THE DEGREE OF LEADERSHIP SKILLS PRACTICE OF ARAB MIDDLE SCHOOL PRINCIPALS WITHIN ISRAEL

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Abstract:

The study aimed to identify the degree of practicing leadership skills among Arab middle school principals within Israel. The study adopted the descriptive approach as it is more suitable for this type of studies. The school community is made up of all Arab middle school principals and teachers (6865) within Israel and the sample consisted of (362) teachers, who were randomly selected. The results showed that the degree of practicing leadership skills among Arab middle school principals within Israel was high. The results also showed that there were statistically significant differences due to the effect of the "gender" variable, in favor of males, in the responses of the study sample members about the degree of practicing leadership skills, and the presence of statistically significant differences due to the effect of the variable "years of experience", in favor of the category "10 years and more" on the degree of practicing leadership skills, and the absence of statistically significant differences due to the effect of the educational qualification variable in the degree of leadership skills practice.

Key words: Leadership Skills, Middle Schools, School Principals.

Introduction:

Management is an important and main part in leading organizations towards achieving their goals by keeping pace with all changes and developments at the local and global levels. Management is an activity that seeks to organize and coordinate the efforts of individuals working in the organization to achieve its goals and ensure its survival and continuity.

The school, as one of the institutions of society, strives to achieve public and private educational goals, as it is the second social institution after the family, and it is also responsible for raising and upbringing future generations, and providing them with the knowledge and skills necessary for them, in order to enable them to cope with the unsustainable future challenges to predict, and in a manner that ensures comprehensive development in society, and achieves its aspirations for growth and prosperity" (Qarwani & Shalash, 2018, 25).

The school principal is considered the leadership axis in school administration, as he plays an important role in building trust within his school, through his practice of administrative leadership skills that affect teachers' trust, and because administrative work is based primarily on the nature of social relations between school principals and teachers on the one hand, and between them and the students and their parents on the other hand, so the school principal, as an educational leader, must possess leadership skills that help create and deepen trust between the administration and teachers and between the teachers themselves and the students (Abdin, 2014).

Leadership is a dynamic interaction process that occurs between management and workers, and this requires the presence of a leader person who is distinguished from others by his personal characteristics and ability to influence them. The successful leader should also possess leadership skills that enable him to confront administrative and organizational problems, and work to overcome and address them to serve the goals in administrative work that enable him to lead work and workers with wisdom, efficiency, and effectiveness (Mahdi & Muhammad, 2018).

The first axis: the general framework of the study

the study Problem

Many previous studies, such as: the study of Mahdi& Muhammad (2018), the study of Al-Bani Ali & Al-Deejani (2020), and the study of Al-Ansari (2020) have emphasized the importance of practicing leadership skills by school principals, due to its importance and its reflection on the quality of the educational process.

During the Corona pandemic, and the shift to distance learning in order to complete the educational process, the researcher felt the importance of the leadership role that school

principals should play, in order to overcome the consequences of the sudden shift to an unusual method of education.

Study Questions

1- What is the level of practicing leadership skills among Arab middle school principals within Israel from the teachers' point of view?

2- Are there statistically significant differences at the level of statistical significance (α = 0.05) in the estimates of the study sample members of the level of practicing leadership skills by Arab middle school principals within Israel. (Gender, educational qualification, and years of experience)?

Objectives of the study

- Identifying the level of practice of Arab middle school principals within Israel from the teachers' point of view.

- Detecting the differences in the estimates of the study sample members of the level of practicing leadership skills by Arab middle school principals within Israel which are attributed to the study variables (gender, educational qualification, and years of experience) to work on improving the reality of school principals practicing leadership skills within Israel in their schools.

The importance of studying

The importance of the current study came from its attempt to identify the degree of practicing leadership skills of Arab middle school principals within Israel by investigating the degree of their practice.

Theoretical importance: The importance of the study stems from the importance of its subject. There is an importance in studying the subject of the practice of leadership skills of Arab middle school principals from the teachers' point of view especially since this stage is sensitive and has a great impact on students' academic self-determination.

