Positivity as a school approach and culture

Participants pointed to the importance of positive sovereignty as a culture that is encouraged by school regulations, accepted by teachers, observed by students and practiced in the school environment as follows:

M1: Positivity is an approach that turns over time into a school organizational culture

P3: The principal instills and encourages a positive culture in the school environment

P7: A positive leader sows the seeds of a positive culture in school.

Area 5: Addressing and Investing in Challenges

Participants stressed the importance of taking advantage of challenges and difficulties to come up with a stronger and stronger school organizational structure capable of positively facing future difficulties as follows:

M4: Working in a positive environment that enables the school to withstand challenges

P16: Creating a positive atmosphere that makes the school stronger in facing challenges

P20: A positive leader is one who turns weaknesses into strengths.

M2: Challenging the difficulties at work makes it more interesting and able to rise with renewed determination

The result of the study indicated that the positive leadership indicators of the secondary school principals in the Directorate of Education in South Hebron from the point of view of the two scientists came at a high level in all areas of positive leadership (**positive relations, positive communication, positive meaning, and positive climate**). This result is attributed to the fact that positive leadership is based on an ethical basis derived from the teachings of the Islamic religion, which provides managers with an ethical insight that makes them always provide all that is good and positive in all areas of their work within the school, especially in their relationship with students and teachers, in light of positive relations and positive communication, which reflects a positive meaning in their behavior and work, as well as their keenness to have a positive school climate in all its components and interrelated relations.

The result of this study was consistent with the result of a study (Architect, et al., 2021) that indicated that the degree of positive leadership practice among public school principals from the point of view of teachers in all fields was (to a high degree).

Recommendations

1. Conducting further studies on the reality of practicing positive leadership for teachers and educational supervisors.
2. The need to continue practicing positive leadership in the educational field.
3. Conducting studies to reveal the positive leadership relationship with some organizational variables such as: organizational citizenship behavior, job happiness, psychological capital, and job security.....
4. Conducting a similar study concerned with revealing the existence of a relationship between the degree of positive leadership
5. practice of managers and the job satisfaction of teachers.

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