Practical importance: It lies in the following:

- The applied importance of the current study lies in its findings, which may contribute to drawing the attention of decision-makers in the Ministry of Education and adopting them, in order to improve practices related to the leadership skills of school principals Israel, which will have a positive impact on them and on the level of teacher empowerment. .

- Also, such a study may open up prospects for researchers to conduct more studies similar to the current study and in light of some other demographic variables, in light of the results of this study.

Method and Procedure

The study's methodology and procedures are considered a major axis through which the applied aspect of the study was accomplished, and through it the data required to conduct the statistical analysis were obtained to reach the results that were interpreted in the light of the literature of studies related to the subject of the study.

Study Method

The study adopted the descriptive survey method to answer the questions of the study, due to its relevance, the nature of this study and its objectives.

study community

The study population consisted of all male and female middle school teachers in the Triangle area in Israel, who numbered (6865) male and female teachers, for the academic year 2021/2022.

The study samples

A random sample (simple randomization) of (362) male and female teachers was selected.

Study tools

The study questionnaire was developed to collect data by referring to the theoretical literature and previous studies related to the problem of the study such as Al-Ahmari study (2018), Al-Harthy study (2019), Al-Mikhlafi and Ibrahim (2020) study. And conducting an exploratory study to find out the most important areas that should be included in the questionnaire. was developed showing the degree of practice of Arab middle school principals within Israel of leadership skills from the teachers' point of view and it consisted of (35) items distributed on four dimensions, namely: the personal dimension, the administrative dimension, human relations dimension, and the dimension of teamwork. The five-point Likert scale was used in the questionnaire.

The second axis: the theoretical framework

There are several factors that help success in educational administration, like other fields of administration. The success of educational administration depends on the management skills of the leader, and the skill is intended to perform work quickly and accurately, which in this sense differs from ability, as ability means the ability to perform work. Regardless of the speed or accuracy in his performance, the skill is characterized as acquired and developing, that is, a person acquires it through his experiences, experiences and practice (Wanger & Hollenback, 2015).

Kamal (2012) defined leadership skills as "the individual's ability to use his knowledge, and apply its principles that govern work, to achieve a set of goals that he aspires to achieve".

The classifications of leadership skills varied and differed, according to the researchers' views and interests. Kanaan (2009) reported that leadership skills are classified into five basic skills, which are self-skills, technical skills, human skills, intellectual skills, and administrative skills. In the current study, the researcher adopts the five skills Subjective, as follows:

1- Self-skills:

Self-skills represent a set of physical, emotional and mental features and characteristics that determine the personality of the leader and affect his behavior and interactions with those around him, as well as a set of behavioral and mental trends and everything related to it, which may be due to innate and acquired factors (Hassan, 2014).

The personality of the leader is the main element in educational leadership, because of its great impact on the behavior and attitudes of the employees, as well as the extent of their response to the supervisory activity. His verbal behavior, his calmness and his patience, his desire for professional growth and self-development, and other self-skills all have an apparent impact on subordinates, negatively or positively, and they also have an active role in influencing the responses of followers (Abdin, 2014).

2- Human skills:

Human skills express the skills that enable the leader to comprehend the behavior of workers, their motives, and what affects them, and to understand the different relationships in the organization, because the leader's knowledge of human behavior and its various dimensions makes it easier for him to understand himself and his subordinates, which helps him to satisfy different needs and achieve common goals (Al-Alaq, 2010).

Also, human skills are the most complex, changing and diverse due to the changing nature of the human psyche. It measures the capabilities of the leader in his dealings with individuals, and this in itself is more difficult than his dealing with things. More outstanding work (Al-Nuaimi, 2010).

3- Intellectual skills

Intellectual skills mean the various capabilities of the leader, which include study, analysis, conclusion, comparison and flexibility, and push the leader to accept all the different styles and personalities and work to develop and advance them to keep pace with the times with its conditions and requirements, and to keep pace with distinguished institutions in the field (Al-Alaq, 2010).

Intellectual skills make the leader believe in his profession, the ethical rules that surround it, and its future vision, through its developmental view. It includes his awareness of the educational process as a whole, and his knowledge of the nature of administrative situations. This requires a strong memory and a deeper understanding of the nature of the profession, which means organizational efficiency and comprehensive quality. It includes a definite desire and sincere abilities to win relationships with subordinates, reveal their types, a deep view of the future, clear goals, and knowledge of what surrounds the institution to make decisions, solve problems, and manage issues related to one or several aspects of the institution (Al-Hindawi, 2014).

4- technical skills

Technical skills mean specialized knowledge in a branch of science related to the leader's tasks and responsibilities and use them efficiently and effectively to achieve the common goal or goals effectively (Al-Amayreh, 2012). Technical skills in the educational field include those skills related to education and curriculum development, including planning the educational process, drawing public policy, estimating the services students need, treating them in appropriate ways, organizing and coordinating activities between them, and supervising the development of the education process by employing the latest methods and methods. And strategies, and these skills require that the educational leader realize the content of educational legislation and implement it (Al-Ta'ani and Al-Suwai'i, 2013).

Intellectual skills also include those skills related to subordinates, in terms of meeting their needs, communicating well with them, delegating authority to them, organizing meetings well, cooperating with and involving them in the interest of work, preparing and presenting the necessary reports and providing security and safety tools (Al Naji, 2014).

5- Administrative skills

It means that the school principal has the ingenuity and dexterity that enables him to perform the tasks and administrative tasks required of him in a sound and distinct manner, in order to ensure the achievement of the requirements of teachers, satisfy their needs and achieve the goals of the school, a skill that reflects the ability to deal positively with individuals and groups, and requires mutual understanding between the leader, individuals and groups.

And understanding the tendencies, needs and tendencies of others, which is the most commonly used skill (Agha, 2008).

Administrative skills are related to the organizational and office matters that the school principal must undertake, in order to carry out his task easily and smoothly. These duties are concerned with the educational process with the same degree of attention they give to the facilities, material, and human resources that serve the educational process (Al-Saadi and Al-Dahyani, 2012).

Administrative skills are represented in the leader's ability to understand his work and practice his activities, in a manner that is consistent with achieving the goals of the school, and in a manner that ensures the fulfillment of the requirements of subordinates and the satisfaction of their needs. Rates the performance in an objective and fair manner, highlighting and developing the latent capabilities of his subordinates and training them, and taking advantage of all the capabilities of the organization process, so that the appropriate employee is placed in the appropriate job, clarifying lines of authority, and benefiting from the individuals' competencies and their behavior, by directing them with a coordinated cooperative effort, and exercising control to verify the Performing the work in the best way, and choosing the best methods that ensure the greatest production efficiency (Fred, 2010).

The third axis: the results of the study and its discussion

To answer the first question: which states, " What is the level of practicing leadership skills among Arab middle school principals within Israel from the teachers' point of view?" Arithmetic averages and standard deviations of the degree of practicing leadership skills by Arab middle school principals within Israel and its areas Table (1) illustrates this.

No.	Area	Arithmetic average	Standard deviation	Rank	Degree of practice
2	Administrative skills	4.3	0.76	1	High
4	Self-skills	4.25	0.77	2	High
3	Intellectual skills	4.22	0.8	3	High
1	Technical skills	4.16	0.78	4	High
5	Human skills	4.15	0.84	5	High
Leadership skills as a whole		**4.22**	**0.75**		**High**

Table (1) shows that the degree of practicing leadership skills was (high), and the first skill was the administrative skills (4.30), and in the last place was the Human skills (4.15).

Administrative skills area:

Table (2) Arithmetic averages and standard deviations of teachers' estimates of the degree of practice of middle school principals within the Israel of administrative skills, sorted in

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
6	The school principal has the ability to manage school meetings.	4.43	0.84	1	High
7	The school principal is familiar with the laws and regulations governing work.	4.42	0.8	2	High
5	The school principal is responsible for his decisions.	4.35	0.84	3	High
2	The school principal mastered the principles of administrative correspondence.	4.34	0.91	4	High
1	The school principal follows up on matters relating to the conduct of the educational process.	4.31	0.83	5	High
4	The school principal has the power to control subordinates.	4.13	0.89	6	High
3	The school principal is objective in evaluating subordinates.	4.09	0.98	7	High
Administrative skills		**4.3**	**0. 76**		**High**

As it is noted from Table (2), the arithmetic averages of the teachers' estimates for the practicing degree of practicing leadership skills of middle school principals Israel ranged between (4.09) and (4.43) with a high degree, as paragraph No. (6), which stated: "The school principal has the ability to manage school meetings" in the first rank with an arithmetic average (4.43) and a standard deviation (0.84), and at a high degree, while paragraph No. (3) which states: "The school principal is objective in evaluating subordinates" in the last rank, with an arithmetic average (4.09) and a standard deviation (0.98), and with a high degree. The total arithmetic average of the teachers' estimates of the degree of practicing administrative skills by middle school principals was (4.30), and the standard deviation of the estimates was (0.76), with a high degree.

Self-skills area:

Table (3) Arithmetic averages and standard deviations of teachers' estimates of the degree of practice of middle school principals within the Israel of self-skills, sorted in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
7	The school principal shows a decent appearance in front of subordinates and visitors.	4.49	0.72	1	High
3	The school principal has the power to make decisions.	4.36	0.83	2	High
6	The school principal chooses the appropriate words during the conversation.	4.3	0.86	3	High
5	The school principal bears the pressures of work.	4.28	0.87	4	High
4	The school principal is characterized by clarity of speech.	4.19	0.95	5	High
1	The school principal is calm and self-control.	4.1	0.97	6	High
2	The school principal is flexible when others give their opinions.	4.01	0.94	7	High
Self-skills		**4.25**	**0.77**		**High**

As it is noted from Table (3), the arithmetic averages of teachers' estimates of the degree of practicing self-skills by middle school principals within the green line ranged between (4.01) and (4.49) with a high degree, as paragraph No. (7), which states: "The school principal shows a decent appearance in front of subordinates and visitors" came in the first rank with an arithmetic average (4.49) and standard deviation (0.72) and a high degree, while paragraph No. (2) which states: "The school principal is flexible when others give their opinions" came in the last rank with an arithmetic average (4.01), a standard deviation (0.94) and a high degree. The total arithmetic average of the teachers' estimates of the degree of self-skills practiced by middle school principals was (4.25) and the standard deviation of the estimates was (0.77), with a high degree.

Intellectual skills area:

Table (4) Arithmetic averages and standard deviations of teachers' estimates of the degree of practicing intellectual skills by middle school principals within Israel, sorted in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
1	The school principal knows the dimensions of the educational process.	4.35	0.85	1	High
7	The school principal has a clear vision of the school environment and its organization.	4.27	0.88	2	High
4	The school principal has the ability to analyze and draw conclusions.	4.24	0.88	3	High
3	The school principal is persuasive.	4.22	0.87	4	High
6	The principal links the school's objectives with the plans.	4.2	0.89	5	High
2	The school principal exchanges opinions with the subordinates.	4.14	0.89	6	High
5	The school principal proposes multiple alternatives to work problems.	4.1	0.93	7	High
Intellectual skills		**4.22**	**0.8**		**High**

As it is noted from Table (4), the arithmetic averages of the study sample's estimates of the degree of practicing intellectual skills by middle school principals within the green line ranged between (4.10) and (4.35) to a high degree, as paragraph No. (1) which stated: "The school principal knows the dimensions of the educational process" came in the first rank with an arithmetic average (4.35) and a standard deviation (0.85), with a high degree, while paragraph No. (5), which stated: "The school principal proposes multiple alternatives to work problems" came in the last rank with an arithmetic average (4.10) and a standard deviation (0.93), with a high degree. The total arithmetic average of the teachers' estimates of the degree of intellectual skills practice by middle school principals was (4.22) and the standard deviation of the estimates was (0.80), with a high degree.

Technical skills area

Table (5) Arithmetic averages and standard deviations of teachers' estimates of the degree of practicing technical skills by middle school principals within the green line, sorted in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
7	The school principal encourages the professional growth of teachers.	4.42	0.84	1	High
2	The school principal completes his duties in the specified times.	4.3	0.82	2	High
3	The school principal arranges the tasks in order of priority.	4.26	0.9	3	High
1	The school principal uses technology tools to accomplish his tasks.	4.1	0.92	4	High
4	The school principal uses scientific methods in solving business problems.	4.09	0.89	5	High
5	The school principal has the ability to be creative and innovative.	4.06	0.98	6	High
6	The school principal involves teachers in making decisions	3.88	1.03	7	High
	Technical skills (as a whole)	**4.16**	**0.78**		**High**

As it is noted from Table (5), the arithmetic averages of teachers' estimates of the degree of practicing technical skills by middle school principals within the green line ranged between (3.88) and (4.42) to a high degree, as paragraph No. (7) which stated: "The school principal encourages the professional growth of teachers" came in the first rank with an arithmetic average (4.42) and a standard deviation (0.84), with a high degree, while paragraph No. (6) which states: "The school principal involves teachers in making decisions" came in the last rank with an arithmetic average (3.88) and a standard deviation (1.03), with a high degree. The total arithmetic average of the teachers' estimates of the degree of practicing technical skills by middle school principals was (4.16), and the standard deviation of the estimates was (0.78), with a high degree.

Human skills area:

Table (6) Arithmetic averages and standard deviations of teachers' estimates of the degree of practicing human skills by middle school principals within Israel, sorted in descending order

No.	Paragraph	Arithmetic average	Standard deviation	Rank	Degree of practice
7	The school principal maintains good relations with the subordinates.	4.25	0.91	1	High
4	The school principal supports teamwork.	4.21	0.91	2	High
6	The school principal establishes relationships between the school and the local community.	4.16	0.92	3	High
2	The school principal takes into account the special circumstances of teachers.	4.14	0.9	4	High
3	The school principal uses reinforcement methods.	4.11	0.98	5	High
1	The school principal understands the needs and tendencies of teachers.	4.1	0.89	6	High
5	The school principal works to create a friendly atmosphere among the teachers.	4.09	1.04	7	High
Human skills		**4.15**	**0.84**		**High**

As it is noted from Table (6), the arithmetic averages of teachers' estimates of the degree of practicing human skills by middle school principals within the green line ranged between (4.09) and (4.25) to a high degree, as paragraph No. (7) which states: "The school principal maintains good relationships with subordinates" came in the first rank with an arithmetic average (4.25) and standard deviation (0.91), and a high degree, while paragraph No. (5), which stated: "The school principal works to create a friendly atmosphere among teachers" came in the last rank with an arithmetic average (4.09), and standard deviation (1.04), with a high degree. The overall arithmetic average of the teachers' estimates of the degree of practicing human skills by middle school principals was (4.15) and the standard deviation of the estimates was (0.84), with a high degree.

First: Discussing the results related to the first research question, which states: "What is the level of practicing leadership skills in distance learning among middle school principals within the Israel from the teachers' point of view?"

The results showed that the practicing degree of practicing leadership skills of middle school principals within the green line from the teachers' point of view as a whole was high, and all its areas were high, according to the following order: the area of administrative skills in the first rank, the area of self-skills in the second rank, the area of intellectual skills in the third rank, the area of technical skills in the fourth rank, and the area of human skills in the last rank.

These results can be attributed to the fact that the principals largely bear their responsibilities, and focus on the administrative aspects, as they are considered a measure of the efficiency of their administrations in front of the responsible authorities and in front of

the community, while the human skills came in the last rank because they consider that the relationship with teachers is a working relationship before it is a human relationship, Thus they focus more on administrative skills.

This result can also be attributed to the fact that teachers feel that principals focus on administrative aspects at the expense of other aspects, especially the human aspect. This is because the administrative side requires tasks and responsibilities that may take a large amount of time from the teacher, which distracts him from performing his teaching tasks, and his psychological and social needs.

The arithmetic averages and standard deviations of the areas of the degree of practicing leadership skills by middle school principals within the green line from the teachers' point of view separately were calculated, as follows:

Administrative skills area

The results showed that the area of administrative skills of middle school principals within the Green Line from the teachers' point of view was high, item (6) came in the first rank and with a high degree, while item (3) came in the last rank and with a high degree.

This result can be attributed to the fact that principals pay high attention to informing their teachers of the latest developments, and consulting with them on school matters, through the meetings they manage. They are keen to hold these meetings, organize and manage them well, because failure to manage and organize those meetings, will cause chaos and raise points that are not in the subject of discussion, which loses the meeting's importance, and causes the loss of its objectives.

As for the coming of item (3) in the last rank; It may be due to the existence of fixed criteria for evaluating teachers, but the principal is a human being in the first place, and he has his emotions and tendencies, and no matter how neutral and objective he may be, emotions and human tendencies must affect him.

Self-skills area

The results showed that the degree of self-skills practice of middle school principals within the green line from the teachers' point of view was high, as item (7) came in the first rank and with a high degree, while item (2) came in the last rank and with a high degree.

This result can be attributed to the fact that the principal should have a decent appearance as he represents the school in front of officials, subordinates and visitors, because of the effect of grooming and decency in giving a character of respect and dignity to the person who possesses it, whether at the level of self, or at the level of student subordinates and society; The well-groomed principal and the appropriate words reflect a good aspect of himself, his school, and its employees. As for the coming of item (2) in the last rank; It can be attributed to the need for the principal to be flexible in order to be able to win the love and cooperation

of others, as the spasm and singularity of opinion generate a negative view of the subordinates and visitors towards the director, and push them not to cooperate with him, which may make it difficult to manage and organize the internal and external affairs of the school.

Intellectual skills area

The results showed that the area of intellectual skills of middle school principals within the Green Line from the teachers' point of view was high, as item (1) came in the first rank and with a high degree, while item (5) came in the last rank and with a high degree.

This result can be attributed to the fact that school principals are teachers and experienced in the first place before they take over the duties of the administration, and they have full knowledge of the dimensions of the educational process, and they are informed of new matters by the Ministry before the teachers. We can also attribute this result to the principals' interest in learning about the dimensions of the educational process and its developments in order to be able to follow up on teachers' performance and students' achievement, to raise the level of their schools and make them distinct among other schools, whether in the administrative, educational, or achievement aspects. It can also be attributed to the principals' keenness to become familiar with the dimensions of the educational process in order to be able to manage all administrative matters in their schools. As for the coming of item (5) in the last rank; Perhaps because the principals are restricted to the alternatives offered by the ministry, and they do not always have the freedom to choose, and therefore they present the alternatives when they are able to expand the choice of alternatives. This result may be attributed to the principals' experience in the viability of alternatives, and their suitability to overcome work problems, and therefore, from their point of view, there is no need to try new alternatives.

Technical skills area

The results showed that the area of technical skills of middle school principals within the Green Line from the teachers' point of view was high, as were all its paragraphs, where item (7) came in the first rank with a high degree, while item (6) came in the last rank and with a high degree.

This result can be attributed to the keenness of school principals to raise the efficiency of teachers and their professional development because of its positive repercussions on teachers' performance and student achievement, in addition to improving the school's reputation in front of the community. This result can also be attributed to the fact that the professional development of teachers generates distinction among them, which facilitates their evaluation, especially for the purpose of promotions. This result may also be attributed to the fact that teachers' professional development makes them able to assume more and greater responsibilities, which helps the principal to delegate some powers to the efficient

teacher, which reduces the burden on the principal and ensures continuity of work in the event of his absence from school.

As for the coming of item (6) in the last rank, perhaps the reason is that school principals have excessive self-confidence, and therefore do not rely on teachers to make decisions, in addition to the fact that the school principal is primarily responsible for any decision made in the school, and therefore bears the consequences of that decision. This result may be attributed to the difficulty of making decisions in consultation with teachers due to the multiplicity of opinions they present, which some may put forward for their own benefit without taking into account the benefit of others, and when the principal takes the opinion of one of them, he is accused of bias.

Human skills area

The results showed that the area of human skills of middle school principals within the Green Line from the teachers' point of view was high, as item (7) came in the first rank and with a high degree, while item (5) came in the last rank and with a high degree.

This result can be attributed to the importance of human relations in spreading an atmosphere of intimacy, love and cooperation in the school, which ensures the continuation of work in a friendly and psychologically comfortable atmosphere for teachers and students, which is positively reflected on teachers' performance, student achievement, and improving the school's reputation in the community. The administration's interest and keenness to apply the aspect of human relations, create a friendly and cooperative atmosphere among individuals, encourage initiatives, develop motivations and psychological acceptance, and create material and moral incentives to motivate individuals to give, appreciate their work and respect their humanity, and creating a safe and social environment for all employees will have an effective positive return to provide the best possible productive work. The school principal is an educational leader who leads his school to achieve the goals set for it, and he is an educator who calls for sound education and works to instill it in the hearts of others; Therefore, he must set a good example in all his actions and dealings with others, because his leadership role dictates that, and he must make human relations the engine of his work within the limits of regulations so that compliments do not overwhelm the workflow. The successful principal is the one who believes that each individual has his own place and importance and that each individual has abilities and tendencies that may differ from one person to another. Therefore, the school principal must respect each person and give each individual his utmost importance, appreciation and respect.

Second: Discussing the results related to the second research question, which states: "Are there statistically significant differences at the level of statistical significance (α = 0.05) in the estimates of the study sample members of the level of practicing leadership skills by middle school principals within the green line for leadership skills in distance learning due to the study variables (gender, educational qualification, and years of experience)?"

The results related to this question showed that there was a statistically significant difference between the average estimates of the study sample members in human skills, according to the gender variable, in favor of male teachers. While there are no statistically significant differences between the arithmetic averages of the estimates of the study sample members in the rest of the areas, and the presence of statistically significant differences between the arithmetic averages of the estimates of the study sample members to the degree to which school principals practice technical, administrative, intellectual, self and human skills, according to the variable of years of experience, and in favor of those with experience less than 10 years. The results did not show that there were statistically significant differences between the arithmetic averages of the study sample estimates to the degree to which school principals practiced the five skills due to the educational qualification.

This result can be attributed to the fact that male teachers are more interested in human relations between them, because they have more time to meet and exchange visits more freely than female teachers, who often bear the burdens of home, family, and children's education, and the restrictions imposed by society reduce the freedom of movement.

This result can also be attributed to the fact that teachers with fewer years of experience are more appreciative of these skills; This is because they care about these aspects because they need them, because the principal's ability to run his school successfully and to give advice and guidance to teachers and students, and the school principal's experience, culture and erudition affect his philosophy and style of work, which is reflected in the organization and the course of teaching, and this matter has positive repercussions on this category of teachers, while teachers with long experience have become so accustomed to the existence of these aspects that it has become a routine for them.

This result may be attributed to the fact that teachers, regardless of their educational qualifications, carry out the same duties assigned to them alike, and that their circumstances and the atmosphere of cooperation and affection between them make them look with the same standards on the skills of their principals, and therefore they look forward to principals to have these skills in equal measure.

Recommendations

According to the results of the current study, it recommended the following:

- Decision-making authorities should work to promote and encourage school principals to maintain high performance in practicing leadership skills.

- The need to give greater importance to human relations among principals, and to spread an atmosphere of cooperation and affection among employees.

- Urging teachers to familiarize themselves with what is new in the area of education and modern educational programs with regard to ways to improve performance in distance learning.

- Urging teachers to carry out creative projects that help develop distance learning methods.

- Conducting more similar studies on other societies.

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